

**IMPROVING THE EIGHTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT BY USING HIGHLIGHTING
STRATEGY AT MTs AL-QODIRI 1 JEMBER
IN THE 2016/2017 ACADEMIC YEAR**

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ABSTRACT

Reading is the most important of the four skills in a second language. But related to the condition and situation right now, there are some students who still unable to read comprehensively. To face this common problem there must be some solutions to improve the students' reading comprehension through the available teaching methods. In this case the researcher used highlighting strategy to improve reading comprehension achievement."

In this research the problem was "How can the use of highlighting strategy improve the eighth grade students' reading comprehension achievement in the 2016/2017 academic year?" And "How can the use of highlighting strategy improve the eighth grade students' active participation in the 2016/2017 academic year?" The purpose of this research was to find out how the use of highlighting strategy in teaching reading can improve students reading comprehension achievement. And to find out how the use of highlighting strategy in teaching reading can improve the eighth grade students active participation.

The design of the research was classroom action research. The subject of the research were students of MTs Al-Qodiri 1 Jember that consisted of 28 students. The research target showed was 75% students got score at least 70 and 75% students active participation in the teaching and learning reading comprehension using highlighting strategy. The actions in the cycles covered 1) planning, 2) implementating, 3) observing and 4) reflecting.

The result of this research were as follows. The students' mean score in reading comprehension test improved from their previous score that was 65.21 to 66.78 after being taught reading comprehension using highlighting strategy in cycle 1. There was 14 students or 50% of the 28 students who got score ≥ 70 . In the cycle 2, the result of students' mean score in reading comprehension test was 75.17. The score improved from cycle 1 that was 65.78 to 75.17 in cycle 2. There was 22 students or 78.57% who get score ≥ 70 . Besides that, having known how to use highlighting strategy well students they were more active because they interacted with their friends in the group work. Finally, the researcher concluded that highlighting strategy can improve the eighth students' reading comprehension achievement at MTs Al-Qodiri 1 Jember in the 2016/2017 academic year

Key Words: Reading Comprehension and Highlighting Strateg

INTRODUCTION

English is becoming an International language that is learned by the students of elementary school up to university. There are some skills in English likespeaking, listening, writing, and reading. Listening and reading are characterized as “receptive skills,” and speaking and writing as “productive skills” (Lems, et.al., 2010:5). In education area, English is becoming a foreign language especially in Indonesia. Besides the government puts English as one of the subjects that is examined in national examination.

In MTs Al-Qodiri 1 Jember, there are still many students who do not use English actively or passively because they get difficulties, although, they have been learning English. One of the problems is they get difficulties in understanding or comprehending the text. Klinger et.al (2007:4) give a perception that students are often less interested in reading, their motivation is often low, they prepare minimally. Thus, they have to read actively because by reading, they will get a lot of information.

Reading is a process used in learning to get information in order to improve the student’s ability in comprehending the text. In addition, Grellet(1981:7) explained that reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. While reading is a very important part of an individual’s personal and educational growth, it is the concept of comprehension that may be even more important (McKee, 2012:1). Furthermore, the purpose of reading is to gather meaning from the text. Since it is needed by the students, reading becomes an important skill to be learned by the students.

Reading has important role to help the students in learning English. It has many advantages for the students and becomes important for the students to learn it to improve their skill in order to get new information and pleasure. Johnson (2008:17) says that like any skill, we get better at reading by practicing. Conversely, if we do not practice, we will not get better and our skills may deteriorate. The trick to reading effectively is reading actively. Brindley (1994:81) adds that to be effective readers it is necessary to be able to relate particular shapes to particular sounds and meanings. The students need not only to be active to read but also techniques to understand and comprehend the text.

Actually the student needs reading strategy in order that they can easily understand and comprehend the text. In reading comprehension, everything rests on the students’ ability to understand the ideas in each sentence (Chesla,2001:43).Whereas Klinger, et.al,(2007:4) say that student with learning disabilities can improve their reading comprehension if teachers, teach strategies that have been documented as effective in promoting reading comprehension, design instruction that incorporates effective principle of direct and strategy instruction, provide modeling, support, guided instruction, and practice.

In fact, the teachers at MTs Al-Qodiri 1 Jember often use silent way when they teach. In every meeting the English teacher asks the students to read the text, and then they have to answer the questions that are given by the teacher. Consequently, the students feel bored and lazy to read the text. It also becomes one of problems why their reading comprehension is still low. They are still confused when they try to

answer the questions although they have read the text and translated it because they do not understand the content.

One of the teaching strategies that can be used for improving reading comprehension is highlighting strategy. Highlighting strategy is used to help students organize what they have read by selecting what is important. Yue, et.al, (2014:1) said that an overall benefit of highlighting occurred, with highlighting being especially beneficial with massed readings of the passages. This strategy teaches students to highlight only the key words, phrases, vocabulary, and ideas that are central to understanding the reading. Reading in colors is a strategy for fostering more active reading and more effective review. The students will be more interested when they use color and give meaning inside the text. Actually, this strategy is good for reading comprehension because the student will be easy to read then understand the content and also give experience to the student during teaching and learning process. Thus, this strategy can improve the students' ability to understand and comprehend the text.

