ENHANCING STUDENTS' READING ACHIEVEMENT BY USING PROFESSOR KNOW-IT-ALL STRATEGY

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Abstract: Students still have difficulty in comprehending the reading text. Hence, the objective of the study was to find out whether Professor Know-It-All strategy could improve the tenth-grade students' reading achievement at SMA Meranti Pedamaran or not. The population of this study was all the tenth-grade students of SMA Meranti Pedamaran. The sample was chosen using purposive sampling method, therefore, two classes; experimental group (class X.3) and control group (class X.2) were taken as the samples and each of them consisted of 36 students. To conduct this study, the quasi-experimental method was used. The written test in the form of multiple choices was administered in order to collect the data. The test was tried out to nonsample students at SMA Meranti Pedamaran in order to know the reliability and validity of the test. Before analyzing the data using the t-test, the normality and homogeneity were found. After the data were considered normal and homogenous, the result of independent sample t-test showed that t-obtained (4.960) was higher than t_{table} (1.9944) and p_{value} (0.000) was less than α_{value} (0.05), it showed that null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It meant that Professor Know-It-All strategy could improve the tenth-grade students' reading achievement at SMA Meranti Pedamaran. In brief, Professor Know-It-All Strategy could improve students' reading achievement because this strategy guided them to comprehend the reading texts given during the treatment by asking and answering the questions posed by their classmates.

Keywords: reading comprehension, reading achievement, and professor know-it-all strategy.

INTRODUCTION

Reading is an important language skill which must be learned by the students. According to Gilakjani and Ahmadi (2011, p.142), reading is the most important language skills in the academic setting and is also an essential skill for all students in all stages. However, reading is not as easy as

what people think because it is not only read a sentence and say it out to others but also understand the content of the reading text and its purpose. As Grabe and Stoller (2002, p.9-10) cited in Tindale (2003, p.6) state "Reading is the ability to draw meaning from the printed page and interpret this information appropriately." It can be inferred that readers should make interpretation from the text they read in order to know the message stated in the text.

Besides, to understand what the reader read, the reader should have comprehension. Pang, et. al., (2003, p.14) explain that comprehension is not a passive process, but an active one because the reader actively engages with the text to construct meaning and this active engagement includes making use of prior knowledge. In other words, the reader should be able to construct the meaning internally by doing the interaction with the material read.

In relation to the importance of reading comprehension, students still have difficulties in comprehending the text. Lee and Spratley (2010, p.2) describe that students have difficulties to comprehend the text, such as vocabulary knowledge, general knowledge of topics and text structures, and lack of knowledge when comprehension breaks down, or proficiency in monitoring their own reading comprehension. In addition, another factor that caused students' uninteresting in reading is the strategy of teaching reading used by the teacher. McNamara (2007, p.1) explains that the use of effective reading comprehension strategy is perhaps the most important means to

help readers improve comprehension and learning from the text. In brief, there were some factors that influence students' reading comprehension achievement.

One of the strategies that can be used by the teacher to solve the students' reading problems was by using Professor Know-It-All strategy. According to Brozo (2010, p.120), Professor Know-It-All is a strategy where students assume roles of know-it-alls or an expert who wear a lab coat, clipboards, or other symbols of professional expertise and provide answers to questions posed by their classmates. In other words, this strategy allows students to learn from other students that have more experienced and knowledgeable about the subject material. Moreover, Brinkley (2011, p.1) explains that many students feel more comfortable asking questions to other students, rather than their teacher. Jensen (2012, p.242) also explains that becoming students as an expert on the topic or text is to motivate and to ease the challenging task of asking more inquisitive questions. In brief, Professor Know-It-All is the strategy that gives students an opportunity to be an "expert or professor" on some aspect of topics and share what they have read with the class by asking and answering questions. This strategy is a good strategy because it can improve students' reading comprehension where the students are forced to interact with others to answer the questions that are posed by their peers and provide students opportunity to be active in the class and motivate students to improve their ideas or opinion through asking

some questions and answering questions about the text that they have read.

As the previous explanation before, the aim of this study was to find out whether Professor Know-It-All strategy could improve the tenth-grade students' reading achievement at SMA Meranti Pedamaran or not.

METHODOLOGY

This study was conducted using quasi-experimental in which non-randomized pretest-posttest control group design was applied. The population of this study was the tenth grade of SMA Meranti Pedamaran in the second semester of 2016/2017 academic. The samples were two classes of tenth graders of SMA Meranti Pedamaran (X.2 dan X.3) which consisted of 36 students and selected by purposive sampling method.

The procedure of teaching reading by using Professor Know-It-All Strategy was as follows (adapted from Brozo, 2008, p.9).

a) Ask students to read the example of narrative text;
b) Ask students to divide them into groups of three or four students;
c) Ask students to review the text just covered;
d) Ask students in the groups to generate 3-5 questions about the content of the text and to ask other experts;
e) Call some students in groups and ask them to stand in front of the class;
f) Ask students to invite questions from the other groups and ask their available questions first,

then add others if more information is needed;

g) Ask students to discuss briefly how to answer it, and then asking the Know-It-All spokesperson to give the answer after receiving questions;

h) Remind students to think carefully about the answers received and challenge or correct the professor know-it-alls if answers are not correct or need elaboration and amending;

i) Ask students in another group to take their place in front of the class and continue questioning students after 5 minutes;

j) Ask students to do the exercise.

The validity of the test was checked by using syllabus and table of the test specification in terms of content validity. The readability of the text was counted by using a Flesch-Kincaid method in order to know whether the texts were suitable, easy to be read and to be understood by the tenth-grade students of SMA or not.

