IMPROVING STUDENTS' READING COMPREHENSION OF REPORT TEXT BY USING READING ANALYZING NON-FICTION (RAN) STRATEGY AT XI AK 1 OF SMK BUDI UTOMO PERAK

MENINGKATKAN PEMAHAMAN MEMBACA SISWA PADA TEKS REPORT MENGGUNAKAN STRATEGI RAN (READING ANALYZING NON-FICTION) TERHADAP SISWA KELAS XI AK 1 DI SMK BUDI UTOMO PERAK

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Abstract

This research aims to find out the improvement students' reading comprehension of report text by using Reading Analyzing Non-fiction (RAN) strategy. The 5 steps of *RAN strategy* are; What I Think I Know, Confirmed, Misconceptions, New information, and Wonderings. This research took a classroom action research (CAR) design, this research planned to know the implementation of *RAN strategy* can improve students' reading comprehension of report textat eleventh grade of students' accountant one of SMK Budi Utomo Perak with the subject were 35 students. The research was conducted in two cycles, which every cycle consisted of two meetings. Each cycle consisted of four steps; planning, action, observation, and reflection, also conducted a preliminary study to find the problems. The instruments used in this research were interview, observation, test, and documentation. The research findings showed after implementing *RAN strategy*, the students can improve their reading comprehension in report text. Students become more active in learning process. The improvement also showed from students' reading test, the mean score was 65 incycle 1, then increaseto be77,6 in cycle 2. The mean score of both cycle are higher than the mean score of preliminary study, 43,9. Therefore *RAN*

strategy was appropriate to improve students' reading comprehension of report text 94%.

Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca teks report siswa dengan menggunakan strategi Reading Analyzing Non-fiction *(RAN)*. 5 langkah strategi RAN adalah; What I Think I Know, Confirmed, Misconceptions, New information, and Wonderings. Penelitian ini mengambil desain penelitian tindakan kelas (PTK), penelitian ini direncanakan untuk mengetahui penerapan strategi *RAN* dapat meningkatkan pemahaman membaca siswa pada teks report kelas XI akuntansi 1 siswa di SMK Budi Utomo Perak dengan sejumlah 35 siswa. Penelitian ini dilakukan dalam dua siklus, yangmana setiap siklus terdiri dari dua pertemuan, dan setiap siklus terdiri dari empat langkah; perencanaan, tindakan, observasi, dan refleksi, juga melakukan studi pendahuluan untuk menemukan masalah. Instrumen yang digunakan dalam penelitian ini adalah wawancara, observasi, tes, dan dokumentasi. Pemuan dari penelitian ini menunjukkan setelah diterapkan strategi RAN siswa dapat meningkatkan pemahaman membaca mereka tentang teks report. Siswa menjadi lebih aktif dalam proses pembelajaran. Peningkatan juga ditunjukkan dari hasil tes siswa, skor rata-rata di siklus 1 adalah 65, kemudian meningkat menjadi 77,6 pada siklus 2. Skor rata-rata dari kedua siklus lebih tinggi daripada skor rata-rata pra-penelitian, yaitu 43,9. Oleh karena itu strategi RAN tepat untuk meningkatkan pemahaman membaca siswa tentang teks report 94%.

Kata Kunci: Strategi RAN, Pemahaman Membaca, Teks Report.

Introduction

Reading in English is considered as one of the most important language skills in Indonesia because it is included as one of the required skills (reading and listening) in national examination (UN) in Indonesia. There are some skills which are important in learning English: listening, speaking, reading, and writing. By reading, students will get knowledge and information. Reading is useful for language acquisition that improves students' understandings about what they have read. "Reading also has positive effect on students' vocabulary knowledge, on their spelling, and on their writing." Harmer (2007: p.99). In short, reading involves comprehension, when the readers cannot comprehend, they are not reading. The more students read, the more they encounter unfamiliar terms.

Quite often the context in which these new words are found gives students all of the clues they need to guess the meaning of it.

Reading is important for the basic of learning English.Nunan (2015: p.64) said that "For second language learners, reading has a number of advantages". According to Cicerchia (2018) the most problems in reading English are: speed, decoding, and poor comprehension. Speed of reading is greatly affects the students in understanding a text and students are able to recognize more words by sight and reading speeds up. Then decoding or decode is the process of converting code into plain text that is useful for subsequent processes. It means the translating a word in English into Bahasa. Decoding is a key for learning to read, without being able to decode the written word, reading comprehension is impossible. And the last, poor comprehension means the students' ability in understanding a text is weak. In order to understand the meaning at the phrase, sentence, and paragraph in a text, the students should have a lot of vocabulary.

