THE INFLUENCE OF TEACHER'S TIME OUT TECHNIQUE TOWARDS STUDENTS' READING ABILITY AT MTs NEGRI 1 BANDAR LAMPUNG IN 2021/2022

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Abstract: The objective of the research was to know the influence of Teacher's Time Out Technique towards students' reading ability. In this research the writer used experimental method. The population was 288 students in 9 classes. The sample was taken by using Cluster Random Sampling Technique. There were two classes for the sample. First class was experimental classand the second class was the control class. It consisted of 64 students. The main technique in measuring students' reading comprehension was multiple choice which consisted of 40 items test. Each item has four options a,b,c,and d. The score each item was 2.5. In calculating the data analysis, the writer used t-test formula. Based on the data analysis, the writer got the result that H_a was accepted. It was obtained that t_{test} = 5.59, t_{table} for α= 0.05 was 1.68 and for α=0.01 was 2.42 (5.59>1.68 and 2.42). So, H_a was accepted. The average score of experimental class was higher than control class, it was obtained the average score of experimental class was 69.31 and the average score of control class was 58.34>58.34. It means that there was significant influence of using Teacher's Time Out Technique towards students' reading ability of at the eighth grade of Mts Negeri 1 Bandar Lampung in 2021/2022 and the average score of students' reading ability which was taught through Teacher's Time Out Technique higher than which was taught by using Direct Instruction.

Keywords: Descriptive Text, Teacher's Time Out Technique, Reading Ability

INTRODUCTION

Generally the purpose of teaching language at school is to develop the students` language skill. The four skills of language to be mastered in learning English are listening, speaking, reading, and writing. In Indonesia, English is a compulsory subject which is learned from elementary school to university level. After following a set of English instruction at school, the students are expected to have skills in English, namely: listening, speaking, reading, and writing which are related one another.

In this research, the writer focused on reading as one of important language skill. Because reading is the important language skill, we can get much knowledge by reading. In reading students have to able to comprehend the text and find implicit and explicit information from the text for example the main idea or the specific information.

The most important resource that any potential reader processes, whether reading in a first or any other language, is an awareness of the way in which we use language. For reading is above all to do

with language. There are two things which we all know about language: First that we use it for purpose: second that it only makes sense in context, that is as part of a larger text or in situation. Reading is so much a part of daily life for those of us who live in literate communities that much of the time we hardly consider either the purposes or processes involved.

In teaching English especially reading, the teacher should be able to manage the situation in class. The teacher has to give explanation about reading in learning English, because the lack of reading may cause the students hard to understand the contect of reading text. Skillful reading is complex activity that does not come easily or naturally. To be able to read effectively, a person needs to be trained systematically, also considerable practice is required to read well. Moreover, if the reader found some unfamilliar words on the text, they searched in dictionary.

Because of the reason, the writer did the research by using Teacher's Time Out Technique in the classroom by the reason that Teacher's Time Out is a technique can be used effectively if we see it as a way of helping the students gain self-control rather the punishing inappropriate behavior. Teacher's Time Out is serving as positive reinforcement for the student. The inappropriate behavior is used in order to get the student out of something than the student might actually prefer time out. Even if this is not on a conscious level to student.It is possible that the teacher's actions in sending the students to time out will increase his or her inappropriate behavior. It means that Teacher's Times Out is suitable technique to motivate students to be active in teaching learning process.

Based on the preliminary research at MTs Negeri 1 Bandar Lampung, the writer found that the students' reading ability need to be improved. They found difficulties in comprehending reading texts. The students have difficulties in identify the specific information of the text.The students' have difficulties in make inference from a text and limited teaching technique used in teaching reading.

Based on the background of problem above, the writer wanted to do the research to improve students' reading ability. The writer applied Teacher's Time Out Technique in teaching reading. Teacher's Time Out technique was a technique used in teaching in which students were asked to use their knowledge to help them with their comprehension of a reading. Therefore, the writer proposed a research entitled"The Influence of Teacher's Time Out Technique towards Students' Reading Ability at the Eighth Class of MTs Negeri 1 Bandar Lampung in 2021/2022".

