TEACHING READING COMPREHENSION THROUGH FOCAL POINTS ON R2D2 MODEL

Yudi Hari Rayanto, [1], I Nyoman Sudana Degeng[2], Utami Widiati [3], Punaji Setyosari[4]

[1] STKIP PGRI Pasuruan, Jawa Timur, [2-4] Malang State University, Malang, INDONESIA.

ABSTRACT

The purposes of this research are to find out (1) college students' response during the learning process on Reading comprehension, (2) college students' learning achievement during the learning process on Reading comprehension. The data are gained from questionnaires and test given to 31 college students in 12 meetings. From 12 meetings, there were two college students did not attend the learning process. And automatically, the researcher only gets 29 questionnaires and answer sheets. All data are analyzed by using descriptive quantitative study. The result shows that college students' response is categorized high, that is 0,93 (93%) and the result of college student's learning achievement can be categorized high, all students get more than 90.

Keywords: R2D2, teaching, learning, reading, focal points

INTRODUCTION

Teaching is a process interaction between lecturer and students college, Degeng (2013). This process is used to make students learn based on their own prior knowledge. This learning process involves three important components, they are its activity, lecturers, and college students. In its implementation, the lecturers often put themselves as the core of learning process. As the consequences, the learning process can be said less optimal, because the learning process is only informative. It happens because the learning process is not directed to the process of learning itself, which is constructing college students' prior knowledge, Ardhana (1997). As we know, college students are different into one another. They have their own unique. Recognizing form their uniqueness, the lecturer must pay attention on its different, so the learning process can really alter the condition of its process, from not (less) knowing to knowing, or does not understand into understand.

In learning, mostly, lecturers thought if they cannot attend and give the material in the classroom, the students are assumed that they do not master anything. This assumption can be true because in fact when students come to campus and the lecturers cannot attend, they mostly are lazy to do a scientific learning activity. Besides that, when the students college are in the classroom though the lecturer exists and gives the material in the classroom, they generally like chatting into one another, or just sitting without doing a scientific and critically thinking. They are really passive on doing so. Hassoubah (2004) states that students can be said less on thinking scientifically because students in doing their activity is less on the process of thinking itself. Therefore, the lecturer must encourage themselves or improve their teaching process for making the students are interested in learning. According to Ardhana (1997) dan Degeng (1999), the less of its optimal in teaching process because (1) lecturers are unable to conduct the learning process which is in line with the development of instructional technology, (2) lecturers have a negative perception or misunderstanding about a learning process, (3) lecturers use learning concept which is not relevant with the development of instructional technology.

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Teachimg reading comprehension is different with teaching other skill. Teaching reading comprehension can be said complicated because learners have to have other skills, such as; grammar, vocabulary and knowledge. As we know, reading comprehension is derived from two terms, those are reading and comprehension. Reading itself is the process of receiving and interpreting information encoded in language form via the medium of print, Grabe (2009:14). Learning reading is not learning how to read a text only, but also learning about vocabulary, and grammar. These components are so crucial, if learners do not have these components, of course, they will never be able to comprehend the content of the text. Besides that, in reading activity, the readers have to construct the meaning of words or even sentences which exist as the content of reading text. Meanwhile Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known, Koda, (2005:4) in Cahyono, (2012). We typically make use of our background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help us understand the written text . As learners, we have to have an ability to comprehend the content of a text. When we are in the purpose of comprehending the text, we must have a wide range of capacities and abilities. They include cognitive capacities, motivation and various types of knowledge. Here, we should be able to extract the content from any text at all. If we are only able to extract in a single text, of course, it is not satisfying enough. Besides that, comprehension does not occur by simply extracting meaning of from text. Language and content is interrelated to one another. We have to know how language is used for conveying the content. Therefore, we have to read a text carefully, because it relates to our own prior knowledge for interpreting the message that the writer sends to us. It is undeniable that sometimes when someone asks about the content of the passage, we sometimes cannot answer it well. It probably happens because we do not fully comprehend the content of the text. For overcoming the problems above, all lecturers are suggested to be more creative in designing and developing their learning process. One of them is through the focal point on R2D2 model.

