

**TEACHING READING COMPREHENSION IN RECOUNT TEXT BY USING ZOOMING IN AND ZOOMING OUT (ZIZO) STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMP SRIGUNA PALEMBANG**

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**Abstract**

There are two purposes of this study. First, to find out whether or not there is a significant difference on the eighth grade students' recount reading between those who are taught by using Zooming In and Zooming Out (ZIZO) strategy and those who are not at SMP Sriguna Palembang. Second, to find out whether or not there is a significant improvement on the eighth grade students' recount reading before and after the treatment. This study used quasi-experimental design that is *pretest-posttest non-equivalent group design*. The population of the study was all of the eighth grade students of SMP Sriguna Palembang. The sample of the study was selected by using convenience sampling method. The samples of this study were class VIII.6 as control class and VIII.7 as experimental class. Both of classes consist of 70 students. This study used independent sample t-test and paired sample t-test. To verify the hypotheses, the score data between posttest in experimental and control groups were analyzed by using independent sample t-test. In independent t-test, level of significance is (0.001), *df* (68), t-value (3.390) and t-table (2.000). Then, the score data between pretest and posttest in experimental groups were analyzed by using paired sample t-test. In paired t-test, level of significance is (0.000), *df* (34), t-value (9.171) and t-table (2.042). It means that there was a significant difference on the eighth grade students' recount reading who were taught by using ZIZO strategy and those who are not. Then, there was a significant improvement on the eighth grade students' recount reading before and after the treatment since the p-output was lower than 0.05 and t-value was higher than t-table.

**Keywords:** *ZIZO Strategy, Recount Text, Reading Comprehension.*

**Introduction**

Teaching is one of the activities in education from elementary school until higher education. Teaching is an activity that can transfer the information from the teacher to the students. It is in line with Harmer (2007, p.107) who states that teaching is "transmissions" of knowledge from teacher to students. Many kind of



subject in education can be taught to get much knowledge. One of them is English subject. Nowadays, English is international language that is used in various aspects. Therefore, English subject is taught to the students from elementary school until higher education, so the students are easy to understand and interact in various aspects by using English.

Based on the syllabus (KTSP 2006) of English subject for junior high school, there are four main skills that must be learned by the students. There are listening, speaking, reading and writing. Reading is one of the skills that very important. It is very important aspect in our life. Much information can be obtained from reading. Zare and Othman (2013, p. 188) state that reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. In reading, comprehension is needed. If the students just read without comprehend, they can not get information from it.

However, many students cannot comprehend what they have read. It is caused by some factors. One of them is they had difficulty to get factual information in the text because they do not understand the meaning words in reading text. Based on Epp, Harrison and Prentice (2004, p. 39), students need to understand the words that allow them to comprehend what they are reading. It is important for them to understand the meaning of ideas and the words that describe those ideas.

There are many kinds of the text to be read by the students. Based on syllabus of English subject of junior high schools for the eighth grade, there are some texts that must be learned by the students. One of them is recount text. After the writer interviewed one of the English teachers at SMP Sriguna Palembang, she found the students' reading comprehension in Recount text was low. So, the writer chose the recount text in conducting her study. Recount text is a text that is important to be learned by the student. It contains events, stories or facts happened in the past time. Mukarto, Sujatmiko, Murwani, and Kiswara (2007, p. 174) define that recount text as a means to inform by retelling past events. It presents the events chronologically.



In the writer's preliminary study, it was found that some students' problems in learning reading after she interviewed one of the English teachers of SMP Sriguna Palembang. He said that the students had difficulty to get the information from the text. One of them is recount text. It was caused they did not understand the meaning of the word and they still confused about generic structure from the text. Then he said that when he asked about conclusion from the text, they could not answer. After that, she interviewed some students of SMP Sriguna Palembang. She found the same problem which they had difficulty to understand the meaning of the words that contained in reading texts. It makes them had difficulty to comprehend the text.

Considering these problems, in teaching reading, a strategy can be used to help the students to improve their reading comprehension. Therefore, it is important to apply an alternative strategy in teaching reading. In this case, Zooming In and Zooming Out (ZIZO) strategy in teaching reading comprehension can be used. According to Doty, Cameron and Barton (2003, p. 103), ZIZO strategy is an instructional framework that can help students analyze a concept in two ways. First, it helps students to examine concept more closely by ranking important information about the concept and listing what the concept would not be expected to do or tell us. Second, it introduces students to similar and related concept and provides a summary statement. Concept here means that what the topics will be taught in the text by the teacher to the students (Ningsih, 2012, p. 2).

