

THE EFFECTIVENESS OF LAPBOOK IN TEACHING READING COMPREHENSION

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Abstrak

Penelitian pra eksperimen ini bertujuan untuk mengetahui keefektifan media Lapbook dan tingkat keefektifitasnya terhadap kemampuan siswa dalam pemahaman membaca. Teknik sampling acak kluster digunakan untuk memilih partisipan, dalam hal ini adalah siswa kelas delapan MTs Negeri 02 Pontianak. Data penelitian diambil melalui tes. Uji coba dilakukan bertujuan untuk memvalidasi tes tersebut. Data kemudian dianalisis menggunakan statistik deskriptif dan inferensial untuk mengetahui proses dan hasil yang disebabkan oleh media *Lapbook* melalui tiga rangkaian utama, yaitu: tes awal, perlakuan, dan tes akhir. Hasil analisis menunjukkan nilai rata-rata tes awal siswa 53.51 dan nilai tes akhir 71.81. Kalkulasi pada hasil uji t menunjukkan bahwa t_{obtain} lebih besar dibandingkan t_{table} yaitu $25.303 > 2.028$ yang mana dapat disimpulkan bahwa hipotesis alternatif diterima. Pada hasil hitung *effect size* juga menunjukkan bahwa standar keefektifan tes dikategorikan efek yang kuat sebesar 1.07 (> 1.00) berdasarkan kualifikasi dari Cohen. Hal ini berarti media pembelajaran *Lapbook* efektif dan dapat dipergunakan untuk mengajar kemampuan membaca.

Kata Kunci: pemahaman bacaan, lapbook, eksperimen.

Abstract

This pre-experimental study aimed to determine the effectiveness of the lapbook and its effect on students' reading comprehension mastery. A cluster random sampling was used to select the participants, the eighth-grade students of MTs Negeri 02 Pontianak. The data was collected by using tests. Try out was conducted to validate the test. The data collected were analyzed using descriptive and inferential statistics to know the process and result caused by the implementation of the wapbook which was elaborated into three main procedures; pretest, treatments, and post-test. The data analysis shows that the lapbook implementation affected the students' reading comprehension achievement. The mean score from pre-test was 53.51 and the means score of the post-test was 71.89. The calculated data of the t-test confirms that t_{obtain} was higher than t_{table} , which means that the alternative hypothesis was accepted. Furthermore, the effect size calculation was 1.07 (> 1.00) which indicates the standard effectiveness of the test is categorized as strong effect according to Cohens' effect size qualification. In summary, the lapbook is significantly effective and encourages the other English teachers to use it to teach reading comprehension.

Keywords: reading comprehension, lapbook, experimental research

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INTRODUCTION

In English learning, reading is a part of English skills. It allows a person to obtain information and meaning from a certain thing (Bressel & Rasinski, 2009:12). To comprehend a text, students need to have proficient reading knowledge. It also requires the students to connect

the information contained in the text and know the writer's aim. When the students are able to comprehend a text, it is expected that they can find and get the information from the text.

The educational system in Indonesia is ruled or run by the minister of education. The School-based curriculum has been guidance provided by the government for the national schools to operate in the educational system. The curriculum encourages the junior high school students to comprehend a short functional text or a simple essay form in the genre of recount, descriptive, narrative and so on. However, to comprehend those types of text, there are several indicators that the students should master. These indicators consist of main idea, vocabulary, factual information, reference, and inference (King and Stanley in Juita et. al.: 2013).

With due the preliminary teaching of apprenticeship, the researcher found many students struggled to understand a text. This had shown some of the various causes. First, the students had certain limitation of background knowledge about the topic of a text. It made them hard to understand what the text talks about. This caused many of them confused or had no idea to the questions. Second, limited reading comprehension knowledge. Some of the students asked about the meaning of the vocabulary. This made the students had limited capacity in finding out the answers as they did not know the questions about the indicators of reading comprehension. From these learning situations, the researcher concluded that the students need to be guided or given some information about reading comprehension. In order to help the students, the researcher must have some ways to enable students to comprehend a reading text.