FRAME OF THEORY
1. Reading
Grabe and Stoller (2002:9) "Reading is the ability to draw meaning from the printed page and interpret this information appropriately." It means reading is process to get information and knowledge from the text.Reading is the people activity in understanding and getting the information from the text and other media. But sometimes the students need more time to comprehend text in answering question. It will be problem, when they should answer the question in limited time. There are several skill in solving the students difficulties especially their ability of reading.

Based on the statement above, the writer assumes that reading is the ability to read and understand the printed material or written language. It is important for the students to learn reading because it can upgrade their knowledge. Reading process requires continous

practice, development and refinement. Readers use a variety of reading strategies to assist with decoding (top translate symbols into sound or visual representations of speech, and comprehension).

2. Teaching and Learning Reading

According to Alyousef (2005:143), he says in teaching reading "Contenporary reading tasts unlike the traditional materials, involves three phase procedures: pre, while, and last reading stages. The pre-reading stage helps in activating the relevant scheme". It means that in the process of teaching learning, the teacher can ask the student some questions that relate to their interest while previewinng the text. Teaching reading there are three stages which can make students' easier to follow the reading lesson. First they will be taught to activating their minds according to their interest, then they will be taught how to interactive by answering questions from teacher. And the last is final task, usually called exercise, which divides into three such as, close exercise, cut-up sentences and comprehension questions.

The aim of teaching reading is develop students' skill they can read English text effectively and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Teaching reading is the way of guiding the students about how to understand information, storing information, created meaning, and comprehends the content of the text. In teaching reading the teacher should provide reading technique to the students especially before reading in order stimulate the students' interest and also the students' background knowledge to make the students comprehend the text easier.

3. Teaching Reading

Fox (2014:2) explains that "The effectiveness of learning reading depend on teacher. The teacher needs to understand the complexity of reading process, so that the students can be confident and independent". It means that the responsibility of teaching learning reading depends on teacher. He/she must be able to create good situation and deliver material in an interesting way so that the students can be interested to follow the reading material.

At the end, the writer concludes from the explanation above that the more fluently and widely the second language readers reads, the more exposure to the key structures and vocabulary of the second language he or she gains. Therefore, learners who learn English as foreign language will take much advantages, especially in readingwithout mastering reading they will not understand much situation around because nowadays people are rare to talk each other and give an information. So, it is important for us to find the information by ourselves, we can do it by mastering reading first.

4. Principle of Teaching Reading

According to Nunan (2003:74-77), there are someprinciples for teaching reading as follows:
1. Exploit the reader's background knowledge
2. Build a strong vocabulary base
3. Teach for comprehension
4. Work on increasing reading rate
5. Teach reading strategies
6. Encourage readers to transform strategies into skills
7. Build assessment and evaluation into your teaching.
8. Strive for continuous improvement as a reading teacher.

Based on the principles of teaching reading above, it can be concluded that the teacher must set the planning for teaching based on some principles of teaching reading in order to make the

process of teaching can be successful. A good learning process depends on the material that given by the teacher, so that the teacher is responsible for what he/she teaches into the classroom.

5. Problems of Teaching Learning Reading

There are some problems that may arise in the process of teaching and learning reading. According to Willingham (2017:89) the problems in teaching learning reading are as follows:

1. Having less practice in reading the text.
2. Some of the components of reading cannot achieve by the students in the process of learning.
3. Unclear and unspecific explanation about reading can cause the unsuccessful in learning reading.
4. The classroom situation is not interesting.

Based on the problems of teaching and learning reading, the writer assumes that it is important for the teacher and students to have a good collaboration in the process of teaching learning, so that if the teacher's explanation is less than expected the students could ask to clarify it and ask for more explanation. Also, when the students are not really interested to follow the lesson, the teacher must have a good strategy to make them interested.

