

**The Effectiveness of Zooming In and Zooming Out Strategy on
Student's Reading Comprehension in Descriptive Text
at the First Grade of Islamic Senior High School
AL Wahid Kepung**

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Abstract

This study was conducted to know the effectiveness of using ZIZO strategy on students's reading comprehension in descriptive text according to Karen D. Wood and Janis M. Harmon (2001; 53). This research used quantitative approach with pre-experimental research design. The population of this research was the first grade of Islamic Senior High School Al Wahid Kepung. The sample of this research was X IPA class consisting 20 students. The research instrument was pre-test and post-test with the format of multiple choices consisting 20 items pre-test and post-test. The data analyze by t-test using SPSS version 30. The result of the analysis showed that mean of pre-test was 72.00. And the result of the mean of post-test was 83.25. So, the result of the research was stating that applying using ZIZO strategy in teaching reading comprehension was effective. It was proved by the significant different score of student's reading comprehension before and after taught by using ZIZO strategy. The significance value was 0.000 and the significance level was 0.05. it means that the significance value was smaller than significance level ($0.000 < 0.05$). So, the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. It means that the using of ZIZO strategy gives positive effect to the students' reading comprehension.

Key word: Reading, Reading Comprehension, and ZIZO Strategy

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Introduction

One of the most popular and worldwide languages is English. According to Brumfit (2001:35) English is an international language that it is the most widespread medium of international communication. Therefore, English is an important thing to learn by learners. In learning English, learners have to study four skills, which have to be mastered by the students namely speaking, listening, reading and writing. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill and to get information on the text.

According to Tarigan (2015:7) reading is a process that is carried to get the message that the writer wants to convey through the medium of words/written language. So, the researcher concludes that Reading is a way to get information from something that was written. According to Brown (2004:21) says that reading is the most important skill in learning any subject. So, the researcher conclude that reading is one of the four language skills (listening, speaking, reading and writing) is Important to be learned and mastered by every individual. By reading, you can relax, interacting with the Feelings and thoughts, obtain information, and improve the science knowledge.

There are many types of reading text are narrative, recount, report, descriptive, etc. But, here the researcher focuses on descriptive text of reading. Descriptive text is a text which lists the characteristics of something. This is line with Schwegler (2010:351) says that, descriptive text is a text used to expose the details about places, people, qualities, emotions, moods, etc. So, descriptive text is a text that describes the details of events or something. The researcher concludes that descriptive text is important lesson that should learn by learners to make student identify and expose the details characteristics that cling an unspecified.

In understanding a text exactly on descriptive text, the student need a lot of time does exercise. Beside that the students only had limited vocabulary, reading comprehension and the topic of reading passage made student not really understand because it was hard for them. According Sigit Vebrianto Susil (2015:1) "reading

comprehensions can be interpreted as a series of processes done by the reader to find information and understanding that information contained in a reading text". The writer concludes that most of the students fail in answering question related to the student's motivation in studying reading was low. In reading the students are also difficult comprehend the content of the text well. Those all made their achievement failure in learning process. The researcher is suggested that the teacher must know the condition of the student. In teaching reading text, the teacher also should be creative in finding better strategies to share material, so that it is hoped students will understand and enjoy the learning process well.

Based on problems above, the writer conclude that the teacher should find an alternative way of teaching or effective strategy to teach reading. The right strategy may affect the reading learning process in the class. A learning process which is followed by good strategy may create students' good understanding. For that reason, a teachers use several strategies which are suitable with students and strategy that can improve the students' interest in reading and the students' comprehend in reading.

One of reading strategies that researcher want to conduct is Zooming in and Zooming out (ZIZO) strategy. According to Karen D. Wood and Janis M. Harmon, (2001:53) ZIZO (zooming in and zooming out) is an instructional framework for assisting teachers in introducing and reinforcing the meaning of conceptually important terms in a specific content area. It also guides class discussions and readings about an important term that is critical for understanding the topic at hand. Based on explanation above the writer interested to use ZIZO as strategy to make student study seriously and comprehend the descriptive text well.

To prove that strategy is effective to be used can be seen from the previous studies.

1. Journal written by Ekha Yusthi (2014) entitled Teaching Reading Comprehension in Recount Text by Using ZIZO (zooming in and zooming out) Strategy to Eight Grade Students of SMP Sriguna Palembang. In this research was use experimental method and quasi experimental design. It was pretest-and posttest non – equivalent group design. The result of the research showed

that ZIZO (zooming in and zooming out) Strategy was effective to eight grade student of SMP Sriguna Palembang especially in recount text.