Furthermore, Doty, et. al. (2003, p. 103) state that this strategy is very effective when examining new terminology, people, places, and events. So, this strategy can be used for recount text. Because recount text is retell past event. This strategy is appropriate for the eighth grade students. It is in line with Bromley (2002, p. 42) who states that ZIZO strategy is a strategy for teaching content-area that blends word learning with concept development in grades 4-8. In accordance with the above descriptions, the writer is interested in applying ZIZO strategy for the eighth grade



students of SMP Sriguna Palembang in teaching reading comprehension of recount text.

### Concept of Teaching

According to Moore (2005, p. 4), teaching is the actions of someone who is trying to assist reach their fullest potential in all aspects of development. Brown (2007, p. 8) argues that teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is “transmissions” of knowledge from teacher to students (Harmer, 2007, p.107). From the previous explanations, it can be concluded that teaching is an action from teachers in helping the students in learning process to transfer their knowledge to the students.

### Concept of Reading

Reading is a set of skills that involves making sense and deriving meaning from the printed word (Linse, 2005, p. 69). Meanwhile, Lems, Miller, and Soro (2010, p. 170) argue that it becomes an envolving interaction between the text and the background knowledge of the reader. From the statements, it means reading is an activity to making sense that involving interaction between background knowledge of reader and the printed word. A verse from Al-qur’an that explains about reading is:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ. اقْرَأْ وَرَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ.

*Meaning: “Read the name of God that creating. Creating humans are from clod-blood. Read, God is honor that had preached us. God preached human to read some lesson that they don’t know yet”. (Al-Alaq, verse 1-5)*

Based on the verse above, it could be seen the message from Allah SWT is an obligation to read. Allah SWT orders us to read, so that we can get much knowledge.



It means that reading is very important. The people will get much information by reading.

### **Concept of Reading Comprehension**

In reading, comprehension is needed. Without comprehension, the readers cannot get the information. In accordance with Kozak (2011, p. 7), reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Based on Hamra and Syatriana (2010, p. 30), the goal of reading is to comprehend meaning and comprehension depends on the ability to get individual word meanings.

Lems, et. al (2010, p. 170) argue that reading comprehension is not a static competency. It varies according to the purposes for reading and the text that is involved. While, Klingner, Vaughn and Boardman (2007, p. 8) state that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text, understanding of the text types). Reading comprehension refers to reading for meaning, understanding and entertainment (Linse, 2005, p. 71).

Therefore, reading comprehension is complex activity that involved many interactions between the text (printed word), the background knowledge of the reader and strategy which in interaction, comprehension is needed, so that the reader will get much information and knowledge from it. There are many kinds of the text that can be read for the students, one of them is recount text.

### **Concept of Recount Text**



In this study the writer is going to use recount text. Based on Saragih, Silalahi, and Pardede (2014, p. 57), recount is written out to inform an event or to entertain people and a text function as for telling an incident in the past. Meanwhile, Yuliani, Novita and Suhartono (2013, p. 2) argue recount text is a text which is taught in the eighth grade students of Junior High School where its content to inform the reader about something or sequence of events which happened in the past time. The purpose recount text is to document a series of events and evaluate their significance in some way (Priana, Irjayanti & Renitasari, 2008, p. 69).

Recount text has generic structure and specific feature. The generic structures of recount text are orientation, event, and reorientation. An orientation providing background information needed to understand the text. A record of events usually recounted in chronological order. And reorientation remarks on the incident (Priana, et. al, 2008, p. 69). Therefore, recount text is a text tells an incident that happened in past time, the event was told in sequence. The language feature of recount text use simple past tense. Generic structures of recount text are reorientation, event and reorientation.

### **Concept of Zooming In and Zooming Out (ZIZO) Strategy**

According to Harmon and Hedrick (2000, p. 156), Zooming in and Zooming Out (ZIZO) strategy focuses on discriminating as well as interconnected features concepts and the framework help teachers to scaffold student learning of important concepts. Meanwhile, Virginia Department of Education (2004, p. 124) analyzes that ZIZO strategy generally works well with concept-laden informational texts. Concept here means that what the topics will be taught in the text by the teacher to the students (Ningsih, 2012, p. 2).