6. Teacher's Time Out

According to Galda (2014: 360), stated that "Teacher's Time Out is a technique that students can easily use in comparing and distinguishing two entities such as characters, plot elements, settings, and experiences. It also helps the students to extend their thinking and apply the information by managing the time of comprehension". It means that Teacher's Time Out makes the students able to comprehend the text in detail by managing their time.

Based on the statement above, by using Teacher's Time Out technique, the lesson is more interesting and easily for the students. And also make students actively participate during the learning process. Teacher's Time Out is one of reading technique. It can use by teacher to teach reading. The students can learn how to comprehend the text by specific instruction given by the teacher and their time in understanding the text are limited.

7. Procedure of Teacher's Time Out Technique

Procedure of teaching reading by using Teacher's Time Out technique based on book of New Ways in Teaching Reading by Day (1993: 54) as follows:
1. Read the passage aloud, but offer no explanation and the students listen to the teacher.
2. After reading, have the students write five questions about the passage
   a) About a word they don't know.
   b) About a phrase or sentence they don't know.
   c) About a picture or illustration, if there is one.
   d) About general meaning.
   e) About cultural areas they find striking.
3. Place the students in groups of four to six and assign different questions to each other.
4. Have each group write its "unanswered" questions on the board.
5. Assign other groups to answer these questions on the board.
6. Clear up any misunderstandings.

8. Benefits of Using Teacher's Time Out Technique

According to Day (1993: 54), the benefits of Teacher's Time Out technique in teaching reading are as follows:

1. The students can understand more than they think.
2. The students can use this knowledge while reading.
3. The students can increase general comprehension as well as attention to individual, unfamiliar words and phrases.
4. The students encourage general comprehension as well as attention to individual.

9. Review of Related Research

The writer took two related previous studies about the usage of Teacher's Time Out technique from journals. It is hoped that the research findings could be the same or better than before. Teacher's Time Out technique has been used by some researchers in their research. The first study is written by Rosada, et al. From English Education Study program, Teachers Training and Education Faculty Tanjungpura University in Pontianak (2014). He wrote "Improving Students' Reading Comprehension of Narrative Text by Using Teacher's Time Out technique". In this research aimed to describe the process of improving students' reading comprehension of narrative text through Teacher's Time Out technique. From this research, the findings showed that Teacher's Time Out technique was appropriate for teaching reading comprehension. Students' mean score increased from 56.68 to 73.19. the result show that with Teacher's Time Out technique, the students were able to maintain their time based on the teacher's instruction in comprehending reading text, such as setting, problem, goals, action, and outcomes. Teacher's Time Out technique provides structure and organization so students were able to comprehend the text more effective.

From the first journal about Teacher's Time Out technique, it can be seen that there were differences to the research in this paper. First about the method in conducting the research, the study was used CAR method while the writer was conducted the research by using quantitative study with quasiexperimental design. The second was about the aim of study. It was aimed to see how many percentage of students' affectiveness. While the aims in this research was to improve students' reading ability through Teacher's Time Out technique and see whether the average score of students who were taught through Teacher's Time Out technique higher/lower than another technique.

The second study was conducted by Sarah Indriyani, she was the students at study program Faculty of teacher Trainning and Education University of Semarang. She was conducted the research entitled "Application of Teacher's Time Out technique to Increase Students' Achievement on the reading text in Class XI IPA SMAN 4 Semarang in 2015/2016".The purpose of this research to increase students achievement on reading text through Teacher's Time Out technique. The subject of the research was the students at the XI grade of SMAN 4 Semarang. This research was used pretest-posttest design. The sample consisted of two classes, XI IPA 5 as experimental class and XI IPA 4 as control class that randomly selected after testing normality and homogenity. Experimental class was given by implementing Teacher's Time Out technique and control class was given by translation technique. Data of research obtained tcount > ttable (2.505 > 1.67). At the end, The students' achievement increased until 7.81%.

