Barrett Taxonomy Reorganization to Improve Students' Intensive Reading Ability

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Abstract. This study aims to determine the effect of the Barrett Taxonomy Reorganization Method on the intensive reading ability of class VIII students of SMP Negeri 2 Duampanua, Pinrang Regency, 2019/2020 academic year. This type of research is a quasi-experimental design with True Experimental Design. The variables in this study were the Barrett Taxonomy Reorganization Method and intensive reading skills. The experimental group was class VIII.1 students and the control group was grade VIII.3 students of SMP Negeri 2 Duampanua, Pinrang Regency. Research data collection techniques in the form of tests. The results showed that the intensive reading ability using the Barrett Taxonomy Reorganization method was higher than the intensive reading ability using the conventional method for eighth grade students of SMP Negeri 2 Duampanua, Pinrang Regency. This is evidenced by the results of the t-test with a significance level of 5% (95% confidence level) obtained t count (3.061)> t table (0.278). The value of t count> t table shows that the intensive reading skills of the two groups differ significantly. Therefore, it can be concluded that the effect of the Barrett Taxonomy Reorganization method can not only improve students' understanding but also their reading ability.

Keywords: Reading, Reorganization Intensive, Barrett, Taxonomy, Conventional Methods

INTRODUCTION:

Language teaching has the aim of developing Indonesian citizens, both as individuals and as members of society, as well as being able to develop language and cultural functions. There are four language skills that must be mastered by students, including listening, speaking, reading, and writing (End, 2016). Reading skills as one of the four language skills have a very important role in human life (Akhir, 2017).

Reading is basically an activity that can be done by anyone, anywhere, anytime and with a very wide variety of objects (End, 2016). The purpose of carrying out this activity varies greatly, although it can be said that it is generally done to gain as much knowledge as possible in addition to simply seeking entertainment (Indriani, 2018).

Reading activities basically start from childhood in kindergarten (Aulina, 2012) and have an impact on children in language learning (Al-Homoud & Schmitt, 2009). The use of language to describe and understand symbols or writing (Aulina, 2012). Reading activities carried out by students not only provide reading skills but further improve children's reading competence (Sénéchal & LeFevre, 2002).

Reading must be done repeatedly to extract the meaning of the text being read to make it more accurate (Díaz & Laguado, 2013), with the help of previous students' knowledge and understanding (Ali et al., 2017). In reading,

there is known one way, namely intensive reading. Intensive reading is reading by finding details or details of the reading content. In intensive reading, concentration is needed to read the reading text in depth which is very good for language learning (Al-Homoud & Schmitt, 2009).

Students' reading skills are related to recognizing phonology, liaison, vocabulary, phraseology, letters and words (Hale et al., 2011). Basically, reading teaching can be done with various methods or strategies such as the use of the Barrett Taxonomy Reorganization method, with categories of skills ranging from literal, reorganization, inferential, evaluation and appreciation (Ali et al., 2017). With regard to students' reading comprehension and how reading comprehension is designed by Barrett's to help students understand textually (Ali et al., 2017).

Research on the Barrett Taxonomy Reorganization method has been researched by several researchers such as research (Anggraini, 2014) on increasing intensive reading skills with the Barrett Taxonomy Reorganization method in Class VIII A Students of MTsN Susukan Semarang Regency in the 2011/2012 academic year. The results showed that the use of the Barrett Taxonomy Reorganization method showed an increase in the intensive reading learning process of class VIII A students of MTsN Susukan Semarang Regency. Other researchers (Fitria et al., 2017) conducted research on the effect of the Barrett Taxonomy Reorganization method on the ability to understand short story texts. The results showed that the Barrett Taxonomy method was influential in learning to understand the short story text of the XI grade students of SMA Negeri 1 Belitang. Meanwhile, the results of research (Khotimah et al., 2016) regarding the ability to read comprehension based on Barrett's Taxonomy for Class IV SD Students, found an increase in student understanding of up to 74%. Based on the results of this study, the Barrett Taxonomy Reorganization method can actually improve students' reading and understanding skills. However, what distinguishes research (Anggraini, 2014) is a different level of education, namely at the primary school level, although both have the aim of increasing intensive reading skills with the Barrett Taxonomy Reorganization method, the difference with research (Fitria et al., 2017) is The objective is different, namely intensive

