IMPROVING STUDENTS' READING COMPREHENSION USING MARKING TECHNIQUE IN THE X IPA 2

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Abstract

This research was conducted in SMAN Plus Sukowono Jember. The research subject is X IPA 2 class in the 2017/2018 academic year. The design of this research is classroom action research. The data are collected using test method, and the instrument used is reading test items. In order to analyze the data students' reading comprehension score. The implementation of Marking Technique was learned process in reading class with a teaching strategy. The number of the tenth grade of IPA 2 students were 36. The result of reading test in cycle 1 showed that 28 students got ≥75, and the percentage score was 77.7%, and the result of students' active participation in cycle 1 was 72.2% in the first meeting, and the percentage of the students who were active in the second meeting was the 80.5%. The percentage of students reading test was 83.3%, while the percentage of students' active participation in cycle 2 was 80.5 % in the first meeting, and the percentage of the students who were active in the second meeting was 83.3%. It means that the target was achieved, and the students' performance was consistence from cycle 1 to the cycle 2.

INTRODUCTION

Most of students in senior high school usually think that reading is a difficult skill of English. And even when the teachers examine their reading comprehension the text, many of them do not understand about the text and feel difficult to comprehend the text. It should be found the solution by every English teacher in order to make teaching and learning process running well and better. In teaching reading, the teacher should have a technique which is able to improve students' reading comprehension, because reading comprehension is important for student mastery. Harmer (2007:99) states that "reading is useful for language acquisition". Mastering reading is important for all people especially students in senior high school. Reading is the language skill which learners usually find the most difficult in reading the text.

Based on the result of the preliminary study on English subject at SMAN Plus Sukowono Jember, the students of X IPA 2 got some difficulties in comprehending the text. They had some problems in reading comprehension especially when they learned a foreign language. First, students got difficulty on vocabulary. They did not understand about

the meaning of words. Second, they felt difficulty in identify important ideas in reading comprehension. Students did not identify the important ideas in the text such as main idea, topic sentence and generic structure of the text. Third, they were not active on teachers' explanation during teaching and learning process. The percentage score of students' reading comprehension was 50. The percentage score of students was very low.

It should be thought and found which strategy is appropriate to solve the students' difficulty in reading comprehension, one of the techniques to improve reading comprehension of the students is using Marking Technique. Based on Wood (1996:115) marking helps the students to create external memory aids that can be used to study later. Marking technique can help students in reading comprehension, they can find important point while reading. Students need to mark something while they are reading. According to Lusiana, Martono, and Teguh (2016) text-marking as one of alter-native ways in teaching reading seems to bring positive improvement.

Acccording to Wood, (1996:226-229) there are four steps in implementing marking technique such as: 1). Read, 2) Underline 3). Circle, 4). Label.

RESEARCH METHOD

This study used Classroom Action Research (CAR). The research is intended to improve students' reading comprehension by using marking technique. Therefore, classrooms action research use as the research. According to Arikunto (2010:130) classroom action research is a research that is conducted by teacher in the class to complete and improve teaching learning process.

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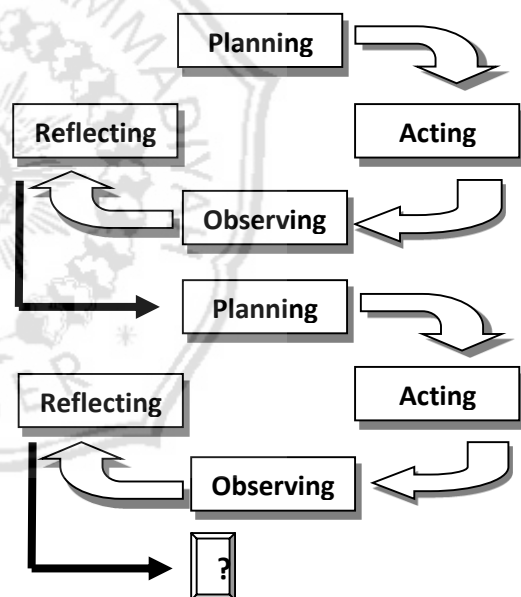
Result and Discussion

The research was conducted in the students of tenth grade IPA 2 at SMAN Plus Sukowono Jember in 2017/2018 academic year. The research consisted of two cycles, the first cycle was conducted from April 23, 2018 to Apr. 26 2018 and the second

cycle was conducted from April 30, 2018 to May 4, 2018.