Furthermore, Harmon and Hedrick (2000, p. 156) define that ZIZO strategy involves a two-part framework, one part for situating the concept in its larger picture (ZO) and the other for taking a close look (ZI). The ZI part contains three



components: a) identifying the concept, person or event; b) a rank ordering of important information; c) a list unrelated or improbable ideas, actions or expectations related to the concept. The ZO part also contains three components: a) identifying similar or parallel concepts; b) identifying related concepts, ideas or events; c) summary statements.

### **Procedures of ZIZO Strategy**

There are some procedures of ZIZO strategy. In accordance with Harmon and Hedrick (2000, p. 156-159), procedures in teaching reading by using ZIZO strategy are described as follow:

#### *1) Brainstorming (zooming in and zooming out).*

The teacher selects a conceptually important term that demands a through understanding of word knowledge instead of a general understanding. The teacher places the word in the center of the information display (on chart paper, overhead transparencies, or on the chalkboard) and then asks as the whole class what they might know about the topic. As the students offer the information, the teacher records their responses on the overhead chalkboard or chart paper for later references. This listing is posted near the information display.

#### *2) Reading (zooming in).*

The students read a designated passage to find support for what they know and to find new information. The students notes new information by marking the text with a highlighter.

#### *3) Discussion about most important information and least important information.*

After the student have read and gathered fact, the teacher brings the whole class together to add new facts to the previously established brainstorming list and to confirm or dispute items already listed. Small students groups then must decide on three (or more) most important facts they would want to remember about the topic and three facts that are not as important. The students examine the information list to



evaluate each fact in relation to the other facts on the list. Then, the teacher calls the class together to vote on the three most important facts. The teacher records the facts with the highest number of votes on the information display. The same procedure is used for least important facts.

*4) Discussion about the “Similar to” category (zooming out).*

The teacher conducts a whole-class discussion to help the students consider ideas, people, or places similar to the topic at hand. To encourage talk, the teacher prompts with questions such as “what does this remind you of?”. In the course of the discussion, the teacher or a student scribe records responses on the information display under this category.

*5) Discussion about “related ideas, people or events” category (zooming out).*

In the whole-class discussions segment, the teacher helps the students situate the concept with in relation to other concepts. Prompts can include questions such as “you cannot talk about \_\_\_\_\_ without talking about \_\_\_\_\_”. This part of activity can also reveal misconceptions or inaccurate interpretations and connections students may have about the topic.

*6) Discussions about “unrelated ideas, things, etc.” category (zooming in).*

The teacher guides the whole-class discussion to help students use their own knowledge to make decisions about what a person would not do or what ideas and things are unrelated to the concept.

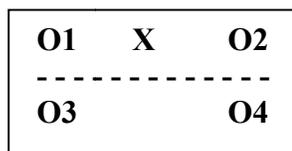
*7) Formulation of a summary statement (zooming out).*

The teacher help student to summarize what they know about a person or concepts and to focus on the larger picture in which the topic is situated. The teacher can conduct this segment by having small groups write a summary statement in 10 words or less. The whole class then decides on the best statement for the information display by using the voting format previously described.

## **Research Design**

In this study, quasi experimental design was used. Quasi experimental designs do not include the use of random assignment (Fraenkel, Wallen and Hyun, 2012, p. 275). In this study, pretest-posttest non-equivalent group design was used. There are two groups, they are experimental and control group which both are given pretest and posttest. The experimental group is given treatments by using ZIZO strategy, but the control group is not.

Cohen, Manion and Marrison (2007, p. 283) define the figure of pretest-posttest non-equivalent groups design as follows:



Where:

O<sub>1</sub> : Pretest in experimental group

O<sub>3</sub> : Pretest in control group

X : Treatment in experimental group using ZIZO strategy

O<sub>2</sub> : Posttest in experimental group

O<sub>4</sub> : Posttest in control group

----- : Dash line indicates that the experimental and control group have equated by randomization

### **Population and Sample**

The population of this study is the eighth grade students of SMP Sriguna Palembang consisting of seven classes. To get the sample of this study, convenience sampling was used. Convenience sampling is a group of individuals who (conveniently) are available for study (Fraenkel, et. al, 2012, p. 99). Additionally, Cohen, et. al. (2007, p. 113-114) argue that convenience sampling or, as it is sometimes called, accidental or opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required



sample size has been obtained or those who happen to be available and accessible at the time. VIII.6 and class VIII.7 were selected as the sample. The number of the sample from two classes is 70 students from 256 students. 35 students as the experimental group, and 35 students as the control group.