There were differences of this research and research above, this research focuses on improving students' reading ability and the find the result about the average score of students who will be taught through Teacher's Time Out technique higher/lower than which will be taught through direct instruction, the research above focused on students'

achievement on reading text, it means she did a reading test by asking students to read the text within time given and then asking the comprehension of it. But, this research used multiple choice in the main technique, the design of research is experimental method. And the research above was used posttest-pretest design. The similarities of this research to the previous research were; we used Teacher's Time Out technique as the measured thing in our research.

Based on the researchers have been done by some researchers above, the writer used Teacher's Time Out technique to improve students' reading ability. The objective of this research is Teacher's Time Out technique can influence in teaching reading. In this research, the writer applied Teacher's Time Out technique in teaching reading. The writer tried to find the effect of Teacher's Time Out technique in teaching reading. The writer used Teacher's Time Out technique to improve students' reading ability. It can help students to increase their reading ability. Teaching and learning process could be more effective than another technique.

10. Frame of Thinking

The main objective of learning and teaching reading is to get the information from the text. To get the information, the students need appropriate technique in reading because reading is a complex activity. In order, teacher should give good method and technique in learning and teaching reading. Thus, students will be easy to comprehend the text. Teacher's Time Out technique can be used as an alternative reading technique in teaching learning process, because it can make the students confident and feel comfortable. They are actively invo ed in the activities.

Teacher can make good use of Teacher's Time Out technique within the regular teaching learning activities. The writer strongly assumed that students' reading skill got increased after taught using Teacher's Time Out technique.Because reading is one of the skill should be mastered by students' in studying language. So teaching should be able to help students to comprehend the reading texts easily. By using Teacher's Time Out technique in teaching reading leads the students to read effectively and give positive influence to increase students' reading ability. It means that the more effective the implementation of Teacher's Time Out technique in teaching reading will be better to increase the students reading ability.

Based on statement above, the writer assumed that using Teacher's Time out technique as one technique that helped the students to get knowledge with their comprehension of a reading. This technique is expected to have positive influence towards students' reading ability.

METHOD OF RESEARCH

In conducting the research, the writer used a quasi experimental design. The classes was taken in experimental class by using Teacher's Time out techniquein teaching reading comprehension. In control class the writer applied direct instruction to know whether there was an influence of using Teacher's Time out techniquetowards students' reading ability.

There were9 classes in population consisted of 288 students. In this research, the writer took two classes as the sample of the research. One class as the experimental class and one as the control class. The sample of this research were on VIII.A and VIII.B. In sampling technique, the writer used cluster random sampling technique, because there were two the classes were homogeneous.

In collecting the data of students' reading comprehension, the writer used

reading test in form of multiple choice which consisted of 40 questions with the option a,b,c and d.

Content Validity

In this research the writer applied the material based on the syllabus ofMTs Negeri 1 Bandar Lampung at the eighth grade and suitable with the Teacher's Time out technique that was descriptive text.

Reliability of Test

The writer got $r_{11} = 0.75$. The instrument was reliable if $r_{11} > r_{table}$. Then the writer got $r_{table} = 0.444$.

Data Normality Test

It was used to know whether the data have normal distribution or not. To get the data of the normality of test, the writer used formula:

$$\chi^2{}_{ratio} = \sum_{i=1}^{k} \frac{(Oi - Ei)^2}{Ei}$$

Homogeneity Test

It was used to know whether the data were homogeneous or not. The formula of homogeneity test is as follows:

$$F = \frac{(the\ highest\ variance)}{(the\ lowest\ variance)}$$

The criteria H_0 is accepted if $F_{ratio} < F_{table} \frac{1}{2} \alpha (v_1.v_2)$.

Hypothesis Test

It was used to prove the hypotheses proposed by the writer whether they were accepted or not. By using t-test formula:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Equality Test of Two Average Score

The criteria is accepted if **Ha1** ift $- cal > t - tab$ at the significance level 5% and 1%.