The data from the test were firstly analyzed in the terms of its normality and homogeneity. After that, the data were analyzed by using t-test; paired and independent sample t-test was used. To calculate the data, SPSS version 16 was used.

RESULT AND DISCUSSION

In terms of normality, the data obtained were considered normal because the significance of data in experimental and control groups was

higher than p_{value} (0.05). See Table 1.

Table 1
The Results of Test of Normality in Experimental and Control Groups

Groups	Shapiro-Willk		
	Statistic	Df	Sig
Pretest Exp.	.965	36	.313
Posttest Exp.	.966	36	.324
Pretest Control	.972	36	.475
Posttest Control	.968	36	.373

In terms of homogeneity, the data were considered homogeneous because the significance (0.851) was higher than p_{value} (0.05).

Based on the calculation using paired sample test in the experimental group, it was found that the mean of pretest was 49.08, the standard deviation was 12.914, the standard error mean was 2.152, while the mean of the posttest was 67.50, the standard deviation was 12.754, and the standard error mean was 2.126. In addition, compare to the mean of posttest and pretest in the experimental group showed that the mean difference was 18.417, the standard deviation was 9.970, the standard error mean was 1.662, $t_{obtained}$ was 11.084 at the significant level $p<0.05$ in two-tailed testing with df = 35, and the critical value of t_{table} was 2.0301. Since p_{value} (0.000) was less than α_{value} (0.05) and the value of $t_{obtained}$ (11.084) was higher than the critical value of t_{table} (2.0301), it meant that there was a progress on students' reading achievement in the experimental group after studying reading using Professor-Know-It-All Strategy. The students who were taught by using Professor Know-It-All Strategy had improvement because it guided them to comprehend the reading texts given during the treatment by asking and answering the questions posed by their classmates so that they could

answer the questions easily because they were usually to answer the questions that posed by their classmates.

Based on the calculation using paired sample test in the control group, it was found that the mean of pretest was 50.78, the standard deviation was 11.579, the standard error mean was 1.930, while the mean of the posttest was 52.64, the standard deviation was 12.670, and the standard error mean was 2.112. Besides, compare to the mean of posttest and pretest in the control group showed that the mean difference was 1.861, the standard deviation was 8.672, the standard error mean was 1.445, $t_{obtained}$ was 1.288 at the significant level $p<0.05$ in two-tailed testing with df = 35, and the critical value of t_{table} was 2.0301. Since p_{value} (0.206) was higher than α_{value} (0.05) and the value of $t_{obtained}$ (1.288) was less than the critical value of t_{table} (2.0301), it meant that there was no progress on students' reading achievement in the control group after studying reading using conventional method. In other words, the students who were taught by using conventional method did not show significant progress on their reading achievement because they were accustomed to studying reading by using lecturing so that they did not know how to monitor their own reading comprehension because they did not have steps in monitoring their comprehension and did not have knowledge when comprehension broke down.

Based on the calculation by using independent test, it was found that the mean difference between experimental and control groups was

14.861 at the significant level $p<0.05$ in two-tailed testing with df= 70, $t_{obtained}$ was 4.960, and the critical value of t_{table} was 1.9944. Since $t_{obtained}$ (4.960) was higher than (1.9944) and p_{value} (0.000) was less than α_{value} (0.05), it showed that null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It meant that Professor Know-It-All Strategy could improve students' reading achievement to the tenth-grade students of SMA Meranti Pedamaran. The students who were taught by using Professor Know-It-All Strategy had better progress than of those who were not.

Furthermore, the students in the experimental group were more interested in studying reading, each student acted as an expert and wearing the properties like a professional professor in order to give information of what each student read to the others. This result was in line with Thurber (2011, p.1) who says that this strategy is fun for students because it gives them a chance to be the "expert" on some aspects of the book and shares what they have learned with the class.

In addition, the students who learn reading by using Professor Know-It-All strategy had enjoyed learning reading due to they could express anything they want without afraid making mistakes. As stated by Brozo (2010, p.120), the activity in this strategy was most enjoyable because it combined humor with review and it was enough to ensure that all of the students were paying attention, as the result, they had progress on their reading achievement. Professor Know-It-All Strategy also encouraged the

students to work in the group and allowed them to learn from other students by asking and answering the questions based on the reading text. As a result, it made them trained in doing the task.

However, students who were in control group that used conventional method could not improve students' reading achievement because they were accustomed to studying reading by using lecturing, they would like to wait for their teacher's explanation and did not have guidance to be used if they did not understand what they read. As the result, their reading achievement did not improve significantly.

CONCLUSION

Professor Know-It-All Strategy could improve students' reading achievement. It could be seen based on the result of the independent sample t-test that showed the mean difference between experimental and control groups was 14.861 at the significant level $p<0.05$ in two-tailed testing with df= 70, $t_{obtained}$ was 4.960, and the critical value of t_{table} was 1.9944. Since $t_{obtained}$ (4.960) was higher than t_{table} (1.9944) and p_{value} (0.000) was less than α_{value} (0.05), it indicated that null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It could be concluded that Professor Know-It-All Strategy could improve the tenth-grade students' reading achievement at SMA Meranti Pedamaran.

Furthermore, the students who were taught by using Professor Know-It-All Strategy had improved significantly because this strategy guided them to comprehend the

reading texts given during the treatment by asking and answering the questions posed by their classmates. In addition, the students in the experimental group enjoyed applying for the role as an expert and wearing the properties like a professional professor so that they could answer the questions easily because they were usually to answer the questions that posed by their classmates.

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