The result of the research in cycle 1 was achieved the target was 77.7%, The result of reading test in cycle 1 showed that 28 students got ≥75, and the percentage score was 77.7%, and the result of students' active participation in cycle 1 was 72.2% in the first meeting, and the percentage of the students who were active in the second meeting was the 80.5%. But, the researcher conduct to cycle 2, because the students have some problems in cycle 1, and the researcher wanted to know students consistency.

The result of the research in the cycle 2, the students who got score in the The percentage of students reading test was 83.3%, while the percentage of students' active participation in cycle 2 was 80.5 % in the first meeting, and the percentage of the students who were active in the second meeting was 83.3%. It means that the target was achieved, and the students' performance was consistence from cycle 1 to the cycle 2.
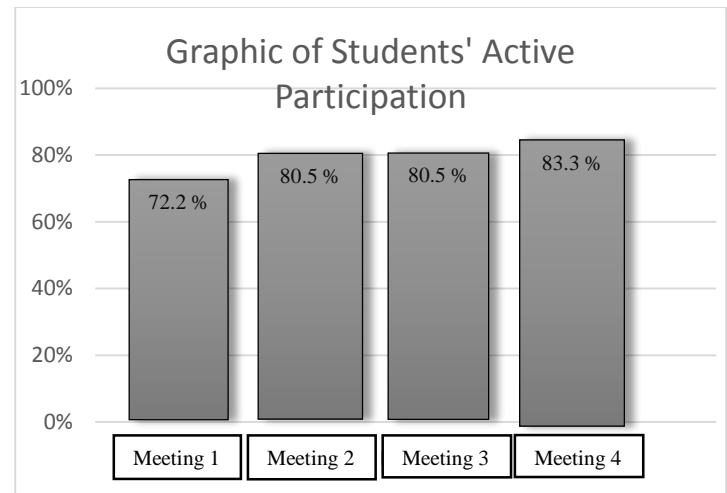
Figur 1. The precentage of students' active participation between cycle 1 and cycle 2.
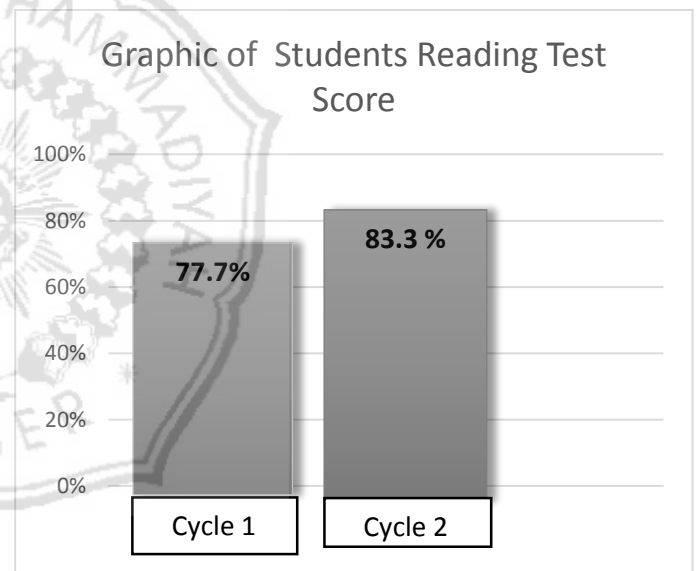
Figur 2. The precentage of students' reading test between cycle 1 and cycle 2.

This technique could improved students reading test and active participation in the cycle 2 caused, used interesting or familiar theme, underline, circle, label the text, and discussion in teaching and learning process.

CONCLUSION

Based on the result, it can be concluded that teaching reading by implementing Marking technique could improve the tenth grade students reading comprehension at SMAN Plus Sukowono Jember in the 2017/2018 academic year.

Based on the result, marking technique could improve the students' reading test and improved the students' active participation. Marking technique helped the students problems at SMAN Plus Sukowono Jember, this technique could improve the students used interesting or familiar theme, underline, circle, label the text, and discussion in teaching and learning process.

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