R2D2 model comes from Recursive, Reflective, Design and Development model. (Colon, Taylor, & Willis, (2000). R2D2 is a procedure of constructivist learning design which focus on its learning process creativity. As the constructivist learning design, this model is different with behaviouristics approach. There are some differences between constructivists and behaviouristic approach. Behavorialists tend to assume that language is a theory-neutral medium through which meaning about an external world can pass without being influenced or changed, while constructivists tend to believe that meaning of a language develops through use of the language and thus is contextual. Regarding nature of truth, behavioralists think that truth and reality are universal and independent of perception, while the constructivists believe that truth and reality are local and transitory. The behavorialists propose that through the use of proper methods (e.g., scientific research) human can know what that external reality is. They assume that objective knowledge is universal knowledge and that objective can be distinguished from subjective. Constructivists deny that objective knowledge exists. They say that humans cannot take a “God’s-eye view” and make objective decisions. Positions of the Alternative Model Currently, the majority of the ID models are built upon an objective-rational behavioral theoretical framework. The constructivist approaches to educational technology, however, focus mainly on instructional theory rather than instructional design models. Besides that, this procedure tends to iteratively on its learning and material process. The design is also non-linear, meaning that any aspects of the design which are not fundamentally required to be sequential can be done in any order (Chen & Toh, 2005), as well as revisited at any time. R2D2 has its characteristics as, 1) The process is recursive, nonlinear, and sometimes chaotic. It depends on real problems on learning which always grows up. (2) Planning is organic, developmental, reflective, and collaborative, (3) Objectives

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emerge from design and development work. (4) General ID experts do not exist, (5) Instruction emphasizes learning in meaningful contexts, (6) The goal is personal understanding within meaningful contexts, (7) Formative evaluation is critical, and (8) Subjective data may be the most valuable.

Focal point is a structure or procedure model from R2D2 model. It consists of 3 components, they are define, design and development and dissemination. (1) define, it is determining team participatory. It means that the researcher must make a team for supporting what the researcher does. This team can be internal and external learner, learning designer, and subject matter experts. This team is made for creating, supporting, doing solving problems progressively, and developing contextual understanding. This team works from the beginning until the learning process is done. All members have to take part in learning. They have to give in put for making the process of learning process runs smoothly. (2) design and development. This stage is divided into four components, they are (a) determining the place of research, (b) determining media and its format, (c) evaluation procedure, and (4) design and development. And (3) dissemination. In traditional ID process, the subtasks include summative evaluation, final packaging, diffusion, and adoption. With the exception of the summative evaluation, the R2D2 model is similar to the traditional model. The R2D2 model places little emphasis on summative assessment because: 1) the instructional package is only one aspect of successful instruction, 2) it is difficult to generalize from the summative evaluation to other contexts, 3) with different teachers, different students, 4) the manner in which different teachers would use the materials, and 5) a different school and community context may show no guarantee that the material will work the same way in another context.

Based on the explanation above, the researcher formulates the problems as follows:

1. How is student's response during the learning process through focal points on R2D2 model?
2. How is the result of college student's achievement during the learning process through focal points on R2D2 model?

METHODOLOGY

Research Procedure

Based on the focal points on R2D2 model (define, design and development, and dissemination), the researcher arranges the focal points as follows:

As the first step, the researcher defines a team. It consists of college students, and lecturer from reading comprehension itself. It has a purpose to help and support the researcher during the research being conducted. If there is a problem during the learning process, the team can give some valuable input for overcoming the problems occur.

Design and development

This stage is divided into four components, these are:

(1) determining the place of research, college students, and lecturer. In this step, the researcher takes STKIP PGRI Pasuruan, Indonesia as the setting of the research, and the subject of the research is college students in academic year of 2015. There are 31 college students, one male and the rest is female

(2) determining media and its format. In this step, the researcher uses picture as media on learning process.

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(3) designing evaluation procedure. Here, the researcher uses questionarrie to score lecturer' teaching activity during the learning process and gives a test to college students in every meeting.

(4) designing and developing. In this case, before the learning process is conducted, the researcher designs and develops the learning through some steps, such as:

a) designing lesson plan and material. Lesson plan and material are developed by the researcher himself based on the syllabus.

b) determining the strategy.

c) giving a test. The test is given in every meeting of total 12 meetings.

SQ3R Strategy

The strategy implemented was SQ3R. Here, the researcher developed strategy as: (a) surveying strategy. In this step the researcher uses a picture. The picture given has a relationship with the theory conducted. Here, lecturer or researcher asks learners to observe the picture given to explore their prior knowledge. Through the strategy, the lecturer (researcher) was able to know how far his learners' knowledge. The lecturer must encourage his learners by giving some questions, for example: Do you know what picture it is? etc. (b) Question strategy, after observing the picture given, the lecturer can continue questioning learners with some questions. Here, the lecturer can point some students to answer the questions given. The questions given have relationship with the theory. In this step, the learners have to answer the questions given. (c) Reading strategy, here, the lecturer asks all learners to read a text silently. This strategy is taken for making the learners are able to analyze the content of a reading text. Besides that, the analysis is also about the grammar and vocabulary used, and its pronunciation. (d) Reciting strategy, after reading a text silently, the lecturer asks some learners to pronounce some difficulties words which are given in the textbook. After pronouncing some difficulties words, the lecturer asks some learners to read the text aloud. Here, if the process of reading finds some improper pronunciation, the lecturer must improve the learner's pronunciation after reading aloud conducted; the lecturer asks some question through personal question orally. The question is divided into learner's prior knowledge and the content of the text. It is taken for improving and encouraging learners to speak English spontaneously. After asking learners some questions orally, the lecturer asks learners to do an evaluation based on the text or theory given in written form, and (e), Reviewing strategy, both, lecturer and learners altogether review the material given. The lecturer asks learners to review the theory.

