

# Improving the XI-MIA Students' Reading Comprehension Achievement of Narrative Texts Adapted from Internet at SMAN Rambipuji Jember

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**ABSTRACT:** This research was intended to solve the problems dealing with the students' vocabulary by using roundtable model of cooperative learning. The research design was Classroom Action Research. The area and subjects of this research were chosen purposively by using purposive method. The data were collected from observation, interview, documentation, and pre-test. The primary data in this research were collected from reading comprehension test and observation. The result of reading comprehension test was analyzed quantitatively. The result was that the percentage of the total number of the students who were active during the teaching and learning process in cycle 1 was 80%. The average score in cycle 1 was 79.03 or 77% students passed the minimum score. It proved that the use of reading materials adapted from the internet could improve the students' active participation and reading comprehension

**Keywords:** materials from internet, reading comprehension

English is used in all aspects of life including education. According to Crystal (1997:110), "English is the medium of a great deal of the world's knowledge, especially in such areas as science and technology, and access to knowledge is the business of education". This means that English is used as a medium to explore science and technology in educational field. Today English has affected many sectors in the world, ranging from social, culture, economic and science. For example, in science, most of the previous discoveries are written in English. It deals with the position of English as international language. Thus, the next scientist must be able to use English to learn about the previous discoveries and communicate

with other scientists from other country to find the discoveries in the future. Therefore, the need to master English well to compete in the international sector is required. People need to study English intensively to master the English well. In Indonesia, English is taught as a vocational subject in Elementary school and as a compulsory subject at Junior and Senior high schools.

Reading as one of these four language skills is taught to the students to gain the knowledge and information. According to Carrel, Davine, and Eskey ( 1995:1), reading is by far the most important of the four skills, particularly in English as a second or foreign language. It means that reading is very important to be taught to the students, because reading is more than just read the text but also comprehending the meaning and the purpose of the text itself. In relation with reading activity, Grellet (1996:8) states that “reading is an active skills, it constantly involves guessing, predicting, checking, and asking oneself questions.” It means that in reading activity students’ will do some activity such as guessing, checking, asking, and answering questions. Guessing will help the student to comprehend the text they have read, because comprehending the text is the main point in reading activity. To know whether the students’ comprehension is good, can be seen from students’ ability to ask and answer the questions related to the text.

Prior to this research, the researcher conducted a preliminary study through an interview with the XI-MIA (Matematika dan Ilmu Alam) English teacher and conducting a pre-test. Based on the information from the English teacher and the result of pre-test, there were some problems in teaching reading. First, the students experienced difficulties in comprehending English texts. According to the English teacher’s explanation, the students’ difficulties dealt with comprehending words,

sentences, paragraphs, and the whole text. Second, the students had less motivation in the teaching learning process.

Based on those problems, the researcher and the English teacher discussed and worked collaboratively to solve the problems in order to increase the students' reading score, and to encourage the students to be more actively involved in the reading class. According to Heinich (2002:4), instructional media and the technologies for learning provide students with the tools to engage them powerfully in the learning process.

In other words, to engage the students to be more active in classroom learning activities needs appropriate media and technology because it might give greater impact to students in learning. To solve the problems, the researcher and the English teacher used a proper material from the Internet to increase their motivation in reading and their active participation in the class so they were able to improve their active participation and their reading comprehension achievement.

There are some previous research findings related to the use of reading materials from the internet in teaching learning at reading skill. The first study was carried out by Sampoernawati (2013). She conducted a classroom action research that was intended to investigate the use of online resources as a material of teaching and learning activity of reading comprehension skills in class. The participants were the VII-A and VII-B grade students of Madrasah Tsanawiyah Negeri 2 Surabaya. The results of her research had proven that the use of online resources as a material of teaching and learning activity of reading comprehension skills was able to improve students' reading comprehension achievement and the active participation. Another study was conducted by Zhao (2008). He found that the use of internet to improve

EFL students through reading and writing for communicative purpose in China can increase intrinsic motivation to learn English. Chinese students who are serious about learning English for the purpose of real communication appear ready to try something new. Many other internet capabilities such as audio, video, and voice chat, are currently available and could make an English classroom truly virtual because the Internet was available anywhere in the world. The third study was done by Bilgin (2011). She was conducted an experimental research in ITU (Istanbul Technical University) School of Foreign Language. She was investigating the effects of two online programs, *Active Reading* and *Tense Buster*, on beginner level ELT preparatory students' reading and grammar achievement. She found that the use of online program from the Internet, students can learn English easier and more convenient.

Based on the explanations above, the researcher was interested in conducting a classroom action research entitled "Improving XI MIA Students' Reading Comprehension Achievement of Narrative Text by Using Material from the Internet at SMA Negeri Rambipuji Jember in the 2014-2015 Academic Year".

