THE EFFECT OF GIVING MEMORIZATION ASSIGNMENTS TO INCREASE READING COMPREHENSION IN CLASS X STUDENTS OF SMA N 1 TONDANO

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Abstract: The purpose of this study was to investigate whether memorization assignment can increase student reading comprehension or not. This study included 30 students from class X1 at SMA N 1 Tondano. This was a quantitative study that used a pre-experimental design with a pre-test and post-test design. Data from the pre-test and post-test were collected using a matching and essay test, both of which had 18 items, with the matching test having 10 numbers and the essay test having 8 numbers. The findings of this study revealed a significant difference in achievement between the pre-test and post-test. The highest pre-test score obtained by students is 60, and the highest post-test score obtained by students is 90. It can be concluded that the effect of giving memorization assignment can increase students reading comprehension. English teacher are advised to give the students memorization assignment at SMA Negeri 1 Tondano because it can increase students reading comprehension.

Keywords: *Giving Memorization assignment, Reading Comprehension.*

INTRODUCTION

Education is the most important thing in our lives, which means that every human being has the right to and hopes to always develop in education. Everyone deserves to grow. One example is memorizing. Memorization allows people to grow and learn new things.

Because English is an international language, it is very important, especially in education. English is one of the subjects that students learn from elementary school to college. Various English learning techniques can undoubtedly pique students' interest in the subject. Giving students assignments is one method. Giving assignments is a method of presenting material in which the teacher assigns specific tasks to students to complete in order for them to learn. This method given because it is felt that there are too many learning materials, temporarily a little. That is, the number of materials available with less balanced time. In order for the learning materials to be completed according to the specified time limit, the method used is: this is what is usually used (Syaiful Bahri & Aswan Zain, 2006). The assignment method is a method or learning process when the teacher gives a certain task and students do it, then the task accountable to the teacher (Ismail SM, 2008). Giving assignments to students is a form of education and teaching to students. Giving school assignments or homework to students aims to increase student learning motivation not only at school but also at home. Some teachers even assign assignments to students which are an effective way of measuring student develop.

Memorization, from a cognitive psychological standpoint, entails the encoding, storage, and retrieval of information (Dakon & Dvorak, 2014). Memorizing has begun to be abandoned for most students in this era; in the process of teaching and learning activities, an educator and students prefer other methods in managing the information/knowledge they learn. Memorization is regarded as tedious, time-consuming, and detrimental to the brain. Even education now encourages students not to memorize a lot.

Reading comprehension is the process of concurrently extracting and building meaning through engagement and interaction with written language, according to Joanne Schudt Caldwell. When a reader successfully extracts the pertinent information from a text and applies it to a new understanding, reading comprehension has been attained. Building a connection between what the reader already knows and what they don't, between the new and the old, is the process of reading comprehension. Teaching students how to evaluate their own comprehension exercises and testing comprehension with a

question will help comprehension. A question regarding a student's reading is posed by the teacher.

The author is motivated to conduct research on "The Effect of Giving Memorization Assignments to Increase Students Reading Comprehension in Class X Students at SMA N 1 Tondano" based on the background presented.

RESEARCH METHOD

Pre-experimental research was the type of study being conducted, and the methodology was quantitative. Use a pre-test and post-test design when conducting pre-experimental research. A pre-test is a test that students take before receiving a trial treatment or before learning the material in order to gauge their level of learning. A post-test is a test administered after the material has been covered to determine whether student achievement has increased.

"Pre-test and post-test designs are similar to one case study," claim Hatch and Farhady (1982;20). As a result, T1 is the pre-test and T2 is the post-test. This study was carried out in class X SMA N 1 Tondano, which is located at Jl. Gn. Agung Rinegetan, Tondano Barat, Minahasa, Sulawesi Utara, in the odd Semester 2023/2024.The sample of this study was the students in class X1, which consisted in 30 students.

Two tests were used in this study. The test consists of a pre-test and a post-test. The instrument was used to assess students' reading comprehension achievement in class X at SMA N 1 Tondano. Respondents given answers on the question sheet to be given after the material and after giving memorization assignment. Data was collected via pre-test and post-test in the form of a student worksheet (LKS) to see and compare T1 and T2 scores.