There are some reasons why the researcher is interested to conduct this research. First, the researcher knows that students' ability at MTs Al-Qodiri 1 Jember is still low. Based on the preliminary study that 50% of students had difficulty in reading comprehension ability with the average score was 60 and also the activeness of students was 25%. Second, reading is one of the English skills that need techniques or strategy in order that the student can easily comprehend the text. Third, sometimes some of the students feel bored when their teacher asked them to read the text because they have not understand what actually the text told about although they have read the text.

Based on the arguments above, the researcher is interested to conduct a research studies "Improving the eighth grade students' reading comprehension achievement by using highlighting strategy at MTs Al-Qodiri 1 Jember in the 2016/2017 academic year

RESEARCH METHOD

This research is a classroom action research (CAR). The design of this research is Kemmis and Mc Taggarat's design. The research subjects are eighth grade students at MTs Al-Qodiri 1 Jember in the 2016/2017 academic year. In this action research, MTs Al-Qodiri 1 Jember especially the eighth grade students. Based on the research design, the actions of the research are implemented in four stages they are; planning, implementing, observing and reflecting.

DISCUSSION

In the first cycle, the students' reading comprehension after being given the action by teaching reading using highlighting strategy was unsatisfactory yet. The result of the reading comprehension test in the first cycle showed that 14 students the percentage of students who got score ≥ 70 is 50%. It means that the percentage the standard score had not been achieved and it can be said that it was not successful.

For the reason, the researcher investigated the cause of this matter. The result of the investigation showed that the students still confused and didnot understand about the task given, because the narrative text used in reading comprehensions test was difficult and it was unfamiliar narrative text. McNamara (2007:267) said that a reader's successful comprehension of text material is evidenced by a representation that, at a minimum, is coherent enough to account for all the information (the main ideas and details) explicitly presented in the text.

In teaching learning process, the students' participation was still low in teaching learning process, the students used to be passive participant because the researcher did not guide the students to be active students during the teaching and learning process. If the students are active students during the teaching and learning, their active participant will help students get ready to read and received new information. Boardman, et.al (2007:8) say that reading comprehension is a multicomponent, highly complex process that involves many interaction 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 text types).

For other reason was lack of the time because the teacher could not arrange the students in the class room when teaching and learning process. Ogle (2008:9) said that the ways teachers organize classroom activities and opportunities make a difference in how the students grow in their comprehension.

Having taken the problems in cycle 1 into consideration, the researcher did some modifications to the way of teaching reading comprehension by using highlighting strategy to the students. According to (Chesla, 2001:4). The student will be easier to get information as long as they read the text by highlight the key word or unfamiliar word which they don't understand. Before the students are taught by using highlighting strategy, the researcher has to explain what highlighting strategy is. After that, the researcher has to model the strategy first before the students try to implement the strategy in learning reading. And then, the researcher asked the students to make a group consist of three or four members for each group to make them become more confident and brave in asking question or in doing the exercises given by the researcher.

The researcher used popular and simple narrative text. Then, asked the students try to implement the highlighting strategy. If there are some problems in applying the strategy, the researcher must be able to make it clear and understanding by them. Not only that, the researcher controlled the process and gave feedback for the action. So, in this case, there are a lot of discussions, it can be discussion between student to student and student to the teacher.

During the teaching and learning process the researcher was able to manage the time in the class, guide the students to be active students and makes the students more enjoy when they read the narrative text because the researcher used familiar text.

Based on the results of the students' reading comprehension in the second cycle is much better than in the first cycle. It could be stated that highlighting strategy is able to solve the students' problem in teaching and learning process. It means that highlighting strategy can improve both the reading comprehension and students' participation.

From the discussion above it can be understood that teaching reading subject through highlighting strategy is absolutely very helpful and worth to be applied in improving the eighth grade students' reading comprehension achievement at MTs AL-Qodiri 1 Jember in the 2016/2017 academic year. In this case, it was approved that the use of highlighting strategy could help the students more easily to comprehend the text and improved their reading achievement.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the result of this research and discussion, the use of highlighting strategy can help students in reading comprehension and build their responsibility in teaching learning process. It is concluded that the use of highlighting strategy could improve the eighth grade students' reading comprehension of MTs AL-Qodiri 1 Jember in the 2016/2017 Academic Year.

The conclusions are as follows, highlighting strategy could improve the eighth grade student's reading comprehension of MTs AL-Qodiri 1 Jember in the 2016/2017 Academic Year by making a group consist of 4 students and could improve the eighth grade student's active participation of MTs AL-Qodiri 1 Jember in the 2016/2017 Academic Year by giving the assignment to the students and given reward when they were active in the class.

SUGGESTION

The result of the research showed that the use of highlighting strategy can improve the students' reading comprehension, considering the result some suggestions are given to the English teacher, the students, and the other researcher.

The English teacher is suggested to use highlighting strategy as an alternative strategy in teaching reading to improve the students' reading comprehension since it is interesting, motivating students to read the English text, they will enjoy reading the text.

The students are suggested to read narrative text more seriously by using highlighting strategy to improve their reading comprehension skill because it can help them to understand the text better.

The suggestion for another researcher, it is suggested that the future researcher conduct a further research dealing with the use of highlighting strategy by using different or same research design at different schools or subject, such as : the use of

highlighting strategy to improve the students' reading comprehension or the use of highlighting strategy to improve the students' in the teaching and learning process.

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