

## THE EFFECT OF GIVE ONE GET ONE STRATEGY ON STUDENTS' READING COMPREHENSION

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### Abstract

The purpose of this study was determine whether there was an effect of using Give One Get One Strategy on Students Reading Comprehension at descriptive text for X grade SMA Negeri 5 Tanjungbalai in 2022/2023 Academic Year. This research is quantitative research with design of two class, experimental class and control class. The Population of this research was all class X of SMA Negeri 5 Tanjungbalai. The sample of this research were taken from 30 students of experimental class (X MIA 1) and 30 students of control class (X MIA 3). The instrument for collecting data was a multiple choices test. The data was analysed by using t-test formula. From this analysis, the mean score of pre-test in experimental class was higher than and the mean score of pre-test in control class (61,6 > 58) meanwhile the mean score of post-test in experimental class was higher than the mean score of post-test in control class (82 > 70) and  $T_o > T_{table} (5\%) = 8,86 > 0.2542$ . So,  $H_a$  is accepted. In another word, using Give One Get One Strategy more effective and more significant than using conventional strategy

**Key words:** Give One Get One Strategy, Reading Comprehension, Descriptive text.

### INTRODUCTION

Everyone in the world uses language as a means of communication. Every country speaks its language. Each country's language is different from those of other countries. English is becoming a global language, and everyone must learn it. English's status as an international language is reflected in its significance in fields as diverse as economics, politics, technology, and academia.

The English language is an international language that can be utilized anywhere. Thus, if we can speak English fluently, we will not have any language issues when we travel abroad. We need English to keep up with globalization. If our English is not good, on the other hand, we will fall behind. English has always been a required subject in Indonesia. Indonesian students have to learn English from junior high school through university. The students must be able to do these four things in English.

In order to learn English, you need to be able to read, write, speak, and listen. Reading is the way that people get the message that an author wants to get across through written words. A process is unified if it requires the reader to understand what is written. The author tries to get his or her point across through writing. (Francois Grellet, 1981) says that reading is a skill that needs to be used. You have to guess, make predictions, check, and ask yourself questions. It means

that reading is an active process in which the reader and the writer talk to each other. The author tells the reader what the text says and explains it in their own words.

English language teachers often stress the importance of teaching students how to teach effectively. It is not surprising that reading may be a powerful tool for education. In other words, there is a high association between reading and academic success since the more a student reads, the more knowledge the student acquires. The contents of what is being presented cannot be isolated from the process of teaching reading.

Developing reading abilities in any language is essential if you want to enjoy reading. Reading texts in English can be challenging for students, especially at the initial stages when they feel they need to rely on a dictionary or a mechanical translation. Reading is not just about figuring out what the words in a text mean; it's also about getting involved with the material by putting background knowledge and experience on the subject at hand to use. Students reading independently without a dictionary improves their reading speed, comprehension, vocabulary, and overall language skills.

Reading a text is usually done to improve comprehension. This can be done by looking at the text and figuring out what it is trying to say. It means that when people read a text, they try to understand it by paying attention to specific objects and the text's overall meaning. No one will be able to read in this conversation unless everyone understands what is being read.

Understanding is the process of getting meaning from a group of related texts. It requires word knowledge or vocabulary and the ability to think critically and reason. Because of this, understanding is not a passive process but requires active participation. By interacting with the text, the reader contributes to meaning-making.

(Paris & Stahl, 2005) reading comprehension is defined as the ability to see how the different parts of a text relate to each other and to what the reader already knows. The main goal of teaching reading is to help people understand what they are reading. Effective comprehension training goes beyond rote memorization. It encourages students to draw conclusions from what they read, to think critically about what they read, and to find new ways to use the things they learn. Depending on what you want to get out of reading and what kind of text, you will need different knowledge, skills, and methods to understand it. Reading comprehension, which is different from decoding, is much more than just being able to read words. Reading comprehension happens when the person reading knows the right skills and strategies for the kind of text they are reading and knows how to use those skills and techniques to reach their reading goal.