## **Finding and Discussion**

### **Test Validity**

Fraenkel, et. al. (2012, p. 147) argue that validity is the most important idea to consider when preparing or selecting an instrument for use.

#### **1) Construct Validity**

Construct validity of the instrument is consulted with some experts to evaluate whether the components of the instrument are valid or not to be applied in research activities. They were question items for pretest and posttest activities, and lesson plans for experimental groups. In this study, some lecturers were asked as validators. They are Winny Agustia Riznanda, M.Pd as validator I, Eka Sartika, M.Pd as validator II and Amalia Hasanah, M.Pd as validator III. After measuring the format of the instrument test, the three validators accepted it to continue doing tryout to the eighth grade students.

#### **2) Validity of Each Question Item**

Validity of each question item is used to indicate whether the test item of the instruments in each question is valid or not. To find out the validity of each question items, the tryout was done. The instruments of the test were given to 32 students (VIII 3) of eighth grade students of SMP Setia Darma Palembang. Basrowi and Soenyono (2007, p. 24) argue that if the result of the test shows that  $r$ -count is higher than  $r$ -table, it means that the item is valid. Then, the result of the test is analyzed by using SPSS Version 20 software with the correct answer is labeled 1 and the wrong answer is labeled 0. From the result of tryout, there are 42 of questions were valid for research instrument since the scores of significance



were higher than 0,349 while there are 18 questions items were invalid since the scores of significance were higher than 0,349

### **3) Content Validity**

Fraenkel, et. al. (2012, p.150) define content validity is a matter of determining if the content that the instrument contains is an adequate sample that supposed to represent. The instruments were made based on syllabus of English subject for junior high school for the eighth grade. In this study, forty question items were taken to be an instrument of pretest and posttest after obtaining forty two valid question items. The instrument focused on recount text.

### **Test Reliability**

In accordance with Fraenkel, et. al. (2012, p. 154), reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Reliability test measures whether research instrument used for activities of pretest and posttest are reliable or not. After doing try out, to measure the test, the writer calculated the students' score by using split half. It was run by using SPSS version 20.0 software. Furthermore, Fraenkel, et. al. (2012, p. 157) state that research purposes, a useful rule of thumb is that reliability should be at least 0.70 and preferably higher. From the calculation, it was found the coefficient reliability of the reading comprehension test items was 0.715. It was higher than 0.70. Therefore, it could be stated that this instrument was considered reliable for state that this study.

### **Normality Test**

Normality test is conducted to know whether the data obtain is normal or not. The data can be classified into normal when the p-output is higher than 0.05 (Martin & Bridgman, 2012, p. 22). To test the normality, the writer used Kolmogorov Smirnov



in SPSS version 20.0 software. The normality test is used to measure students' pretest and posttest scores in both groups (experimental and control group).

### **Homogeneity Test**

Homogeneity test is used to measure whether the data obtained are homogenous or not. Martin and Bridgman (2012, p. 24) stated that the score is categorized homogen when the p-output was higher than mean significant difference at 0.05 levels. The homogeneity test is used to measure students' pretest and posttest scores in both groups (experimental and control). In measuring homogeneity test, the writer used Levene Statistics in SPSS version 20.0 software.

### **Hypothesis testing**

- a. In measuring a significant improvement, the paired sample t-test was used for testing students' pretest to posttest score in experimental groups. The significant of experimental group is accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than  $t_{table}$  (2.042). while, the significant of experimental group is rejected when the p-output (Sig.2-tailed) is higher than 0.05 and  $t_{value}$  is lower than  $t_{table}$  (2.042)
- b. In measuring a significant difference. Independent Sample t-test was used for testing students' posttest scores in control and experimental groups. The significant difference is accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than  $t_{table}$  (2.000). while, the significant difference is rejected when the p-output (Sig.2-tailed) is higher than 0.05 and  $t_{value}$  is lower than  $t_{table}$  (2.000).



## Conclusion

Based on the findings and interpretations presented in the previous chapter, the writer concluded the result of this study. First, from the result between posttest in experimental and control groups, it could be concluded that there was a significance difference on students' recount reading between those who are taught by using Zooming In and Zooming Out strategy and those who are not at SMP Sriguna Palembang. Second, from the result of pretest and posttest in experimental group, it could be concluded that there was a significant improvement on the eighth grade students' recount reading before and after the treatment. Therefore, it could be assumed that Zooming In and Zooming Out strategy was effective to the eighth grade students of SMP Sriguna Palembang especially in recount text.

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