reading, although both are Barrett Taxonomy Reorganization methods, while research (Khotimah et al., 2016) differs in the aspect of the goal, namely intensive reading, even though both are at the primary school level and use Barrett Taxonomy. Based on the description above, this study aims not only to improve students 'understanding of the text but also to students' reading skills in elementary schools that have not been studied by previous researchers. Therefore, the purpose of this study was to analyze "The Effect of Barrett Taxonomy Reorganization Methods on Intensive Reading Ability of Class VIII Students of SMP Negeri 2 Duampanua Pinrang Regency in the 2019/2020 academic year."

METHOD

The method used in this research is the experimental method. Experimental research is a research method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2011). In experimental research, there are several forms of experimental design, namely: 1) Pre Experimental Design, 2) True Experimental Design, 3) Factorial Design and 4) Quasi Experimental Design. The experimental design used in this study is the True Experimental Design research (Sugiyono, 2011), because in this design, the researcher can control all external variables that affect the course of the experiment. Thus the internal validity (the quality of the research design implementation) can be high. The main characteristic of True Experimental is that, the sample used for experimentation and as a control group is taken randomly from a certain population. So the characteristic is that there is a control group and the sample is randomly selected. By using the True Experimental Design research method, it can be revealed the difference in the ability to read intensively using the Barrett Taxonomy Reorganization method and the ability to read intensively without the method. The research observation group was divided into two homogeneous groups. The first group is the experimental group which is treated by applying the Barrett Taxonomy Reorganization method. While the second group as a control group is a group that does not carry out learning activities with the Barrett Taxonomy Reorganization method.

The research design used was the pretest posttest control group design, which is one of the True Experimental design models. In this design, there are two groups that were randomly selected and then given a pretest to find out whether the initial state was the difference between the experimental class and the control class. For more details, see the following table:

Table 1. Pretest Posttest Control Group Design

Group	*Pretest*	Treatment	*Posttest*
Experiment	T1	E	T2
Control	T1		T2

Independent variables are variables that influence or cause changes / emergence of the dependent variable (Sugiyono, 2011). So, the independent variable is a variable that affects the results of the study. The independent variable in this study is the Barrett Taxonomy Reorganization method.

Variables that are influenced / which are the result because of the independent variables (Sugiyono, 2011). The dependent variable in this study is the intensive reading ability of class VIII students. Population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics that are determined by the researcher to study and then draw conclusions (Sugiyono, 2011). Population is not just the number of objects / subjects to be studied, but includes the properties / characteristics of the object / subject. The population in this study were students of class VIII SMP Negeri 2 Duampanua Pinrang Regency.

The sample is part of the number and characteristics of the population (Sugiyono, 2011). Researchers used sampling techniques to represent research results. The sampling technique uses probability sampling with cluster sampling (area sampling). The area sampling technique is used to determine the sample if the object to be studied or the data source is very large, to determine which one will be the source of the data, then the sampling is based on a predetermined population area.

The research instrument is a tool used to measure natural and observed social phenomena (Sugiyono, 2011). The research instrument is a measuring tool used by researchers to observe certain phenomena using a method. The instrument used in this study was a sheet of test

instruments, namely the pretest (initial test) and posttest (final test) against students. The test as data collection is a series of questions or exercises used to measure skills or knowledge.

Data collection techniques are the methods used by researchers to collect data (Sugiyono, 2011). The data collection technique used in the research was written test techniques to determine the ability to understand the contents of the students' reading text. This test is carried out after completing the text reading learning program in both classes (experimental and control). From this text, it can be seen the level of intensive reading skills in both the experimental class and the control class.