Reading comprehension is the process of figuring out what a written message means by exchanging ideas with the text in a whole and two way. The assumption is that meaning comes from how the interpreter thinks about and solves problems. Prior knowledge and experience determine the substance of meaning for a given individual. This concept also implies that reading comprehension requires an active reader. This activity requires the reader to employ his or her prior knowledge about the text's subject as well as the text itself to construct meaning. The difficulty with reading comprehension is interpreting the text. The difficulty is

solved by the reader's deliberate activity, which involves the reader's purpose for reading and capacity to rely upon relevant prior information ( Danny and Timoth, 2008).

One of the skills that must be taught in school is how to understand what you read. This is because being able to understand what you read has become an important skill for students, whose grades depend mostly on how well they can read. If kids don't understand what they're reading, they might fail or, at the very least, find it hard to move forward. On the other hand, if a child can read and understand what they are reading, they are more likely to learn well. The ability to read has found out. (Nutall, 1982) says that the goal of reading comprehension is part of the process of reading comprehension. This is how people figure out what a piece of writing means and what it is trying to say. The message or meaning that is sent can also be information, knowledge, or even messages of happiness or sadness. (Turner, 1988) says that a reader has a good understanding of what he or she is reading if he or she can: (1) Recognize words and phrases while reading and understand their meaning. (2) connect the meaning of experience to the meaning of reading; (3) fully understand the meaning of the context; (4) Judge what you read based on what you read. Also, (Brown, 1984) says that the most important thing about good readers is that they take part in the process of reading. They know what they want to achieve and keep track of their progress as they read. Good readers use comprehension strategies to make it easier for them to figure out what something means. This strategy has them make reviews, come up with their own questions, make connections, visualize, understand how words change meaning, keep an eye on things, sum up, and evaluate. From what has been said so far, we can say that the basic rules of reading comprehension are that reading is a complex mental process that involves understanding the author's words and sentences, figuring out what they mean, and putting it all together in a good way.

In a reading activity, the person doing the reading needs comprehension to help them understand what is being said. Linse (2005) states that reading comprehension means reading for meaning and analysing and putting together what you've read. As a language skill, reading is essential to our lives and something that everyone does. As a reader or writer, you must understand what you're reading using a good strategy, method, or technique.

Descriptive text one of them must comprehending. Descriptive text, in the opinion of (Anderson, 2003) describes a specific person, location, or thing. In other words, descriptive text is written specifically to describe a person, a place, or anything. Additionally, they used descriptive text to explain a topic by outlining its features without expressing personal viewpoints.

Additionally, according to (Pardiyono, 2007), descriptive text provides the reader with descriptions of living and non-living objects. To put it another way, the Text can determine whether an object is still alive or not. (Barbara, 2004) further stated that the description offers an important point of view because it alters our emotions and broadens our experiences.

Text that describes someone or something is called descriptive text. Its goal is to show and tell about a certain person, place, or thing. (Kane, 2000 ) gives this sentence as a general definition of what it means to describe: When you describe

something, you talk about how it looks, sounds, and tastes. The description is mostly about seeing things, but it also talks about other ways of seeing. Descriptive text is a type of text that is set up to tell the reader about a person, thing, or place.

Based on an interview with their teacher, students of SMA NEGERI 5 TANJUNGBALAI had some problems comprehending the descriptive text being read; they are unable to recognize the text's structure, main idea and meaning of descrit. Due to this, students become passive learners, and the teacher still used the old strategies. Give one get one is a new strategy that can help students in reading comprehension. According to (Tolbert, 1997) recommends the give one get one strategy for reviewing and learning from peers. Students are calm in class and talking to each other to learn. (Commander, 1997) also argues that give one get one is a reading approach that incorporates physical movement to help children to think differently and swiftly generate many ideas. Good readers can use their prior knowledge to comprehend new language, according to these theories. Give one get one can get all students involved in reading, according to (Lim, 2009). Before sharing with the class, students can practice structured academic discussions with peers in a safe and engaging environment.