Data analysis techniques are carried out used quantitative data, namely by analyzing quantitative data obtained from student worksheet. Method used in quantitative approaches. Data analysis techniques used two tests.

1. **Normality test**

   A normality test is one that is performed to determine whether the distribution of data within a group of data variables is normal or not.

Norm test using the SPSS program. The normality test is useful for assessing if data were acquired from a normal population, distributed normally, or both. The traditional approach to determining if a set of data is normal is simple. According to some statisticians' actual experience, data that contains more than 30 numbers (n> 30) can be expected to have a normal distribution. It is frequently described as a sizable sample.

2. Paired T-test

Two paired samples make up a paired T-test. The subject of the paired sample was the same, but it received a different treatment. To compare research models before and after, these various test models are used. The average before and average after the given therapy are different in paired t-test samples, according to Widiyanto (2013:35), one of the testing techniques used to evaluate the efficacy of treatment.

The fundamental premise of this test is that each pair of observations or studies should be conducted under identical circumstances. There should be a normal distribution for the mean difference. Each variable's variants may or may not be identical. This test requires data that scales ratios or intervals in order to be run. By "paired sample," we imply that we test the same sample twice, either at the same time or separated by a specific amount of time. A significance level of 0.05 (or 5%) was used in the test to distinguish between independent and dependent variables. The basis for decision- making to accept or reject H0 on this test is as follows.

➢ If the signification value >0.05 then H0 is accepted or Ha rejected (the difference in performance is insignificant).

➢ If the signification value <0.05 then H0 is rejected or Ha accepted (significant performance difference).

FINDINGS AND DISCUSSION

Presentation of Data

Pre- and post-tests were used by the researcher to assess each student in one class. 30 students make up the sample for this study. The pre-test and post-test scores' data descriptions are as follows:

Table 1. The score of students in pre-test (T1) and post-test (T2)

No	Name of Students	Score of Pre-Test	Score of Post-Test
1.	Auciah Karisoh	55	88
2.	Azorya Wori	59	80
3.	Britney R. Pontoh	54	82
4	Diaoalberto Salainti	48	75
5	Damian F. Walingkas	60	90
6	Farel Walangadi	48	75
7	Sonia L. Rambing	40	78
8	Marchalin Kirojan	53	83
9	Kayra Rambitan	56	85
10	Vabriel Pangemanan	54	79
11	Otilda Gaghenggang	59	84
12	Myrelio Sumaranduk	50	86
13	Vikaristi Sakal	52	82
14	Yoel Dompas	60	90
15	Zefanya Kamunung	46	81
16	Injilia Sorentu	49	79
17	Vionika Tampi	53	84
18	Kayla Rombitan	57	90
19	Gabriela Kalangi	54	88
20	Juan C. Walangare	48	80
21	Rizky Rawung	55	78
22	Ramatna Tangkuman	59	90
23	Rafael Kaseger	60	82
24	Marsilano G. Tangko	58	80
25	Lara Parengkuan	50	81

26	Verenia Manarisip	58	84
27	Jehezkia Turangan	49	83
28	Jewy Kasenda	57	86
29	Jordania Mentang	54	80
30	Daniela Sumigar	48	76

To determine if the sample's score distribution is normal or not, a normality test was utilized. The normality test is as follow:

Table 2. Pre-test Normality Test (T1) and Post-test (T2) Results Data

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
PRETEST	.120	30	.200*	.931	30	.052
POSTEST	.092	30	.200*	.950	30	.168

*. This is a lower bound of the true significance.

Lilliefors Significance Correction

Based on normal distributed data decision making when:

1. If the significance value >0.05, then the research data was distributed normally

2. If the significance value <0.05 then the research data was not normally distributed.

Based on the pre-test and post-test tables above, the pre-test significant value of 0.052 when it has been >0.05 and the post-test significance value of 0.168 where it has been >0.05 and both data above are distributed normally allow us to draw the conclusion that the data was distributed normally.