Analysis in any kind of research is a way of thinking. This is related to systematic testing of something to determine the part, the relationship between the parts, and the relationship as a whole (Sugiyono, 2011). Data analysis technique is also a method used to describe the information or data obtained so that the data can be understood not only by the person collecting the data, but also by other people. The steps taken are as follows: (1) Scoring. Researchers gave scores to students' answers to the questions on the test. There were 19 questions for the intensive reading test. Multiple choice questions 1-10 were given a score of 10 and essays 1-5 were given a score of 2, number 7 was given a score of 4, number 8 was given a score of 8 and number 9 was given a score of 4; (2) Test comparative analysis. Statistical comparative analysis was used to describe the data obtained from the results of the pretest and posttest of the two groups, namely the mean, median, mode, minimum, and maximum. In this research, it was conducted with the help of SPSS 23 for windows; (3) Test requirements analysis. Before further analysis, all data that has been collected will be tested for data analysis requirements. Therefore, before testing the hypothesis, the normality test and linear test will be carried out first; (4) Test data normality. The data normality test is carried out to determine whether the data is normally distributed or not. Analysis of this data using SPSS 23 for windows using the Shapiro-Wilk technique. The condition for a data can be said to be normal if the significance or probability value is> 0.05; (5) Homogeneity test. This test is used to determine whether the two groups have the same level of data variance or not. If the homogeneity test results show a level of significance or probability> 0.05, it can be said

that the variants of the samples in question are not much different, then the samples are homogeneous; (6) Hypothesis testing. After testing the population data using normality and homogeneity, and the population data is known to be normally distributed and homogeneous, then a hypothesis is tested. This hypothesis test was conducted to determine whether the Barrett Taxonomy Reorganization method had an effect on students' intensive reading ability compared to learning using conventional learning. This hypothesis test was carried out using SPSS 23 for windows, namely the analysis technique of independent samples test with a significant level of 0.05.

RESULTS AND DISCUSSION

Result

This research was conducted at SMP Negeri 2 Duampanua Pinrang district, especially class VIII. In this study, four meetings were held in the experimental group control group. Researchers provide treatment at each learning meeting. The first meeting begins with a pretest to determine the initial state. The researcher also gave a posttest at the end of face-to-face learning to find out the final state after being given treatment. The research data were obtained using tests. The research implementation in more detail is described as follows

Comparison of the Pretest Value of the Experiment Group and the Control Group

Based on the measurement of the initial ability (pretest) for class VIII.1 as the experimental group, the average score for class VIII.3 as the control group was 65. The pretest data for the two groups can be seen in the following table.

Table 2. Comparison of the Pretest Value of the Experiment Group and the Control Group

Group	Experiment	Control
Average value	65	66

The table above shows that the pretest value of the experimental group and the control group has a difference in value of 1. These data show that the difference in the initial ability of the two groups is not significant.

Comparison of the Posttest Value of the Experiment Group and the Control Group

After knowing the initial abilities of both the experimental group and the control group, the researchers treated the two groups. Researchers also provide an evaluation to determine the achievement of learning objectives at the end of each teaching and learning activity. The researcher gave a posttest at the end of the treatment with the aim of knowing the students' intensive reading ability. The posttest results showed that the experimental group's score was 73 and the control group's posttest mean score was 64. The posttest data obtained by the two groups is presented in the following table.

Table 3. Comparison of the Mean Value of Posttest Experiment Group and Control Group

Group	Experiment	Control
Average value	73	64

Based on the table above, the difference between the posttest mean scores of the experimental group and the control group is 9. The students' intensive reading ability of the experimental group was higher than the control group. This indicates that the students' intensive reading ability between the experimental group and the control group has a significant difference.

Description of Normality Test

The normality test is carried out to test whether all variables are normally distributed or not. To find out whether it is normal is if sig> 0.05 then normal and if sig <0.05 can be said to be abnormal.

Table 4. Kolmogorov-Smirnov Normal Test Data Pretest Experiment Class

	Tests of Normality					
	Kolmogorov-Sminov[a]			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig
Pretest	160	25	.098	.967	25	.573

Lilliefors Significance Correction

Based on the results of the pretest data normality test in the experimental class, the data obtained at the pretest significance level in the experimental class which is given the symbol ρ = 0.098 means the significant level $\rho < \alpha = 0.05$ means that the data taken follows the normal distribution.