In this strategy, students roam around the room to offer ideas and gain ideas from others, according to (Guillaume, 2007). People generate ideas when asked. After jotting down an idea, students share it with others in the room and gain ideas from them.

For students to be emotionally and academically invested in the learning process, they need to be involved in how they are taught and how they learn. One of the roles of the teacher in the learning process is to choose the best learning model so that students can learn effectively, efficiently, and in line with the learning goals in the spectrum. One way to get students emotionally and intellectually involved in learning is to use the give one, get one strategy..

Give one get one is a tactic that can consistently get every kid to participate, according to (Justin, 2014). Before sharing with the entire class, it enables students to participate in structured academic discussions with peers, practicing in a setting that is safe and exciting.

The give one get one strategy offers assessments of knowledge, interest, and attitude based on the previously provided explanation. Additionally, it explores several points of view on a subject, promoting dialogue and the sharing of thoughts. It establishes a framework that enables students to collaborate with one another and freely voice their thoughts. Additionally, it helps the students develop their own vocabulary for summarizing.

Given the preceding context, the researcher is interested in taking the study titled, "The Effect of Give One Get One Strategy On Students' Reading Comprehension At Grade X SMA Negeri 5 Tanjungbalai In 2022/2023 Academic Year"

## **METHOD**

According to ( JW. Wellnes Miller, 2005), as cited by (Hasanah, 2017), the term population refers to all positive statistical objects of a specific category.

During the academic year 2022-2023, class X SMA NEGERI 5 TANJUNG BALAI will comprise the population for this study. There were seven classes: X MIA 1, X MIA 2, X MIA 3, XMIA 4, X IS -1, X IS-2, and X-IS 3. The total number of students in each class of MIA and IS were 30 and 28-29.

According to (Suharsimi Arikunto, 1993), as cited in (Hasanah, 2017), the sample is comprised of a number of items, persons, or events having a population that was less than the whole population. (Sugiyono, 2017) defines purposive sampling as a method of data collection that takes into consideration a certain set of criteria. In this research, a purposive sampling approach was implemented. This research use class X MIA-1 and X MIA-3 as samples because through interviews that had been conducted, it was clear that students in the class have the same abilities and have problems with reading comprehension.

This research was conducted at SMA NEGERI 5 TANJUNGBALAI using a quantitative methodology and experimental research methods. Before receiving treatment, a pre-test was administered to determine the level of students' scores and reading comprehension. After administering a test, a post-test was administered to assess the students' score and reading comprehension. The data was collected before and after the test. This design was suitable for evaluating the effective of the give one get one strategy in teaching reading comprehension to students in the tenth grade at SMA NEGERI 5 TANJUNGBALAI.

In this research, there was two groups: the experimental group was X MIA 1 and the control group is X MIA 3. This research applied the get one give one strategy in experimental class. In the control class, employed give conventional strategy. X MIA 1 consist of 30 students and X MIA 3 Consist of 30 students, so the number of samples was 60 students

**Table 1. Experimental Class and Control Class**

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post- Test</b>
Experimental	Y	Y	Y
Control	X		X

Instrument of Collecting Data in this research was Multiple-choice test. As a tool for this research, the test was very helpful. Surely, it was used to see how well students understand what they have read. It had to do with H. Douglas Brown's idea that a test is a way to measure a person's knowledge, skills, or performance in a certain area. The test consist of 20 items and given twice, both before and after the treatment. The goal of the pre-test intended to know the basic knowledge of the students' reading comprehension, and the goal of the post-test is to see if the give one get one strategy had made a difference in their reading comprehension.

Before the treatment started in the classroom, the students took the pre-test. Students take a pre-test to see how well they know their vocabulary. On the pre-test, the students were asked to answer 20 questions with optional; A, B,C, D.