Thus, the researcher aims to use a creative and effective learning situation in order to make the students enjoy understanding a reading text. Therefore, among methods, techniques, and strategies, the researchers consider that there must be a way to overcome the obstacles in comprehending the text. One of them is lapbook. According to Rusthon (2005:9), "lapbook is a complete collection booklets and display material from a particular study gathered and displayed in a folder-book that fits in your lap." This media can provide any information and stimulate students' mind. The researcher hopes that the lapbook can affect the students' achievement in reading comprehension.

The procedures for making lapbook are (1) selecting of a relevant topic; (2) organizing a lapbook; (3) designing a visual model; and (4) creating the lapbook (Peycheva & Lazarova, 2018). Based on these procedures, the researchers could modify the teaching procedures which are applied in teaching reading comprehension on a descriptive text by using lapbook as follows:

- a. Teaching the students the schematic structure and linguistic features of a descriptive text.
- b. Helping the students identify the main idea, supporting details, meaning of vocabulary, inference and the reference in a descriptive text.
- c. Dividing the students into groups.
- d. Providing and giving a descriptive text that is not arranged yet to each group.
- e. Instructing the students to arrange the text based on the generic structure and language feature by sticking or arranging it on the empty Lapbook inside.
- f. Giving time and opportunity for students to apply or stick the text and its suitable picture on the provided Lapbook.

The students' work from each group is detailed in the following pictures below, and *The Prambanan Hinduism Temple* is the teaching topic. Here, the students enjoyed the learning process.



Figure 1. Front Cover of a lapbook

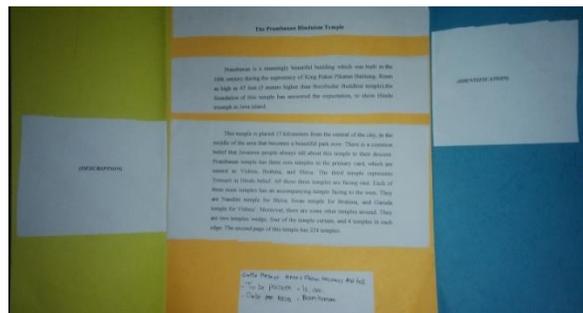


Figure 2. Inside a lapbook

Arsyad (2012:224 cited in Andyana and Ranu, 2017) states that lapbook can be adjustable for teaching purposes. To add, the selection of Lapbook is conceptually clear as it is used for result analysis. Lapbook can adjust the students' characteristics. Moreover, lapbook contains a visual

illustration of images that represent a material. From the strengths above, Lapbook is a medium that could help the students learn more practical teaching material.

However, the lapbook is also considered taking much time in teaching implementation since the teacher ought to prepare scaffolding materials for the students to be able to work with the lapbook itself (Nemeckova, 2017 cited in Vejmelkova, 2018). This confirms that lapbook had an issue with time for the implementation. Hence, good management of time is required to overcome it.

The lapbook has been used in a variety of teaching and learning styles. Vejmelkova (2018) implemented the lapbook as a new teaching tool that benefited and impacted students' attention during the teaching and learning processes. The research finding claims that several activities by using lapbook had successfully taken the pupils' attention and decreased the students' loss of attractiveness towards the material. The research sample mainly focused on 10 young learners as the participants' age around 6-7 years old.

Regarding the research finding described earlier, another similar research was conducted in Indonesia by Andyana and Ranu (2017) study using ADDIE where they developed the lapbook for teaching the subject of the Introduction of Management Work with the participants of the study was eleventh-grade students of SMK N 1 Surabaya. They found that the lapbook effectively and successfully taught the subject. They designed the lapbook and adjusted it with the material as the lapbook is adjustable media, which was used to introduce the symbols of POS subject easily. As the result, the lapbook helped the students understand the material.

In addition, the most similar research was conducted by Pujita (2015) who found that lapbook is highly effective in teaching students reading comprehension. This research finding mainly focused on two reading comprehension aspects, namely literal comprehension and inference. The sample of this research was the eighth-grade students of SMP N 14 Pontianak.