Table 5. Kolmograv-Smirnov Normal Test Posttest data for the experimental class

	Tests of Normality					
	Kolmogorov-Sminov[a]			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig
Pretest	.146	25	.179	.960	25	.423

Lilliefors Significance Correction

Based on the results of the posttest data normality test in the experimental class, the data obtained at the posttest significance level in the experimental class which is given the symbol ρ = 0.179 means that the significance level $\rho > \alpha = 0.05$ means that the data taken follows the normal distribution.

Table 6. Kolmogorov-Smirnov Normality Test Data for the Control Class Pretest

	Tests of Normality					
	Kolmogorov-Sminov[a]			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig
Pretest	.169	25	.065	.954	25	.305

Lilliefors Significance Correction

Based on the results of the pretest data normality test in the control class, the data obtained at the pretest significance level of the control class which is given the symbol ρ = 0.065 means the significant level $\rho < \alpha = 0.05$ means that the data taken does not follow the normal distribution.

Table 7. Kolmogorov-Smirnov Normality Test Data Posttest Control Class

	Tests of Normality					
	Kolmogorov-Sminov[a]			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig
Pretest	.158	25	.106	.956	25	.333

Lilliefors Significance Correction

Based on the results of the posttest data normality test in the control class, the data obtained at the posttest significance level in the control class which is given the symbol $\rho = 0.106$ means that the significance level $\rho > \alpha = 0.05$ means that the data taken follows the normal distribution.

Homogeneity Test Description

Homogeneity test to determine whether several data variants are the same or not. The test used is the variance similarity test (homogeneity) with the t-test. With the SPSS 23 program for windows, the homogeneity test results can be seen in the following table 8.

Table 8. Results of Calculation and Processing of SPSS Application Figures

Test of Homogeneity of Variance				
	Levene statistic	df1	df2	Sig.
Based on Mean	1.419	1	48	.239
Based on Median	.906	1	48	.346
Based on Median and with adjusted df	.906	1	45.458	.346
Based on trimmed mean	1.276	1	48	.264

Table 9. Distribution of Homogeneity Test Results

Group	Sig value. F Count	Bar Value	Data Categories
Control-Experiment	0,239	0,05	Homogeneous

Based on the calculation and processing of numbers is done with the SPSS 23 for windows program. Obtained a significance value of $0.239 > \alpha\ (0.05)$, it can be concluded that the two data groups, namely students who were taught before using the method and after using the method have the same or homogeneous variants.

Hypothesis Test Description

The hypothesis proposed in this study are as follows

Ha: Intensive reading ability of students who apply the Barrett Taxonomy Reorganization method is higher than the intensive reading ability of students who apply conventional methods in class VIII.3 SMP Negeri 2 Duampanua, Pinrang Regency.

Ho: Intensive reading ability of students who apply the Barrett Taxonomy Reorganization method is not higher than the intensive reading ability of students who apply conventional methods in class VIII.3 SMP Negeri 2 Duampanua, Pinrang Regency.

Hypothesis testing uses the t-test statistical formula. The data analyzed were the posttest data of the two groups. If t count > t table at the 5% significance level with df = 48, then H1 is accepted. Conversely, if t count < t table then H1 is rejected and H0 is accepted. Hypothesis testing can be seen in the following table 10.

Table 10. Hypothesis Testing

	Experiment	Control
Mean	73	64
N	25	25
Don't count	3,061	
t table	0,278	
Analysis	Don't count (3,061) > t table (0,278)	
Information	Experiment > Control	

Based on the t-test calculation, the t-count value is 3.051. Price t count (3.061) > t table (0.278) so it can be concluded that Ho is rejected and Ha is accepted. Thus, it can be concluded that the intensive reading skills of students who apply the Barrett Taxonomy Reorganization method are higher than the intensive reading skills of students who apply conventional methods in class VIII of SMP Negeri 2 Duampanua, Pinrang Regency. Academic Year 2019/2020.