The first step was to choose the experimental and control groups. The give one get one strategy was used on the experimental group, while the control group didn't get any treatment. The students in the control group were taught with the

usual method. It was only part of the treatment because it was thought that the results of the experiment would change from the pre-test to the post-test. During a treatment session with the experimental group, the give one get one strategy was tested to see if it helped students understand what they were reading.

Post-test used to see how well give one get one strategy helped students understand what they were reading. The pre-test and post-test scores of the experimental class and the control class were compared. After that, the scores were used as numbers to measure how well students' reading comprehension.

This research is being done to find out how well the give one get one strategy helps students understand what they are reading when they are reading descriptive text. Comparing the average control group and the experimental group is how this is implemented. The formula of the t-test as the follow:

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{X^2 + Y^2}{N_1 + N_2 - 2} \right] + \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

In which:

$N_1$ : total of the data (subject) of Experimental Group

$N_2$  : total of the data (subject) of Control Group

$M_x$  : mean of Experimental Group

$M_y$  : mean of Control Group

$X^2$ : standard deviation of Experimental Group

$Y^2$ : standard deviation of Control Group

## RESULT AND DISCUSSION

### a. Result

From January through February 2023, this study was carried out. The pre-test and post-test were used to gather the data were administered. The information from the study was intended to determine the advantages of the Give One Get One Reading Comprehension Strategy in Descriptive Text. The population for this study was split into an experimental group and a control group. The same tests were administered to each group. The research's data was intended to determine whether the Give One Get One strategy could have a substantial impact on students' reading comprehension skills for descriptive texts. The data consists of the outcome from the implementation of Give One Get One Strategy and Conventional Way. The study was carried out in SMA Negeri 5 Tanjungbalai at X grade.

In this research has been done treatment in pre-test and post-test. The result of the students' test can be seen on the following table score.

**Tabel 2. Score of pre-test and post-test**

No.	Score	Exprimental Class		Control Class	
		Pre-test	Post-test	Pre-test	Post-test
1	35	3	-	5	-
2	40	3	-	1	-
3	45	2	-	2	-
4	50	-	-	3	3
5	55	4	-	2	4
6	60	3	-	5	1
7	65	4	2	7	5
8	70	3	4	1	2
9	75	1	6	1	9
10	80	3	2	1	1
11	85	4	6	2	3
12	90	-	6	-	-
13	95	-	2	-	2
14	100	-	2	-	-

In pre-test of experimental group:

1. there were 3 students got 35 score
2. there were 3 students got 40 score
3. there were 2 students got 45 score
4. there were 4 students got 55 score
5. there were 3 students got 60 score
6. there were 4 students got 65 score
7. there were 3 students got 70 score
8. there was 1 student got 75 score
9. there were 3 students got 80 score
10. there were 4 students got 85 score

In post-test of experimental group:

1. there were 2 students got 65 score
2. there were 4 students got 70 score
3. there were 6 students got 75 score
4. there were 2 students got 80 score
5. there were 6 students got 85 score
6. there were 4 students got 90 score
7. there were 2 students got 95 score
8. there were 2 students got 100 score

In pre-test of control group:

1. there were 5 students got 35 score
2. there were 1 students got 40 score
3. there were 2 students got 45 score
4. there were 3 students got 50 score
5. there were 2 students got 55 score
6. there were 5 students got 60 score
7. there were 7 students got 65 score
8. there were 2 students got 70 score
9. there was 1 student got 75 score
10. there was 1 student got 80 score
11. there were 2 students got 85 score

In post-test of control group:

1. there were 3 students got 50 score
2. there were 4 students got 55 score
3. there was 1 student got 60 score
4. there were 4 students got 65 score
5. there was 1 student got 70 score
6. there was 9 students got 75 score
7. there was 1 student got 80 score
8. there were 3 students got 85 score
9. there were 2 students got 95 score

Evaluation of research findings is possible through the testing of hypotheses. Both the experimental group and the control group had distinct means. The post-test mean of the experimental class was greater than that of the control class. Each test requires the formulation of one or more hypotheses regarding what should occur if a hypothesis is true or false. Collecting and analysing observational experimental data will help us decide if the predictions are true or not.