Dissemination of Test

After the first and second procedures are gained, then test was disseminated in the classroom in 12 meetings.

Technique on Data Analysis

The data gained from questionnaire and test. The researcher uses descriptive quantitative study on analyzing the data obtained. Before analyzing the data gained, the researcher does some steps below:

From Questionaries'

The questionnaire was distributed to college students in every meeting. It is done after the learning process has been done by the lecturer. The result from questionnaire was analyzed by using the steps which was taken from Muriadi (2013:45), that was 0 (negative response) and 1 (positive response). The complete steps as follows:

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1. Calculating all scores gained from each students
2. Counting the average score (SR) from each students
3. Analysing each response from students by using criteria as follow:

a. $SR \geq 0{,}5$, positive response

b. $SR < 0{,}5$, negative response

4. Determining the total positive response from students by using the formula:

$$R = \frac{P}{S} \times 100\%$$

Note:

P : total students who give positive response

S : total students

5. Analyzing students' response by using percentage. If students give response more than 85%, it can be said that students give positive response.

2. From the student's learning achievement

a. Designing a scoring rubric

This scoring rubric is developed by the researcher himself as follows:

Table 1. Scoring Rubric

No	*Aspects of scoring*	*Score*
1	The answer is right, grammar is right and has various vocabulary	5
2	The answer is right, grammar is wrong and has various vocabulary	4
3	The answer is right, grammar is wrong and has monotonous vocabulary	3
4	The answer is wrong, grammar is right and has monotonous vocabulary	2
5	The answer is wrong, grammar is wrong and has monotonous vocabulary	1

Calculating the score gained

Below are some steps on calculating the score obtained from college student's test:

1. scoring student's achievement form the test given each meeting

2. calculating the score and determining percentage category from the test material given by using the pattern below:

Achievement level = score from the right answer x 100%

Total score

Criteria:

90 – 100% = excellent

80 – 89% = satisfying

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70 – 79% = satisfying enough

< 70% = low

3. Determining college students' competence level category from the test given from each meetings. Here, the category is based on STKIP PGRI Pasuruan academic guidance, that is:

a. If the score < 50 , it can be said that college students have not mastered

b. If the score ≥ 50 , it can be said that college students have mastered

In this case, college students can be said master by defining college students' competence level category as follow:

1. if $\geq 80\%$ from total college students have mastered, it can be categorized "success"

2. if $< 80\%$ from total college students have mastered, it can be categorized "not success"

RESULT AND DISCUSSION

Result

After the data obtained, the researcher calculates and counts the result as follows:

From student's response

From the total meetings (12 meetings) which are conducted by the researcher, it is found that there are two college students give different score. It can be seen from meeting 1 and 9. In meeting 1, attendance list number 4 gives 'yes' in 13 items from total questions 14 (0,93). She gives "no" in aspect number 6. And in meeting 9, attendance list number 23 gives 'yes' in 13 items from total questions 14 (0,93). But, she gives "no" in aspect number 7.From the calculation which is held by the researcher, it can be said that all students give positive response in all meetings. But, because there were two students do not attend on learning process, they are number 10 and 28, so the result does not reach 100% but 93% or 0,93. From this result, it can be said that college students give positive response during the learning process.

1. From the result of student's learning achievement

Table 2. Data and analysis data from the result from college student's learning achievement

Number of attendance list	*Meeting-*													
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*		
	Evaluation score from meeting-												*Total*	*F.S*
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*		
1	82	90	93	95	100	83	92	96	90	98	94	98	1111	93
2	94	92	93	97	96	86	96	98	90	100	98	98	1138	95
3	82	90	94	100	95	90	96	98	90	98	98	96	1127	94
4	85	90	94	96	93	86	92	98	90	98	96	98	1116	93
5	85	89	93	97	100	86	94	100	90	98	96	96	1124	94