2. Thesis by Nurhasbi (2013) entitled The Effect of Using Zizo (Zooming in and Zooming Out) Strategy Toward Reading Comprehension Report Text at The Second Year Students of SMAN 1 Kampar Airtiris. In this research experimental method and quasi experimental design. The result of the research showed that was significant effect of using zooming in and zooming out strategy toward reading comprehension of report text of the second year students at state senior high school 1 Kampar Airtiris Kampar. So, the previous studies can be concluded ZIZO (zooming in and zooming out) strategy is effective to be used in learning process, especially in reading comprehension.

Based on explanation above, the writer is interested to conducting a research on the title: The Effectiveness of zooming in and zooming out (ZIZO) Strategy On Student's Reading Comprehension in Descriptive Text at The First Grade Students of Islamic Senior High School Al wahid Kepung.

Research Method

This researcher uses experimental pre-experimental design. According to Sugiyono (2014:109) pre-experimental design is a design that includes only one group or class given pre-test and post-test. The one group pre-test and post-test design was carried out on one group without any control or comparison groups. The result data from pre-test and post-test will test by T-test.

Paired sample t-test is a test that is used to compare the difference between two means of two paired samples with the assumption that the data are normally distributed. Paired samples come from the same subject, each variable is taken in different situations and circumstances.

Table 1. the design of one-group pre-test and post-test

Pre-test	dependent variable	Post-test
Y1	X (the strategy)	Y2

Explanation:

Y1 : pre-test

X : treatment

Y2 : post-test

The procedure of pre-experimental research design that used one pre-test and post-test:

1. Administering pre-test with the purpose of measuring reading comprehension in descriptive text in the first grade students at Islmaic Senior High School Al wahid Kepung.
2. Applying treatment in teaching reading by ZIZO (zooming in and zooming out) strategy to the subject in the first grade at Islmaic Senior High School Al wahid Kepung.
3. Administering post-test with the purpose of measuring reading comprehension in descriptive text in the first grade students at Islmaic Senior High School Al wahid Kepung.

In this research, the researcher wants to know the effectiveness of ZIZO strategy in teaching reading by conducting by experimental design. Researcher applying one group pre-test and post-test design, researcher wanted to find out there is any significances different score of student reading compression before and after taught by using ZIZO strategy in the first grade student at Islamic Senior High School Al Wahid Kepung.

The population of this research is student of Islamic Senior High School at Kepung. In which total number of the students are 47 students.

Table 1 The population and sample

No	Class	Male	Female	Total
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1.	X IPA	12	11	23
2.	X IPS	12	12	24
Total	2 classes	24	23	47

According to Sugiyono (2014:116) sample is as follows: “the sample is part of the number and characteristics possessed by the population”. So the sample of this research is X IPA. According to an English teacher, all students have similar characteristic, their mastery on English average. Furthermore, ZIZO strategy has never been used.

Based on table above the researcher took one class (X IPA). It consists of 23 students, 12 males and 11 females, but in this situation the student consist 20 students. Because 3 students was absent. It consists 9 males and 11 females.

The researcher uses pre-test and post-test with the format of multiple choices.

1. Tips is conducting written text

The researcher gives written test to measure student’s ability in reading descriptive text: 1) the question comes from the descriptive materials by using ZIZO strategy. 2) There are 20 questions of multiple choices.

2. The description of the format and content of test

3. The written test is design to examine the reading comprehension in post-test.

To make a good instrument, the instrument should be valid and reliable.

4. Validity and reliability of the test

Validity means the extent to which an instrument measure what should be measured. The instrument is valid means the instrument which is used in the research. In this test the researcher used content validity. This content validity is the written test. It is measured the student’s reading comprehension in descriptive text. To strengthen the validity of the instrument, it takes from the materials treated to the student ranging from X IPA class. The test is calculated using SPSS version. 30.

The reliability is the consistency of the measurement or degree to which an instrument the same way, it is used under the same condition with the same subject It is known whether the instrument suitable or not. The calculation of the reliability of the test, the researcher uses SPSS version. 30. The answer of student's responds in tryout test the researcher using reliability based on Cronbach's Alpha.

