

IMPROVISATION OF STUDENT READING COMPREHENSION THROUGH CLASSROOM ACTION RESEARCH

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Abstract

This research study aimed to describe implementation of scanning technique to teach reading comprehension. This classroom action research involved 28 students of Indonesian High school. Data collection techniques used observation and measurements. Then, qualitative and descriptive quantitative analysis were used to analyze the data. The research results showed that in first cycle, there were 35.71% of students who in poor condition. Then, there were 28.57% of students who were in average condition, and also there were only 21.42% of students who were in good condition. In addition there were 12.28% students that got excellent condition, and it need to conduct the second one. The result of the second cycle was that 28.57% students categorized as excellent, 57.14% students was categorized as good achievement, 7.14% students were categorized as average and poor. It can be concluded that the improvement of students' ability on reading comprehension attaining the expectation.

Keywords: Improvisation and Reading Comprehension

Introduction

Reading is one of learning ways for students to increase ability and enrich knowledge. In reading, the students are not only read the word by word but also the students must understand what the text mean. Reading is the most important aspects in learning English because by reading, students will be easy to understand information from the text. According to Patel (2008: 113), reading is an important activity for expanding knowledge of language. Through reading, students try get the message or the intended meaning from the text (Nuttall, 1983: 2). To get this, students need to comprehend the content or idea of the author.

In contrast, the result of the observation in my own class showed the students' ability on reading comprehension was very low. The students got difficulty in understanding tasks were, identifying main idea and explicit or implicit informations from the text, and answering the questions. These problems occurred because of their low motivation since they felt that reading comprehension as boring activity.

To solve these problems, the researcher tried to offer a solution by applying Scanning Technique with the expectation that this technique could improve students' reading comprehension achievement.

Theoretical Basis of Reading Comprehension

One of the goals in reading is comprehension. Reading can help students' to improve their comprehension. Comprehension can be meant the process by which a person understands, the meaning of written or spoken. Heilman (1981:242) says that Reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities. Moreover, Woolley (2011: 15), states that reading comprehension is the process of making meaning from text. It means that reading comprehension is an activity to understand the writing text by active process to construct the meaning of the text. In addition, Pang *et al.*, (2003: 4), argues that reading comprehension is the process of making sense of words, sentences and connected text, that is, deriving meaning from printed text.

To comprehend the text, Mullis and Martin (2015: 12-13) mention that at least student are able to identify explicitly stated information, to make straight forward inference, to interpret and to integrate ideas and information, to evaluate and to critique content and textual elements. More specifically, Chesla (2001: 1) describes four basic reading comprehension skills, such as how to be an active reader, how to find main idea of a passage, how to figure out what words

mean without dictionary, and how to tell the difference between fact and opinion.

Scanning Technique in Comprehending the Text

In teaching reading activities, some teachers do not usually teach the technique how to comprehend the text, they let the students to read the text by themselves then answer the questions. This phenomenon does not make the students stimulate their feelings to read and concentration and also gain their skills in comprehending the texts successfully. Before starting to read a text, it is natural to think of the purpose of reading the text.

The students must be active in identifying the information they want in the text. The students interact with the text to interpret the meaning or get what they want in the text. Therefore, the readers should match and fit the reading technique with the types of the texts. Once they determine their purpose for reading, they adjust their technique of reading to fit the type of material they are reading. Good readers are expected to understand what they are reading. It includes the type of the text, their purpose of reading and an appropriate technique of reading that students should apply.

Scanning as a technique, which means read quickly in order to identify specific information is appropriate to be applied in various types of texts. In teaching learning process, the teacher built students' skill in reading by using scanning technique. Teacher gives times to students to find out the specific information in the text quickly without reading the whole text. In brief, by using scanning technique in reading process can make the readers become flexible in reading a text. Good readers are active readers who must be active in identifying the information they want in the text without reading the whole text.

Scanning technique is common used in reading text. Vaezi (2006: 5) states that scanning is reading rapidly to find a specific piece of information. In scanning, student can find a particular piece of information located in materials that are otherwise of no interest to the reader (Casey, 2003: 2). This technique helps students locate information quickly without reading the whole passage. In short, scanning can help the students to get information from the text and the students can used the time efficiently for the answer of the text.

To make scanning technique effectively in teaching reading comprehension, Fry (2000: 40) mentions four steps: 1) note the arrangement

of information, 2) keep clue words in mind, 3) scan quickly, and 4) make accuracy your goal.