**Tabel 3. Score of pre-test and post-test**

Class	Pre-test			Post-test		
	Max	Mean	Min	Max	Mean	Min
Experimental	85	61,6	35	100	82	65
Control	85	58	35	95	70	50

According to the data, it was discovered through this research that:

1. The highest score in the experimental class before using Give One Get One Strategy was 85, and the lowest was 35. The highest score in the experimental class after Give One Get One Strategy was 100, and the lowest was 65, so it was higher than in the controlled class after using Give One Get One Strategy.
2. The pre-treatment control group had a maximum score of 85 and a minimum score of 35. The highest score for the control class after using the



conventional strategy was 95 and the lowest score was 50, higher than the control class after using the conventional strategy.

3. The total pre-test score for the experimental class is 1850 and the total pre-test score for the control class is 1740. Therefore, the total pre-test score for the experimental class is higher than the pre-test score for the control class.
4. The total score of post-test for experimental class is 2460 and the total score for the control class post-test of control class is 2100. So the total score of post-test of experimental class is higher than the post-test of control class.

The conclusion is that  $H_a$  is accepted if  $T_o > T_{table}$  and  $H_o$  is accepted if  $T_o < T_{table}$ . In this study, the scores were calculated using a T-test with a degree of freedom (df) of 58 and a significance level of 5%, with a  $T_{table}$  value = 2,002. The computation of the T-test revealed that  $T_o$  is higher than  $T_{table}$ , or it can be understood as  $T_o > T_{table}$  (5%) with df 58 or  $8,86 > 2,002$ .

After calculating the significant score before and after treatment, data were analysed using the t-test formula. This means that the alternative hypothesis ( $H_a$ ) was accepted, and the reading comprehension of the descriptive use of the Give One Get One Strategy was achieved, leading to the use of the Give One Get One Strategy for reading comprehension on descriptive text. The hypothesis was shown to be valid. Higher results than without the Give One Get One Strategy.

#### **b. Discussion**

The post-test scores of the students were better than their pre-test results. With a difference score of 610 between the pre-test and post-test, the experimental class that employs the Give One Get One Strategy to teach students' reading comprehension in descriptive text has a relatively high difference. It was evident from the analysis in table 4.4 above that the students' post-test score was greater than their pre-test score. The disparity in scores between the experimental group and the control group, which teaches reading comprehension in descriptive texts using traditional strategy, is only 360.

The mean score of the students pre-test in the control class was 58. After treatment using the conventional strategy, it only increased by 12%. And the mean score became 70 in the post-test. Meanwhile, the mean score of the students' pre-test in the experimental class was 61,6. After treatment using the fix-up strategy increased by 20,4 %, and the mean score became 82 in the post-test. The minimum learning mastery standard value in the SMA Negeri 5 Tanjungbalai was 75. Therefore, the mean score of the students on the post-test in the control class was lower than the minimum learning mastery standard value in SMA Negeri 5 Tanjungbalai, which was 58. Meanwhile, the mean score of the students in the post-test in the experimental class was higher than the minimum learning mastery standard value in SMA Negeri 5 Tanjungbalai, which was 82. It means that the Give One Get One Strategy is effective on students' reading comprehension in descriptive text.

### CONCLUSION

The total sample approach was used for sampling in this study, and pre- and post-tests were used to gather data. The students took multiple-choice tests as part of the research. The Give One Get One approach for teaching reading comprehension of descriptive text is successful in enhancing students' reading comprehension, according to the research and analysis provided in the previous chapter. When compared to students who did not use the Give One Get One strategy, the learning outcomes of the students who acquired reading comprehension were significantly different.

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