The paired sample involved the same subject but underwent various treatments. These various test models are examined both before and after research models. The Paired sample statistics is as follow:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	53.5333	30	5.04964	.92193
	POSTEST	82.6667	30	4.49009	.81977

Based on the guidelines for the paired sample T test, namely:

1. If the significance value (2-tailed) <0.05 then there was a significant difference in productivity between before the treatment and after the training.

2. If the significance value (2-tailed) >0.05 then there was not significant difference in productivity between before the treatment and after the training.

So, based on the interpretation of SPSS output results in the table above can be concluded: SPSS output analysis: Obtained an average value (Mean) after treatment was greater than before treatment. The initial result before the treatment was 53.5333 and after treatment was 82.6667. So that after the treatment was proven to   improve students' reading comprehension.

Paired sample correlations used to check if there is any correlation or significant relationship between both data, as follow:

Table 4. Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTEST	30	.612	.000

The study of the SPSS output, according to the aforementioned table, resulted in a significance value of 0.000. Since the value was less than 0.05, it was determined that there was a substantial correlation between the two sets of data.

One testing technique used to evaluate the efficacy of treatment is the paired t-test sample, which is characterized by a difference between the average before and average after the given treatment. Paired sample test is as follow:

Table 5. Paired Samples Test

Paired differences

	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the difference		T	Df	Sig.(tailed)
				Lower	Upper			
Pair 1 pre-test post-test	-29.13333	4.23233	.77271	-30.71371	-27.55295	-37.7003	29	.000

Based on the table above, it can be concluded that the analysis of SPSS Output:

Obtained a significance value (2-tailed) of 0.000 the value was smaller than 0.05 then the conclusion was that there was a difference productivity of significance between before treatment and after treatment

Based on Figure 1, the pre-test or test administered before receiving treatment, 1 student received a score of 40, while 6 students received a score of 60, with a mean of 53.53.
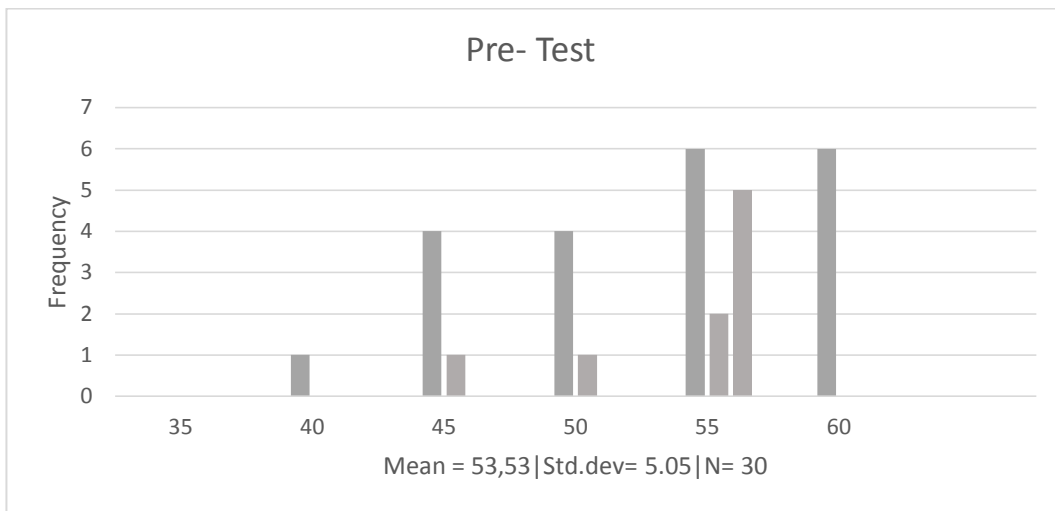
Figure 1