Note the arrangement of information is an activity in which scanning can be conducted with material that the students do know something about. In the case of a telephone directory, for example, the students already know the name of person. The students also know that the directory is arranged alphabetically in accordance with the last names. First use the guide words at the top of the directory page to locate the correct page quickly. The students begin immediately to scan the alphabetical arrangement of names. In order to save reading time and to prepare for scanning the students need to a few minutes to become familiar with the organization of the material. The following is several types of common arrangements: 1) alphabetical. Much of the resource material that the students scan will be arranged alphabetically. A dictionary, the index of a book, a zip code directory, as well as numerous guides and reference listings, all are arranged alphabetically for quick understanding and easy location of information; 2) non-alphabetical. Not all material is arranged alphabetically. For example are arranged by day and time; and 3) prose. The students are given a few minutes to read the title and subheads, they also look at the illustration, and read the first and the last paragraphs.

The next step is keeping the clue words in mind. This activity allows the students find the section most likely to contain the information they need, they are ready to scanning, and they will have in mind some clue words or phrases associated with the specific fact they want to find.

Moreover, scanning quickly and making accuracy of goal. Scanning activity is to locate information quickly, a high rate of speed is essential. With clue words in mind, try to scan as much of the printed matter as the students can in the least amount of time. Then, the students need to be careful in reading since inaccurately reading will occur during the process of reading. It is an essential part to get information or message the student need. Thus, the accuracy on reading is required.

Research Methodology

The classroom action research was an act undertaken by researcher as a practitioner to enhance teaching reading comprehension practice. The seven steps by Hollingsworth (2001-2005) were applied: identifying a problem and asking a question, creating an action plan, enacting the plan, studying the plan

in action (collecting data/evidence), reporting results and getting feedback, modifying the plan, and trying it again/studying it again. The following section describes the participants, data collection, and data analysis.

Participants

In this recent research, the 28 participants (8 female and 20 male) were the second year of High School students. The school was a state school located in West Kalimantan, Indonesia. The student age was around seventeen years old. Most of them had low ability in comprehending the text during the semester. This situation made this action research carried out.

Data collection

The qualitative and quantitative method were used to answer the question, 'How can scanning technique improve reading comprehension to second year students of Indonesian High School?' The qualitative data was collected based on the situation of teaching and learning process by observing the class during the research took a place. While, measurement (multiple choice test) was utilized as quantitative data.

Data analysis

The researcher used two techniques of analyzing data, namely qualitative and quantitative. Denscombe (2007: 289), "qualitative data can be analyzed from the various kinds of data formats, namely: interview transcript, texts, field notes, and photographs". In this research the researcher used observation checklist, and field notes as the tools and those kinds of data were analyzed. Furthermore, as stated by Burn (2010: 118), "The quantitative data analysis can be defined as the way of presenting the data in numerical form." To analyze the quantitative data, researcher used individual score and mean score

Procedure

The researcher identified the students' problem in learning process when the researcher taught the students by using oral test. The students were asked to identify main ideas, supporting details, reference, and word meaning. As results, they had difficulty to understand main idea, supporting details (explicit and implicit information from the text), reference and vocabulary. The students needed a lot of time to answer the question from the text, lack of vocabulary, sometimes did not understand what the meaning the word and not understand what the question about.

Based on identified problem, the researcher then prepared lesson plan, made narrative text on paper to teach the students. Furthermore, the researcher prepared observation checklist, field note and reading text to note of student and teacher activity in class and learning process.

After all of the preparation arranged properly, the teacher applied the scanning technique as a technique to teach the students reading comprehension on narrative text. The teacher taught the students based on the lesson plan already arranged by the researcher and teacher. The teacher divided text narrative to the each groups of students, then the each group worked based on the task given.

To reflect the teaching, the researcher got information from enact the plan, strengths and weaknesses during teaching learning process. The strengths means to what extend the technique improve the students' ability in reading comprehension. The researcher had decided 75% students achieved the minimal score. In contrast, the weaknesses was what were need to improve. However, when the minimal score less than 75%, the researcher needed to modify the strategies. Furthermore, the researcher modified the lesson plan when first cycle was not satisfied, the researcher tried it again until the cycle met satisfied expectation.

Research Findings and Discussion

some findings were drawn from the individual action research projects of the researcher in his own classrooms. Five reflect the successes of the projects but one is also included because it reveals the problems that some teachers faced and that not everything went according to plan.

Data of cycle one

When observing the class, the researcher who as the observer noticed and noted all information related to the technique, students and classroom condition. The data which obtained from the observation checklist, field note and reading test. Based on the result of reading test the first cycle, when the researcher given the test reading comprehension for the students. In detail, can be seen on figure below.