Different Test of Two Average Score

The criteria is accepted if **Ha2** ift $- cal > t - tab$ at the significance level 5% and 1%.

RESULT AND DISCUSSION
Normality of Experimental Class

The writer used test on experimental class in order to see the students' achievement in reading comprehension. After presenting whole materials using Teacher's Time out technique on experimental class and gave the test, the writer got the result that the highest score was 92.5 and the lowest score was 40 with (n) = 32 students. Obtained the result:

ΣF_i $= 32$
$\Sigma F_i X_i$ $= 2218$
$\Sigma F_i X_i^2 = 158180$

The average score:

$\bar{x}_i = 69.31$

With standard deviation $= 11.97$.

Then it was counted into chi-square formula:

From the result of x-ratio, it was obtained at significance level of 0.05 and also 0.01 that $\chi^2{}_{ratio} < \chi^2{}_{table} = 3.11 < 7.81 < 11.3$. Since $\chi^2{}_{ratio} < \chi^2{}_{table}$ therefore, the criterion was accepted. It means that the data have normal distribution.

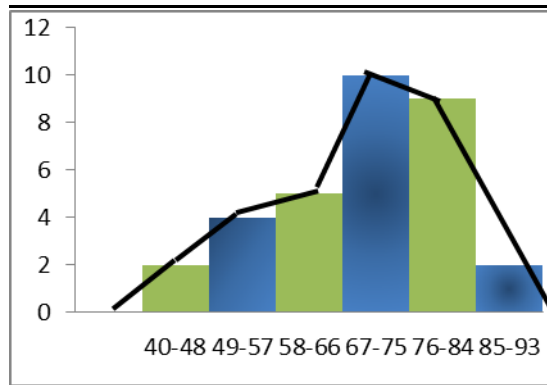The result of research in experimental class can also be seen on the figure below:

Figure 1: The Histogram and Polygon of Experimental Class.

Figure 2: The Histogram and Polygon of Control Class.

Normality of Control Class

The writer used test on control class in order to see the students' achievement in reading comprehension. After presenting whole materials using direct instruction on control class and gave the test. The writer got the result that the highest score was 82.5 and the lowest score was 32.5 with (n) = 32 students. Obtained the result:

$\Sigma F_2 = 32$
$\Sigma F_2 X_2 = 1867$
$\Sigma F_2 X_2^2 = 112632$

The average score:

$\bar{x}_t = 58.34$

With standard deviation = 10.93.

Then it was counted into chi-square formula.

From the result of x-ratio, it was obtained at significance level of 0.05 and also 0.01 that $\chi^2_{ratio} < \chi^2_{table} = 1.09 < 7.81 < 11.3$. Since $\chi^2_{ratio} < \chi^2_{table}$ therefore, the criterion was accepted. It means that the data have normal distribution.

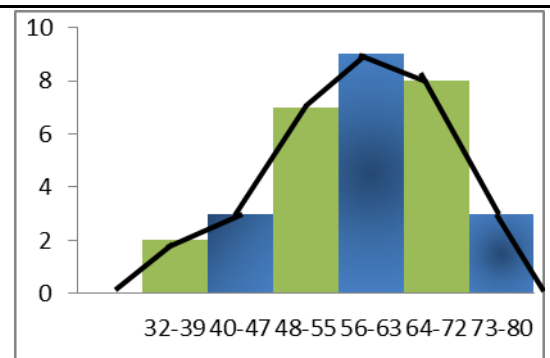The result of research in control class can also be seen on the figure below:

The Homogeneity Test

From the result of homogeneity test by comparing to the f-table (by looking at I table), it was obtained F_{ratio} was 1.20. F_{table} at significant level of 0.05 was 1.82 and 0.01 was 2.34. Since $F_{ratio} < F_{table}$, therefore, H_o was accepted (1.20 < 1.82 < 2.34). It means that the variance of the data in experimental class and control class are homogeneous.