### **Research method**

Classroom action research has been used in this research because this research was intended to improve the students' reading achievement by using reading materials from internet on the XI-MIA 3 grade students at SMAN Rambipuji Jember in the 2013/2014 academic year. According to Gay (2011: 508), action research in education is any systematic inquiry conducted by teachers, principals, school counsellors, or other stakeholders in the teaching learning environment that involves gathering information about the ways in which their particular school operate, the teacher teach, and the students learn. In addition, Gay further confirms

that action research provide teacher researchers with a method for solving everyday problems in schools so that they may improve both student learning and teacher effectiveness.

In this research, the researcher applied classroom action research with cyclical model. Each cycle covering four stages: planning of the action, implementation of the action, observation and evaluation, and reflection. In education, action research will be done collaboratively between teacher, principals, school counsellors or other stakeholder in the teaching learning environment. Dealing with the statement above, the present classroom action research had been conducted collaboratively with the English teacher of class XI-MIA 3 SMAN Rambipuji Jember. The collaboration had been carried out on planning the action, implementing the action, observing the class, and doing reflection.

In this research, the researcher and the English teacher of class XI-MIA 3Rambipuji Jember are conducted the action collaboratively. The researcher and the teacher took turn to do the action and observation in the classroom. The action of each cycle covered four activities, namely: (1) planning of the action, (2) implementation of the action, (3) observation while implementing the plan, and (4) reflection of the action. If the students' scores in the first cycle have not achieved the standard score required, the action would be continued to the second cycle to obtain the target score. However, if the students' scores of reading comprehension test in cycle 1 meet the target score required, the actions would be continued as well to see the consistency of the students' scores in reading comprehension achievement of narrative by using adapted reading materials from the Internet and as reinforcement

The activities of the research used the following procedures: the first step was undertaking the preliminary study by interviewing the English teacher of XI-MIA 3 in order to identify the problems in reading comprehension. Second, observing the classroom to know the students' participation during the teaching learning process of reading before they are taught reading by using authentic reading materials from internet. Third, was planning the actions by constructing the lesson plans for the first cycle that will be done in two meetings (lesson plan 1 and lesson plan 2). Forth, was implementing the action in the first cycle in teaching reading comprehension. In this activity, the researcher is carrying out the teaching practice while the English teacher is doing the collaboration. Fifth, was observing the classroom during the implementation of the action. Sixth, was administering a reading comprehension test to the research subjects after the action done in the first cycle. Seventh, was analyzing the result of reading comprehension test. Eighth, was analyzing the result of classroom observation. Ninth, was reflecting the result of reading comprehension test and the result of classroom observation.

The data about the students' active participation and affective aspect were collected by observation checklist and the students' reading comprehension achievement test. The indicators used in observation checklist of students' active participation were: 1) the students read the narrative text (Text 2) given by the teacher, 2) the students makes notes about important things in the text (Text 2), 3) the students discuss the task based on the text, 4) the students do the task, 5) the students answer the teacher's question.

### **Research results**

The actions of the first cycle were conducted in two meetings. The first meeting was done on Tuesday, April 28<sup>th</sup> 2015 and he second meeting was done on

Tuesday, May 12<sup>th</sup> 2015. For the reading comprehension test, it was conducted on Tuesday, May 19<sup>th</sup> 2015. The first meeting of Cycle 1 was done on April 28<sup>th</sup> 2015 by implementing the activities in lesson plan 1. The second meeting of Cycle 1 was conducted on May 12<sup>th</sup> 2015, based on the lesson plan 2. The researcher conducted the research collaboratively with the English teacher. In the first meeting, the researcher as the teacher, and the English teacher as the observer. For the second meeting, the researcher as the observer and English teacher as the teacher.

In the first meeting, it was revealed that 23 out of 35 students fulfilled at least 4 indicators. It means, there were as many as 67% students participated actively during the teaching learning process. Meanwhile 33% students remained passive during the lesson. In the second meeting, it was found that 28 out of students fulfilled at least 4 indicators. It means, there were as many as 80% of 35 students actively participated during teaching learning process, meanwhile, 20% of 35 students were less participated in the lesson. The improvement was as much as 13% from the first meeting to the second meeting (67% to 80%). Therefore, the students' active participation in the teaching learning process of reading comprehension by using materials from the internet had achieved the target.

In this research, there is not only the observation of students' active participation, but also the observation of affective aspect of students. Based on the indicators of the observation checklist in meeting 1, it was found that 22 out of students fulfilled at least 3 indicators. It means, there were as many as 63% of 35 students actively participated during the teaching learning process, meanwhile, 37% of 35 students were less participated in the lesson. In the second meeting, it was found that 28 out of students fulfilled at least 3 indicators. It means, there were as many as 80% of 35 students actively participated during teaching learning process, meanwhile, 20% of

35 students were less participated in the lesson. The improvement was as much as 17% from the first meeting to the second meeting (63% to 80%).