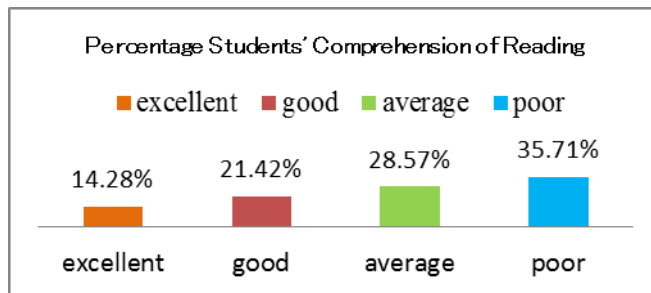


Figure 1. Students' Percentage Comprehension of Reading in Cycle 1

From the test result conducted in the first cycle, the researcher found that most of students were still in poor condition of score qualification. Based on the graph qualification above, it can be shown that students score in the first cycle which there were 35.71% of students who in poor condition. Then, there were 28.57% of students who were in average condition, and also there were only 21.42% of students who were in good condition. In addition there were 12.28% students that got excellent condition.

The researcher was classification of student score 80-100 the total of students got excellent was 4 students, than the students score 70-79 the total students got good 6 students. For average 50-69 the total 8 students and classification 0-49 the total of students got poor was 10. The researcher realized that still had weaknesses.

Although the students made progress, the weakness should be fixed in the next cycle to make the students understand to find main idea, explicit, implicit, vocabulary, and reference. It

means that some things that must be revised for the next cycle. After discussed the result, the researcher and teacher concluded the revision were the students needed the instruction clearer from the researcher, the researcher needed to give more time to think, and the students. It means that some things that must be revised for the next cycle. After discussed the result, the researcher and teacher concluded the revision were the students needed the instruction clearer from the researcher, the researcher needed to give more time to think, and the students still needed help from the researcher who act as a teacher in classroom.

Data of cycle two

After modifying the teaching strategies, the researcher implemented the modified technique. The researcher also observed the classroom while the teacher was implementing the technique. Here was the result of the second cycle.

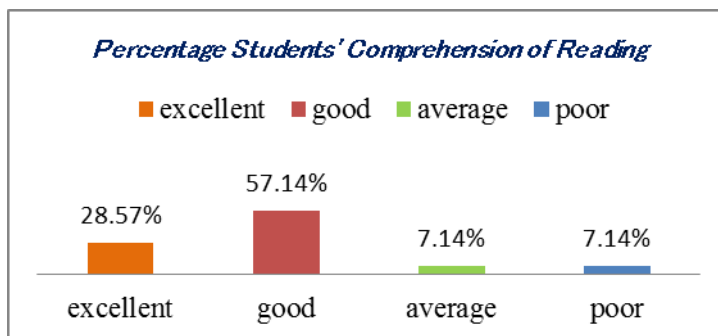


Figure 2. Students' Percentage Comprehension of Reading in Cycle 2

Findings of Cycle 2 showed positive result. The students' mean score in the second cycle was 73,21 and categorized into quite satisfied. Based on the result in Cycle 2, most of students in second cycle met satisfied result. From the graph above, it can be seen that the percentage of the qualification of students score was improved. It proved by the data, which 28.57% students categorized as excellent and

57.14% students was categorized as good achievement, the percentage was significant. Then, 7.14% students were categorized as average and poor.

In this case, the students showed the satisfied improvement of their reading comprehension by used scanning technique. The result of students' test in cycle 1 had not shown a good result. Then, the result of students' test

in cycle 2 had improvement. Beside that, the students also had improvement to found main idea, implicit, explicit, vocabulary, and refence. Therefore, the cycle could be stopped because the students' test had been improved. The students also made some improvements in performing read the text. In addition, process of teaching and learning made the students were interested and more active. Therefore, the cycle could be stopped because it showed the students' mean score in cycle 2 was 73,21 and categorized into quite satisfied.

Conclusion

Based on the research conducted by the researcher during two cycles, the result were described by the findings of observation checklist, field note and reading test data. Based on the result of observation checklist and field note which have been analyzed in research findings, the students gave the positive respond from cycle to cycle. It means that the students were improved step by step. Then, for the reading test the students showed had good improvement in their reading comprehension in narrative text. It means that the students score was increased.

The result were described by the findings from the data, the used of scanning technique showed that the achievement was good enough. So there were significant improvement in the process of learning reading skill. Scanning technique make the students more active, enthusiastic and focus in the learning process.

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