Figure 2 illustrates how the scores before and after the treatment differ from one another. The two students with the lowest post-test scores each received a score of 75. While 4 students, with a mean score of 82.67, received the highest score of 90. which indicates that following treatment, it increased.
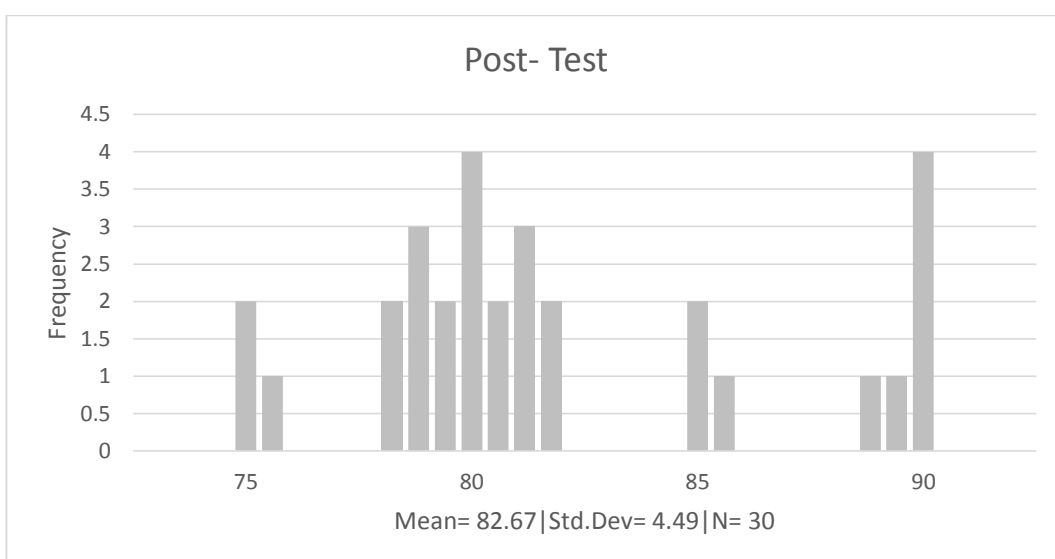
Figure 2

Discussion

This research focused on the effect of giving memorization assignment to increase reading comprehension in class X SMA Negeri 1 Tondano. The even semester of the 2022–2023 academic year was used to conduct this study, which focuses on class X1. Pre-test and post-test were the two events used in this study. It involved a number of steps. To gauge the students' aptitudes, a pre-test was administered first. Next, provide treatment by teaching about

memorization assignments, such as what is memorization assignments, how to memorize well, or how to properly and correctly understand the content of reading a text, even using descriptive text as teaching material to be used as memorization assignments and given memorization assignments to students. The next step was, the writer give a post- test as a final test to see if there was any effect of the memorization assignment to make student reading comprehension increased.

According to research findings, post-test (T2) results are better than pre-test (T2) results. The highest score students could obtain on the pre-test was a 60. While a score of 90 represents the highest value in the post-test (T2). According to pre-test results, students' reading comprehension was still subpar when compared to post-test results following the use of a memorization assignment. The authors have described the various theories that are connected to this study. Richards & Schmidt (2013, p. 359) state that "memorization usually refers to the conscious process of establishing information in memory." According to Ozcan and Kesen (2008), learners may use the Memorization Strategy to speed up language acquisition.

According to the data analysis results, a significant achievement occurred when the post-test score was higher than the pre-test score before the treatment. Based on the above explanation, the researcher assumes that giving memorization assignment can be an alternative way of improving students reading comprehension also to improve understanding of the text, and how to complete the memorization assignments of memorizing texts properly and correctly. It can be concluded that the effect of giving memorization assignment can increase students' reading comprehension.

CONCLUSION

Based on data from research conducted at SMA Negeri 1 Tondano, it can be concluded that memorization assignments can increase students' reading comprehension. In comparison to the pre-test score, the post-test score is higher. The top post-test score is 90, while the top pre-test score is 60. Pre-test results of 0,052 and post-test results of 0,168 indicated that both sets of data were normally distributed because they were both greater than

0,05. Although the productivity difference between the before and after treatments was significant in the paired sample test because the significance value (2-tailed) was 0,000, the value was less than 0,05. If the test result is 0,05, the test data on the paired sample can be deemed significant. The overall findings lead to the conclusion that giving memorization assignment influential because it can increase students reading comprehension.

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