All of the students joined the reading comprehension test. Based on the result, it was found that the students who achieved the target score on the reading comprehension test were 27 out of 35 students, while 7 out of 30 students had not achieved the target score. In the following chart, it can be seen the students' improvement from pre-test of reading to reading comprehension test in the end of cycle one. In pre-test of reading, the students who achieved the target score were 54% of 35 students and 46% of students had not achieved. In reading comprehension test, there were 77% of 35 students achieved the target score and 23% of 35 students had not achieve. Referring to the result of pre-test of reading; there was 23% improvement on the students' reading comprehension test (54% to 77%).

In cycle 1, the result of observation was that the average of the total number of the students who were active during teaching and learning process was 80%. The improvement was as much as 13% from the first meeting to the second meeting (67% to 80%). For the indicators used in observation checklist of students' affective aspect were: (1) students are able to show enthusiasm while reading the text; (2) students are able to show curiosity while asking or answering questions; (3) students are able to show cooperation while discussing with the group; (4) students are able to show effort while doing the exercise. In cycle 1, the result of observation was that the average of the total number of the students who were active during teaching and learning process was 80%. The improvement was as much as 17% from the first meeting to the second meeting (63% to 80%).



Besides, the result of reading comprehension test was that the average of the total number of the students who reached the standard score was 77 %. Based on the succes criteria of the research were at least 70% of the students who were active during the teaching and learning and reached the standard score, it means that the results of cycle 1 achieved the research objectives.

### **Discussion**

The result of the action that was conducted in one cycle showed improvement both students' active participation and reading comprehension achievement. Based on the result of observation and reading comprehension test, it was found that the use of reading materials from the internet was able to improve the students' active participation in the learning process and their reading comprehension test.

During the observation, most of the students participated actively to the lesson. They showed their interest in the lesson. This fact proved the theory of Heinich, Molenda, Russel, and Smaldino (2002:4), that instructional media and the technologies for learning provide you with the tools to engage students powerfully in the learning process. In other words, technology served successfully to engage the students to be more active in classroom learning activities it is needed appropriate media and technology. The availability of the Internet gave greater impact to students in learning. Based on the observation, the students were really curious when they were taught by using reading materials from the internet. Some of them asked questions to the teacher about what they learnt. It means that materials from the internet could attract students' attention, so the students really involved actively in the action. The result of observation in one cycle, the students showed improvement in their participation during the teaching learning process of reading narrative text. The use of reading materials from the internet as the media

promotes the students enthusiasm. The media helped the students to comprehend the content of the text easier than they are only read the text book and deliver important information from the text. According to Kozma as quoted in Hill, Wiley, Nelson, and Han (2004:443), learning from the Internet is a vehicle for the delivery of information. Therefore, the use of the Internet in teaching and learning activities can serve as a medium to deliver information to students. The information can be distributed as learning materials.

The results of this action research supported the research finding that was done by the previous researchers. The first study was carried out by Sampoernawati (2013), The participants were the VII-A and VII-B grade students of Madrasah Tsanawiyah Negeri 2 Surabaya. The results indicated that the use of online resources as a material of teaching and learning activity of reading comprehension skills was successful in improving the students' reading comprehension achievement and their active participation. Similar with the first research finding, Zhao (2008) found that the use of internet to improve EFL students' trough reading and writing for communicative purpose in China can increases intrinsic motivation to learn English which affects their reading achievement too. The third study was done by Bilgin (2010), who had conducted an experimental research in ITU School of Foreign Language. It was found that the use of online program from the Internet affects students' interest so they can learn English easier and more convenient resulting in the improvement of their achievement.

Thus, the result of this action research although done in one cycle, proved that the use of materials from the internet can improve the XI-MIA 3 grade students' active participation and also their reading narrative text comprehension achievement at SMA Negeri Rambipuji Jember.

## **Conclusion**

Based on the result of data analysis and discussion, it can be concluded that the use of reading materials from the internet was able to improve the XI-MIA 3 grade students' active participation as well as their reading narrative text comprehension achievement at SMA Negeri Rambipuji Jember in 2014/2015 academic year. Some suggestions are proposed for the following people.

Based on the research results, it has been revealed that teaching reading by using materials from the internet can make the students more interesting in teaching learning process especially in reading. Thus, it is suggested to the English teacher to use reading materials from the internet as the alternative media in teaching reading comprehension. It can be applied to improve students' active participation and their reading comprehension achievement.

The students are suggested to be quiet and pay attention to the teacher during the teaching learning process of reading comprehension by using reading materials from the internet. The materials from the internet can help the students to get the information based on the content of the text. It will be meaningless if the students do not pay attention to the teacher. They will miss the information.

The future researcher are suggested to conduct further research by using reading materials from the internet in teaching reading comprehension based on the recent study. It can be done by conducting the research with the same topic to establish the result consistency of materials from the internet for teaching reading comprehension. Besides, it is suggested that the future researcher be doing a new action research on different skill and different schools.

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