From those relevant studies, the researcher would like to conduct a research to prove the effectiveness of using lapbook on students' reading comprehension to the eighth grade of MTs Negeri 02 Pontianak, Indonesia. The researchers hope that lapbook has a positive effect and can be used by teachers to teach the students in a unique way. Furthermore, this study focused on five aspects of reading comprehension, namely main idea, vocabulary, detailed information, reference, and inference (Ellery, 2009 cited in Latifa & Manan, 2018: 248-249). These aspects were described in the section of research findings.

METHOD

This section will begin with an introduction of the research participants and settings (place and time). Afterward, the research methods and steps will be elaborated, followed by data collection and data analysis used in this study. Participants in this research were the eighth-grade students of MTs N 02 Pontianak. The data collection process was obtained in Class D, a class selected by using cluster random sampling. Cluster random sampling is used to make a smaller version of the population. The name of each class would be written in a small piece of paper, then roll and put into a glass. The paper which is out first will be the sample of the research.

This is a pre-experimental study that determines cause and effect and how strong the effect after treatment. Cohen *et al.* (2018: 391) state that “an experiment involves making change in the value of one variable, called the independent variable and observing the effect of that change on another variable, called the dependent variable.” This research was divided into three steps: conducting a pre-test session, implementing the lapbook to the students, and conducting a post-test session (adapted from Ary *et al.*, 2010).

The instrument used by the researcher is tests. The tests were in the form of multiple-choice test. 40 try out multiple choice questions were given to another class which was not the sample. After giving the try out, the researcher analyzed if those questions were valid or not by using the help from a validator and Microsoft Excel. After the researcher obtained the valid questions, the researcher conducted the pre-test to the sample class. In the next meeting, the researcher implemented the treatment by using lapbook in teaching reading comprehension. After the treatments were applied, the researcher held a post-test to measure the students' score.

In analyzing the data, the researcher used two types of statistics. First, descriptive statistic which includes total scores, mean scores and standard deviation. Second, the researcher used inferential statistics which was t-test. T-test means a statistical procedure for testing hypothesis concerning the difference between two means (Ary *et al.*, 2010: 652). The analysis of the t-test is used to compare the mean score of two groups of score from the pre-test and post-test sessions. The researchers used Statistical Package for Social Sciences Version 16 (SPSS 16) to analyze the data. To find out the effect size, the researcher counted it manually. The specific steps were (1) analyzing the students' scores, mean score, normality of the data, the difference score of pre-test and post-test, the standard deviation, effect of treatment and students' significance score of pre-test and post-test. The result was then viewed and interpreted.

FINDINGS AND DISCUSSION

The result of the data that the researcher has analyzed consisted of two, pre-test and post-test. The total score of the pre-test score was 1980 collected from 37 students. The min score collected from the pre-test was 35 and the max score was 75. The mean score for pre-test score rounded to 53,51 with the standard deviation for the pre-test was 9.418 In the process of pre-test implementation, the students were still confused and weak in reading comprehension, because many vocabularies they did not know from the text.

In the post-test, the min score was 55 and the max score was 85. The total score for post-test was 2660 from a total of 37 students. The mean score for post-test was 71,89 and the standard deviation of the post-test was 7.670. In the process of post-test implementation, the students began understanding the questions that the researcher had given because the material was explained in the previous treatments. Figure 3 reveals the descriptive statistics of the pre-test and post-test scores.



Figure 3. The descriptive statistics of the pre-test and post-test scores

Figure 3 shows the mean score of pre-test was 53.51 and post-test 71.89 which indicated that there was a difference between pre-test and post-test mean score. The difference can be calculated by subtracting the pre-test from the post-test, as written below:

$$\begin{aligned}\text{Difference} &= \text{Post-test} - \text{pre-test} \\ &= 71.89 - 53.51 \\ &= 18.38\end{aligned}$$

The result showed that the range between the pre-test and post-test mean scores was 18.38. The range between pre-test and post-test indicated there are possibilities of the effect of the treatment on students' reading comprehension. The researcher calculated the mean score per indicators to see the higher and the lower indicators (see Figure 4).