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6	82	90	93	96	95	83	92	98	90	100	98	94	1111	93
7	91	89	94	97	100	86	96	100	90	98	98	98	1137	95
8	91	92	96	98	100	86	94	98	90	98	98	92	1133	94
9	88	92	94	97	95	86	92	98	90	96	98	94	1120	93
10	A	A	A	A	A	A	A	A	A	A	A	A	A	A
11	88	89	93	98	96	86	96	98	90	96	96	94	1120	93
12	85	89	96	97	100	90	98	98	90	98	98	94	1133	94
13	82	89	93	94	92	86	94	96	90	98	98	92	1104	92
14	88	94	94	98	96	86	94	98	90	96	98	98	1130	94
15	88	89	96	97	100	86	96	98	90	100	98	96	1134	95
16	85	92	94	97	95	90	92	96	90	98	96	90	1115	93
17	91	90	93	96	95	86	98	98	90	99	98	96	1130	94
18	91	89	94	97	96	86	98	98	90	98	98	94	1129	94
19	88	92	96	95	96	90	92	98	90	98	94	92	1121	93
20	88	92	94	95	96	86	92	96	90	96	98	94	1117	93
21	85	89	93	96	95	90	98	98	90	96	98	91	1119	93
22	85	90	92	97	93	90	94	100	90	100	98	94	1123	94
23	85	94	93	97	95	90	98	98	90	100	98	96	1134	95
24	82	89	94	100	95	90	94	96	90	100	98	98	1126	94
25	88	89	96	100	93	90	90	98	90	98	98	96	1126	94
26	94	96	93	100	95	90	94	96	90	100	98	98	1144	95
27	82	89	92	95	91	86	94	98	90	98	92	94	1101	92
28	A	A	A	A	A	A	A	A	A	A	A	A	A	A
29	82	90	96	95	91	90	94	98	90	98	96	94	1114	93
30	85	89	92	94	93	90	98	96	90	98	98	96	1119	93
31	86	89	93	95	93	86	96	96	90	100	98	96	1118	93

From the table above, it can be seen that in the first meeting there are 7 college students get 82, and others get more. After all scores are calculated from first until last test, it can be said

that all students are success on doing a test given and can be said master. It is because the result or the score is $\geq 80\%$ from total college students who get more than 90. And it is an excellent score.

DISCUSSION

For getting a good appreciation and learning achievement, teaching and learning process should be implemented well in the classroom. This implementation can be said well if lecturer and college students collaborate into one another. This happens if lecturer and college students know their own existence. It means, the lecturer must prepare his learning tools, such as lesson plan, material, media, and its strategy and college students should participate and take part in learning process. Here, for arousing students' participation, the lecturer must give a broad chance to college students to construct their own learning. Besides that, the lecturer must use a proper strategy on his learning. In other words, lecturer and college students must collaborate in learning process for avoiding boredom. As stated by Mustadji, (2009), Suparno,(1999), dan Nur, (1998) constructivist approach sees that students individually and or collaboratively construct their own knowledge. But, if, lecturer and college students do not know their position, the learning process cannot run well. According to Ardhana (1997) and Degeng (1999), the less of its optimal in teaching process because (1) lecturers are unable to conduct the learning process which is in line with the development of instructional technology, (2) lecturers have a negative perception or misunderstanding about a learning process, (3) lecturers use learning concept which is not relevant with the development of instructional technology.

CONCLUSION

From the result of the questionarrie and test which were already obtained and calculated by researcher from 12 meeting, it shows that the learning process through focal points on R2D2 has positive response. It can be seen from the result of questinnarie given, that is 93%. Besides that, the result of student's learning achievement show success. It is because the result of calculation from first score until last score, all students get more than 90. It indicates that the learning process through focal points on R2D2 model can be implemented by all lecturers on learning process.

SUGGESTION

It is suggested to other researchers to do a similar research in different subjects to make this research objectively can be proven. Besides that, hopefully, other researchers can broadly design and develop other strategy which can enrich our knowledge in developing strategy for making the learning process especially students or college students' interest and enjoy the material given in the classroom.

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Annexure-A

QUESTIONNAIRE FOR COLLEGE STUDENTS

No.	*Aspect*	*Yes*	*No*
1.	In surveying strategy, does picture help you to construct and understand the material given?		
2.	Does questioning strategy motivate you in constructing your knowledge?		
3.	Does questioning strategy give you a challenging to answer orally the questions given?		
4.	In reading strategy, do you do a reading silent activity to understand the vocabulary and the content of a text?		
5.	In reciting strategy, does the way how your friend read help you construct and improve your reading?		
6.	In reciting strategy, do oral questions in comprehending a text help you construct and improve your speaking?		
7.	In reciting strategy, does exercise in written form help you construct and comprehend the content of the text?		
8.	In reciting strategy, does exercise in comprehending grammar help you construct and improve your grammar?		
9.	In reciting strategy, does exercise in finding the synonyms help you construct and enrich your vocabulary?		
10.	In reviewing strategy, does exercise in summarizing help you construct and comprehend the material given?		
11.	Is the material given help you to learn?		
12.	Does the material given challenge to learn?		
13.	Does the stratey use help you to learn easily?		
14.	Does the learning motivate you to learn?		

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