The criteria of reliability instrument can be divided into 5 classes as follows:

the alpha Cronbach score: less reliable (0.00-0.20)

the alpha Cronbach score: rather reliable (0.21-0.40)

the alpha Cronbach score: enough reliable (0.41-0.60)

the alpha Cronbach score: reliable (0.61-0.80)

the alpha Cronbach score: very reliable (0.81-1.00)

The result of the data will be compared between the first data (pretest) and the third data (post-test) to know whether there are any significant student's scores before and after being taught by using ZIZO strategy. The researcher analyzed the collected data by pre-experimental research design. In this research, the researcher used quantitative data analysis technique. The quantitative data was analyzed by using Paired T-test with helped by software statistic.

This technique was used to find the significant difference on the student's scores after taught by using ZIZO strategy. This technique of data analysis belonged to quantitative data analysis and the data was analysis by using SPSS version. 30.

Findings and Discussion

This chapter presents data and their analysis. The researcher used quantitative approach with pre-experimental design. The data from pre-test and post-test will be tested by paired sample t-test, with the help of statistics software. Before test by paired sample t-test the researcher test validity and reliability an item.

To score the objective tests the writer taken from student's English books. The scoring guide is the formula as follow:

Score = number of correct items x 100

total items

The data of students pre-test and post-test can be arranged in the form of frequency and percentage through scoring criteria and it was divided into five criteria those are showed in table below.

Table 3. The description of criteria student's score

No	Grade	Qualification	Range score
1.	A	Excellent	86-100
2.	B	Good	76-85
3.	C	Average	56-75
4.	D	Poor	46-55
5.	E	Very poor	0-45

1. The presentation validity and reliability

To test validity the researcher do it on 2nd April 2021. There were 20 items with 20 respondent. From the computation in SPSS version 30. The items is valid, if the items showed by the criteria (** correlation is significant at the 0,001 level (2-tailed)) and (* correlation is significant at the 0,005 level (2-tailed)). The presentation of validity showed on table 4.2 below

Table 4 The presentation validity and reliability

No	Corrected item correlation	Explanation
S1	,499*	Valid
S2	,449*	Valid
S3	,466*	Valid
S4	,539*	Valid
S5	,675**	Valid
S6	,600**	Valid
S7	,533*	Valid

S8	,511*	Valid
S9	,533*	Valid
S10	,581**	Valid
S11	,599**	Valid
S12	,673**	Valid
S13	,648**	Valid
S14	,529*	Valid
S15	,504*	Valid
S16	,499*	Valid
S17	,474*	Valid
S18	,469*	Valid
S19	,448*	Valid
S20	,457*	Valid

Reliability testing do after chosen the valid data. the researcher then analyze reliability using test based on Cronbach's Alpha. The presentation of realibility showed on the table 4.3.

Table 5 The realibility testing for pre-test and pos-test

Kind of test	N of Items	Cronbach's Alpha	Explantion
Pre-test	20	0,591	Enough reliable
Post-test	20	0,691	Reliable

The result above explain reliability value of pre-test was 0,591. The cronbach value between 0,41-0,60 so it can be said that the instrument was enouhg reliable. And reliability value of post-test was 0,691. The cronbach value between 0.61-0.80 so it can be said that the instrument was reliable. It computation in SPSS version 30. The econd explanation is compare coefisien reliability with R-table. Taraf significant 5%

with 20 respondent is 0,44, so the cronbach's alpha both of pre-test and post-test higher than 0,44. It can say the test is reliable.

2. The pre-test and post-test score

The result of pre-test and post-test score was followed by 20 students of the experimental group. There were 20 items of multiple choice and the researcher allocates 60 minutes for conducting pre-test and post-test. Then the presentation of the data is as follows: The pre-test score and post-test score and The frequency and percentage. The pre-test and post test score showed on the table 4.4

Table 6 The student's score in pre-test and post-test

No	Respondent	Gender	Pre-test Score	Post-test Score
1	Agung	Male	70	80
2	Mudhofir	Male	80	85
3	Anang	Male	95	100
4	Davina	Female	100	100
5	Dyah	Female	45	60
6	Ervin	Male	100	100
7	Fita	Female	100	100
8	Irvan	Male	25	55
9	Ivan	Male	80	85
10	Lia	Female	90	95
11	Lisa	Female	50	70
12	Pratama	Male	60	75
13	Isro	Male	35	55
14	Nur Nilam	Female	80	90
15	Osi	Female	60	80
16	Ririn	Female	35	60
17	Risma	Female	75	90