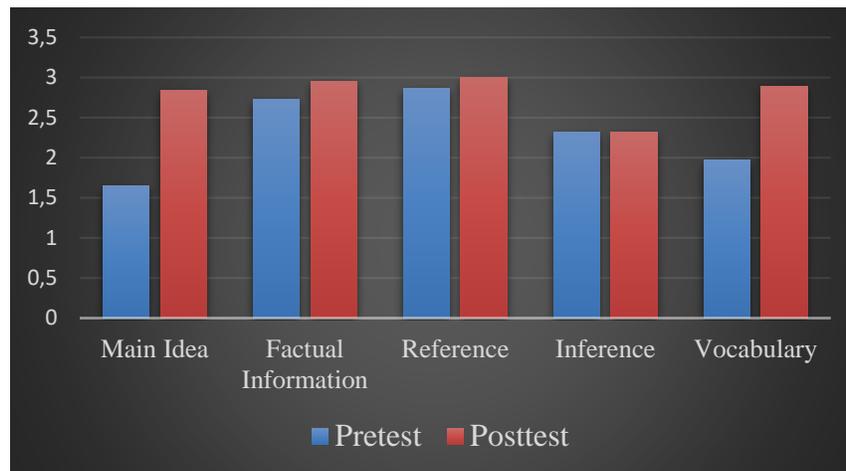


Figure 4. Pre-test and Post-test Scores per Indicator

Figure 4 shows the mean score of pre-test per indicators has difference value. The higher mean score was reference 2.86 and the lower was main idea 1.65 with the total max score 5. The result proved that students had difficulties to comprehend and did not understand the text, so the researcher had to conduct the treatments. After that, the researcher held the post-test to the students. After implementing the treatments, there was a significant result of the post-test. From the diagram seen that the higher mean score was reference 3.00 and the lower was inference 2.32. However, all of indicators had increased because, in the process of implementing the lapbook, they began to understand the material.

To know the significant difference of the results of study before and after the treatment has been given, this study has applied inferential statistics by using t-test paired sample as the normality testing has shown that the results of the pre-test and post-test are in normal distribution. Specifically, the Kolmogorov-Smirnov test was found out the data distribution by comparing the p-value (p) to the alpha-value (α). If the value of ($p < 0.05$ (α), it means that the data is not normally distributed. If the value of ($p \geq 0.05$ (α) it means that the data is normally distributed. Therefore, the result can be seen as follows:

Table 1. One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|--------------------------------|----------------|-------------------------|
| N | | 37 |
| Normal Parameters ^a | Mean | .0000000 |
| | Std. Deviation | 3.55551000 |
| Most Extreme Differences | Absolute | .103 |
| | Positive | .103 |
| | Negative | -.068 |
| Kolmogorov-Smirnov Z | | .628 |
| Asymp. Sig. (2-tailed) | | .825 |

Test distribution is Normal.

Table 1 shows that the data is normally distributed. After the normality test has been done and the data was normally distributed, the researcher conducted a t-test paired sample to find the answers to the first research question. A paired sample t-test was used to find the lapbook effective in teaching reading comprehension in descriptive text or not by comparing t-value to the t-table. If t-value is higher than t-table, it means that lapbook is effective and H_a is accepted. If t-value is lower than t-table, it means that Lapbook is not effective and H_0 is rejected. Therefore, the result of the data analysis was presented in the following table:

Table 2. Paired Samples Test

| | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|-----------------|--------------------|----------------|-----------------|---|---------|--------|----|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair pre - post | 18.378 | 4.418 | .726 | -19.851 | -16.905 | 25.303 | 36 | .000 |