The Hypothesis Test

In calculating the end of result, the writer used t-test formula:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with,

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

It was obtained t-test = 5.59.

To know the equality test of two averages, the writer consulted t-test to t-table (by looking at G table). It was got t_{test} 5.59 > 1.67 < 2.39. Criterion H_a accepted if $t_{test} > t_{table}$. Therefore, H_a was accepted, it means that there was an influence of using Teacher's Time Out Technique towards students' reading ability at the eighth of MTs Negeri 1 Bandar Lampung in 2021/2022.

Discussion

The writer did the research at the eighth grade of MTs Negri 1 Bandar Lampung and was divided the class in two classes. The first class was the experiment class and the second class was the control class, it consisted of 64 students from 2 classes. The writer was asked the students to make read the text based on the text provided.

The writer taught *Teacher's Time Out Technique* in experimental class and to make sure it was better than another strategy or technique, she was collected the data in control class. in control class, the writer taught direct instruction to make difference. The students were asked to read and understand the text, especially in descriptive text. Finally, it was got that students' score were good but not better than in experimental class. In other hand, the students' scores in control class lower than in experimental class.

In teaching learning at experimental class, the writer followed the procedure of *Teacher's Time Out Technique*. The writer read the passage aloud, but offer no explanation and the students listen to her. After reading, the writer had the students write five questions about the passage namelyabout a word they did not know, about a phrase or sentence they did not know, about a picture or illustration, if there was one, about general meaning, and about cultural areas they find striking. Then, placing the students in groups of four to six and assign different questions to each other. Each group write its "unanswered" questions on the board. They assigned other groups to answer these questions on the board and the writer cleared up any misunderstandings.

Teacher's Time Out technique was applied in teaching learning reading. Reading process means not only "read" but tries to make interaction between the reader and text. It is deals with how the readers can convey the meaning through the written symbol and process them into their mind. Reading is the ability to draw meaning from the printed page and interpret this information appropriately. In other words, reading is process to get information and knowledge from the text.

Teacher's Time Out technique is the activity helps to make students realize that they understand more than they think and that they can use the knowledge while reading. So, *Teacher's Time Out* technique encourages students to be independent readers. Students understand more than they think they do and benefit from some encouraged independence. A major aim in the teaching of reading is to get students to use their knowledge to help them with their comprehension of a reading

The findings of this research related to a theory stated by Galda (2014: 360), stated that "Teacher's Time Out is a technique that students can easily use in comparing and distinguishing two entities such as characters, plot elements, settings, and experiences. It also helps the students to extend their thinking and apply the information by managing the time of comprehension". It means that *Teacher's Time Out* makes the students able to comprehend the text in detail by managing their time.

From the result above, it is clear that *Teacher's Time Out Technique* helps students to overcome their problem in reading. Reading skill is important to be mastered, but if there is a good media, technique or strategy, the students would not too hard to master it. Based on the result, it can be concluded that *Teacher's Time Out Technique* is very recommended for the teacher who wants to influence the students' ability in reading.

CONCLUSION

Based on the result of the data analysis and hypothesis test, the writer concluded that:

1. There is an influence of using *Teacher's Time Out technique* towards students' reading ability of the eighth class at MTs Negeri 1 Bandar Lampung in 2021/2022. It

can be seen that the result $t_{ratio}=$ 5.59,t_{table} for α= 0.05 is 1.68 and for α=0.01 is 2.42 (5.59 >1.68 and 2.42).

2. The average score of students' reading ability who learn reading by using *Teacher's Time Out technique* higher than that of those who learn through direct instruction. It can be seen that the average score of experimental class was 69.31 and the average score of control class was 58.34.

SUGGESTION

1. The teacher should know what is students' need, because different style of teaching can be different result.
2. The further research can use the result of this research as reference.

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