18	Safna	Female	75	90
19	Sindi	Female	95	100
20	Surizki	Male	90	95
Total			1.440	1.665

The student's score above then were computed by using SPSS. 30. The result was shown in the table

Table 7 The descriptive statistic of pre-test

		Respondent	Pre-test
N	Valid	20	20
	Missing	0	0
Mean			72.00
Median			77.50
Mode			80
Sum			1440

Based on table pre-test above it can be seen that the students consist 20 students. It shows that mean score 72.00, which means that the average criteria of 20 students got score is 72.00. Indicated that the students can mastery reading well. The median score is 77.50. The mode is simply that value which has the highest frequency. It means that the most frequent student's score is 80 indicated that 3 students got good score.

The frequency of pre-test showed on table 4.6, it showed below

Table 8 The frequency of pre-test

	Frequency	Percent	Valid percent	Cumulative percent
Valid 25	1	5.0	5.0	5.0
35	2	10.0	10.0	15.0
45	1	5.0	5.0	20.0

50	1	5.0	5.0	25.0
60	2	10.0	10.0	35.0
70	1	5.0	5.0	40.0
75	2	10.0	10.0	50.0
80	3	15.0	15.0	65.0
90	2	10.0	10.0	75.0
95	2	10.0	10.0	85.0
100	3	15.0	15.0	100.0
Total	20	100.0	100.0	

Based on the table above, the frequency of pre-test after being distributed there are 4 students got score between 0-45, which means that the students' reading comprehension is very poor, 1 student got score between 46-55 which means that on students' reading comprehension is poor, 5 students got score between 56-75 is average, 3 students got score between 76-85 is good, 7 students got score between 86-100 is excellent.

Table 9 The descriptive statistic of post-test

		Respondent	Post-test
N	Valid	20	20
	Missing	0	0
Mean			83.25
Median			87.50
Mode			100
Sum			1665

Based on table post-test above can be seen that the students consist of 20 students. It shows that mean score 83.25, which means that the good criteria of 20 students got score 83.25, indicated the students can mastery reading well. The median score is 87.50, in this case mode score is 100 so, there are 5 students got excellent score.

The frequency of post-test showed on table 4.8, it showed below

Table 10 The frequency of post-test

	Frequency	Percent	Valid percent	Cumulative percent
Valid 55	2	10.0	10.0	10.0
60	2	10.0	10.0	20.0
70	1	5.0	5.0	25.0
75	1	5.0	5.0	30.0
80	2	10.0	10.0	40.0
85	2	10.0	10.0	50.0
90	3	15.00	15.00	65.0
95	2	10.00	10.00	75.0
100	5	25.00	25.00	100.0
Total	20	100.00	100.00	

From the table above, the frequency of post-test after being distributed is no student got score between 0-45, 2 students got score between 46-55, which means that the students' reading comprehension is poor, 4 students got score between 56-75, which means that the students' reading comprehension is average, 4 students got score between 76-85 is good score, 10 students got score between 86-100 is excellent score.

3. Normality Testing

Normality test is carried out to find out whether it is normal or not distribution of data to be analyzed. Normality test is used for test the results of the pre-test and post-test of the research subject. Normality test the data using the colomogorov-smirnov test the criteria are the significance for the two-tailed test of the calculation result is greater than $> 0,05$ means normally distributed by using a computer program SPSS version. 30. So that H_0 (null hypothesis) is accepted and H_1 (alternative hypothesis) is rejected.

- a. H0 : the data is in normal distribution
- b. H1 : the data is not normal distribution

The result of normally computed by SPSS vesion. 30. It showed on table 4.9

Table 11 one-sample colomogorov-smirnov test

		Unstandardized Residual
N		20
Normal parameters a.b	Mean	,0000000
	Std. Deviasion	4,44335482
Most Extreme Differences	Absolute	,135
	Positive	,098
	Negative	-,135
Colmogorov-Smirnov Z		,135
Asymp. Sig. (2-tailed)		,200

Test distribution is normal

Based on table above, it sayed that score Asymp.Sig (2-tailed) was 0,200 greater than $> 0,05$ so it mean that H0 is accepted and H1 is rejected. It can be interpreted that the scores of both pre-test and post-test are normal distribution.