The result shown that t-value score (25.303) was higher than t-table (2.028) at 5% with degree of freedom (df) = 36 (see t-table in appendix 11), or $25.303 > 2.028$. It means that the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected. The next part was to find out the answers to the second research question related to how is the lapbook answered by using effect size formula

$$ES = \frac{X_{\text{posttest}} - X_{\text{pretest}}}{(SD)}$$

$$ES = \frac{71,89 - 53,51}{(9.418 + 7.670)}$$

$$ES = \frac{18,38}{(17,088)}$$

$$ES = 1,07$$

The result of the effect size was 1,07. By considering the interpretation above by Cohen *et al*, 1,07 was greater than 1.00 ($1,07 > 1.00$). It can be concluded that there was a strong effect on the students' reading comprehension after the treatment of the lapbook was applied to the class. It proves that lapbook was strongly effective in teaching reading comprehension with the eighth-grade students of MTs Negeri 02 Pontianak in the academic year of 2019/2020.

Completed the data analysis, the researchers would discuss the research finding based on the data gathered from the research. In order to answer the first research questions and to test which hypotheses are accepted or rejected, the researcher must analyze the statistical significance difference between pre-test and post-test. A paired samples test is utilized by the researcher to find out the t-test result. This is due to a circumstance that the distribution of the data was normally distributed. After the researcher analyzed the data, the researcher found out that there was a comparison between t-value to t-table.

In the result of the pretest, the researcher found that the students' mean score per indicators the lowest is main idea and inference, therefore the researcher concludes the students' weaknesses in comprehending the text and they were limited in terms of finding out the implicit information. Therefore, the researcher conducted the lapbook to see whether this strategy is effective or not. After conducting the treatments, the researcher gave students a post-test and analyzed the data. From the result of the data post-test, all of the indicators had shown a significant change as well as the main idea and inference.

It can be concluded that the lapbook is effective to teach students' reading comprehension. The effect that was shown positively at the end of this pre-experimental research where the lapbook helped the students learn reading comprehension. When the researcher gave the students treatments, it is certain that students were motivated to find the answer since lapbook was used during the teaching and learning process. The content of the lapbook material is question and answer which is adjusted with indicators of reading. As stated by Ellery (2009) cited in Latifa and Manan (2018), there are five aspects of reading and all the indicators reading that the researcher used with pre-test and post-test. Most students can find the answers even though it was not perfect. From the result of the pre-test obtained, the higher is reference and the lower is main idea. Meanwhile, the post-test obtained that the higher indicator is reference and the lower is inference.

Furthermore, to answer the second research question, the researcher did calculate the effect size of the treatments the result shows that lapbook gave strong effect. Lapbook also made students more active and fun because they had to arrange the text and comprehend it at the same time. As stated by Arsyad (2012:224) cited by Andyana and Meylia (2017), lapbook can be adjustable for achieving teaching purposes. To add that, the selection of lapbook is conceptually clear as it is used for result analysis. Lapbook can adjust the students' characteristics. It can build fun learning. Lastly, Pujita (2015) found that the lapbook was effective in teaching reading comprehension to the eighth graders of SMP N 14 Pontianak in the Academic Year 2014/2015. This shows a successful result of experimental research towards the lapbook implementation in teaching reading comprehension.

Based on the explanation above, it can be concluded that lapbook was effective and gave strong effect to teach reading comprehension to the Eighth-grade students of MTs N 02 Pontianak in the academic year of 2019/2020. The Lapbook is effective in teaching reading comprehension. Surely, lapbook can be used in teaching reading comprehension to the students.

CONCLUSION

Based on the data and discussion result, it can be concluded that Lapbook effectively teaches reading comprehension to the eighth-grade students of MTs N 02 Pontianak in the academic year of 2019/2020. The researchers concluded that lapbook brought a positive effect on improving students reading comprehension. By implementing this media, students were more active and understood. It was more interesting with English class especially in reading comprehension. After implementing this media, the students obtained a better result than before in

reading comprehension test. This proved that in pre-test, the students' mean score was 53,51. After conducting the treatments, in the post-test students' mean score was 71,89. Meanwhile, the result of the effect size was 1,07. It can be concluded that there was a strong effect on the students' reading comprehension after the treatment of lapbook was applied to the class. Most importantly is, lapbook was the appropriate and useful media to teach reading comprehension.

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