Discussion

The design used in this study is the pretest posttest control group design which is one of the design models. True Experimental Design is the same as the research used (Fitria et al., 2017), in

contrast to research (Anggraini, 2014) which uses classroom action research, or research (Thama et al., 2014) which uses descriptive research. Before conducting the research, the researcher gave a pretest to the experimental group and the control group, such as only research (Fitria et al., 2017), the pretest aims to determine whether the initial abilities of the two groups differ significantly or not.

Based on the measurement of the initial ability (pretest) for class VIII.1 as the experimental group, the average score for class VIII.3 as the control group was 66.

After giving the treatment, the data obtained in the form of the results of the intensive reading ability of students who applied the Barrett Taxonomy Reorganization method were higher than the scores of students' intensive reading abilities who applied conventional methods. Barrett Taxonomy reorganization can improve student learning outcomes, student activity and attention to the learning process (Fitria et al., 2017), although it must be done repeatedly to extract the meaning of the text that is read to make it more accurate (Díaz & Laguado, 2013),

This data can be seen from the posttest scores of the two groups tested using the t-test. The value of t count shows a number of (3.061)> t table (0.278) so it can be concluded that the intensive reading ability of students who apply the Barrett Taxonomy Reorganization method is higher than learning with conventional methods. Almost the same as the results of the study (Fitria et al., 2017) the t-test showed up to a 95% significance level (α = 0.025). This is also shown based on the acquisition of the average value of the two groups. The posttest mean score of the experimental group was 73, while the control group had a posttest average score of 64.

The final condition of the experimental group and the control group showed a difference due to the provision of different methods. In the control class that applies conventional methods, only a few students are enthusiastic and active in learning. In addition, students are less careful in examining the information in the reading text. There is a difference between the control class and the experimental class using the Barrett Taxonomy Reorganization method (Fitria et al., 2017).

Based on the researchers' observations, the conditions of reading activities using the Barrett Taxonomy Reorganization method in the experimental group made students more active in learning. The steps in the Barrett Taxonomy Reorganization method make students curious to understand the reading text material. Students are enthusiastic in asking questions and deepening information related to reading. Students' mastery of this material increases with each treatment. Students not only appreciate but also conduct assessments (Fitria et al., 2017).

In the first step, namely classifying, at this stage students are asked to determine people, objects, places or events. To answer the 5W + 1H questions, the two describe at this stage the students are asked to determine the subtitles that match the facts in the reading test, the third concludes that at this stage the students are asked to make a story based on the subtitles that have been made with their own sentences, the fourth collects and make one at this stage students are asked to combine firm ideas or what information they get in the reading test they have read.

Of the two classes studied, the novelty of the research found was based on the results of the research that the Barrett Taxonomy Reorganization method could not only improve student learning outcomes in elementary schools but also make students more active in exploring information from reading sources and able to rewrite the results of the information they obtained in answering them. a test question, which is different from the Barrett Taxonomy Reorganization method that has been researched by other researchers based on research results (Khotimah, 2016) that Barrett Taxonomy Reorganization can improve aspects of understanding, Barrett Taxonomy Reorganization can improve aspects of understanding (Fitria et al., 2017), improve student activities in intensive reading learning (Anggraini, 2014) or improving reading skills (Thama et al., 2014). So that the novelty of the research obtained by using the Barrett Taxonomy Reorganization method not only improves aspects of student understanding, student activeness, increases in reading skills but also digs up information from reading sources and is able to rewrite the results of the information they get in answering a test question, which is different.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and data analysis carried out, it shows that the

intensive reading ability with the Barrett Taxonomy Reorganization method is higher than the intensive reading ability with the conventional method for eighth grade students of SMP Negeri 2 Duampanua, Pinrang Regency. This is evidenced by the results of the t-test with a significance level of 5% (95% confidence level) obtained t count (3.061)> t table (0.278). The value of t count> t table shows that the intensive reading skills of the two groups differ significantly. Therefore, it can be concluded that the effect of the Barrett Taxonomy Reorganization method is more effective than conventional methods.

ACKNOWLEDGMENTS

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