Based on the table above, output paired sample correlation showed the large correlaton between two samples, where can be seen numeral both correlation was (0.982) and numeral of signficance (0.00). For interpretation of decision based on the result of probability achievment that was:

1. If the significance score $> 0,05$, so there is no correlation between pre-test and post-test.
2. If the significance score $< 0,05$, so there is correlation between pre-test and post-test.

The significance score of this study was $0,00 < 0,05$. So there is correlation between pre-test and post-test.

Table 12 The result of calculation of paired sample test.

	paired difference					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error mean	95% Confidence interval of the difference				
				Lower	Upper			
pair 1 pretest- posttest	- 11.25000	8.7170 4	1.9491 9	- 15.329 70	- 7.1703 0	- 5772	19	.000

Based on table above, output paired sample test shows the result of compare analysis with using T-test. The difference mean score of pre-test and post-test was -11.25000. standard deviation was 8.71704, mean standard error was 1.94919, the lower different was -15.32970, while upper different was -7.17030. the result of t-count was -5772 (symbol minus in this matter ignore) with df was 19 and significance (2-tailed) was 0.000.

The significance value was 0.000 and the significance level was 0.05. it means that the significance value was smaller than significance level ($0.000 < 0.05$). So, the alternative hypothesis (H1) was accepted and null hypothesis (H0) was rejected.

It means that there is significant difference of student's achievement in reading comprehension before and after being taught by using ZIZO strategy at first grade students of Islamic Senior High School Al wahid Kepung.

Based on the researcher method, the teaching learning process was divide into three steps. First step is giving pre-test for the students to know the students' reading score before being taught by using ZIZO strategy. The second step is giving treatment for the student. The treatment is applying ZIZO strategy in teaching reading descriptive text. ZIZO strategy is an instructional framework for assisting teachers in

introducing and reinforcing the meaning of conceptually important terms in specific content area (Karen D. Wood and Janis M. Harmon 2001;53). The third step is giving post-test for the students to know the student's reading score after being taught by using ZIZO strategy.

After the data collected, the data analyzed by using SPSS version 30. The mean score of reading comprehension before being taught using ZIZO strategy was good score because the mean score was 72.00. after getting treatment, the mean score was 83.25. it was improved and the mean score of post-test was higher than the mean score of pre-test. After computing T-test, it was found that there was difference of the mean score between pre-test and post-test was 11.250. So the alternative hypothesis (H1) was accepted. It means that there is significant different score of students achievement in reading comprehension before and after being taught by using ZIZO strategy. The null hypothesis (H0) was rejected.

The finding is related with the previous study that was using ZIZO strategy to teaching reading. In the previous study, the using of ZIZO strategy was also effective to improve the reading achievement of the Eight Grade Students of SMP Sriguna Palembang by conducting quasi experimental design (Ekha Yusthi, 2014).

The result of the research was stating that applying using ZIZO strategy in teaching learning was effective. It was proved by the significant different score of student's reading comprehension between before and after taught by using ZIZO strategy. So it means that the using of ZIZO strategy in reading gives positive effect to students' reading comprehension of the first grade students of Islamic Senior High School Al wahid Kepung.

Conclusion and Suggestion

Conclusion

Based on the finding and discussion of the research, it can be conclude that the using of ZIZO strategy in teaching reading on descriptive text is improve the student's

reading comprehension at first grade of Islamic Senior High School Al wahid Kepung. So, the conclusion as follows:

In the first meeting, the mean of pre-test is 72.00 (Average). It means there are students still had difficulties in reading comprehension. They have already studied about reading text, but they did not comprehend the content of the text and they confused translate the text because limited vocabulary. After giving treatment by using ZIZO strategy the second meeting found the mean of post-test was 83,20 (Good). The score increase from the first meeting to the third meeting. It can be conclude that the students able to comprehend the text well.

Suggestion

Based on the result of the researcher, the researcher provides suggestion for the teacher, student, and other researchers.

1. For English teacher, to teach reading comprehension through using ZIZO strategy is better by following procedure ZIZO strategy.
3. For the students, in improve their ability in comprehend reading text, it's good to overcome their difficulties in reading skill.
4. For the other researcher. The researcher suggests that the other researcher use ZIZO strategy in teaching reading comprehension activity in different grades and different text. It is expected that there will be other studied related to the using ZIZO strategy. Therefore, student reading problem can be minimalized.

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