The preliminary study was done in Monday, 22th July 2019 by the researcher and the research were observation on the teaching and learning process in the classroom, checking students English test, interview the students and confirmation interview with English teacher about students' problem in learning English. Based on the preliminary study of observation, there are some problems found in the field when the teacher gives reading material to the student. The problems are students get difficult in comprehending an English text, they have limited vocabulary, and students are less of interestand motivation to involve the teaching-learning process. The students' stay silent when the teacher gives questions; students not ask when they did not understand about the meaning of the text or translate in *bahasa* of the word and sentences that they did not know. Those problems make students got low reading achievement, it happened because they do not understand the content of the text of the questions.

The results of interview and students' score are shows that students' reading comprehensionis not comprehensible, because they have difficulty to build up their reading understanding. Andalso the students are lack of vocabulary which makes them difficult to understand the meaning of the text that they have read. Students are less of interest and motivation in learning process. In a result, students get poor achievement or unsatisfactory score. Another factor that caused problem in learning reading is the limited time for English lesson. The

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majority of vocational high school in Indonesia only has time allotment around one hour in one meeting, but actually in the process of teaching and learning this school time allocation only for about 45 minutes in hour. This is due to the fact that vocational high school takes their concern in major that student too at school. The students' frequency with English lesson in class do not promised them a good reading comprehension of English text whereas English is actually needed for students to do any activity that relates with international matters. Because of these problems, the appropriate strategy is needed in order to the researcher solve the problems. A strategy named by RAN (Reading and Analyzing Non-fiction) Strategy by Stead (2006) will be the best reading strategy for the students.

RAN (Reading and Analyzing Non-fiction) is a teaching strategy by Stead (2006: p. 17) developed RAN from KWL to provide a natural process in reading through inquiring and wondering. RAN has five categories, those are: what I think I know, confirmed, misconceptions, new information, and wonderings. According to Fadhillah (2018) to implement those categories use three steps provided in RAN teaching strategy. The first step is "What I Think I Know", when the students have to brainstorm and access their prior knowledge before starting the lesson. The second step is determining "Confirmation" and "Misconception", where the students start to confirm a fact and fix up misconception about ideas written from their brainstorming. The third step is keeping up "New Information" that studentshave acquired from the topic and "Wondering" new ideas which students have learned by writing down what they learned on the worksheet. This strategy naturally guides students through the inquiry process which requires research and reflection. It is also an excellent organizer for students to use when they independently research and write about a given topic. Because the researcher focuses only to improve the reading comprehension, so this research will apply these RAN strategy in order to improve students' reading comprehension about report text. This strategy is appropriate to make students understand about the words, paragraph or a text.

The advantage for the teacher is will get a new knowledge about the teaching strategy to improve the teachinglearning process and make the students more active. Consequently it will improve the student motivation in reading comprehension. As the preparation of the National Examination, the students have to answer the question related to the reading English texts, such as: topic of paragraph, main idea, etc. To applying this strategy, the researcher

uses a report text in order to teach reading comprehension for the eleventh grade.

Research Methods

The design of this research is Classroom Action Research (CAR) which aims at improving students' reading comprehension by using RAN strategy at SMK Budi Utomo Perak.In this research is using mixed methods approach that is an approach that involve collecting the data simultaneously or sequentially according to the research problems and it also uses both qualitative and quantitative data to be collected and analyzed (Cresswell, 2003).

The goal of CAR is to improve the teaching in classroom of the school. Classroom action research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. The steps done by the researcher by identifying the problem occurring in the English teaching and learning, planning and carrying out the actions, observing and reflecting on the action implemented in the research. This research is designed to improve the students in reading comprehension by using RAN strategy to solve the problems in teaching and learning process of reading English material.

Results and Discussion

In this part discuss about the implementation of Classroom Action Research using RAN strategy can improve students reading comprehension of report text. The implementation of CAR by using RAN strategy has good effect in improving students reading comprehension. Students are interest and enjoy in the class, they are very active when teacher asked to make a group. Meanwhile, the result of this research is showed that RAN strategy can improve students reading comprehension of XI AK 1.

a. Students Achievement in Cycle 1

Based on the result of the cycle 1, the researcher found the value of students' mean score of reading test using RAN strategy in this cycle was 65.The results showed that in the cycle 1 in the classical student has not thoroughly studied, since students who received grades 70 (KKM) amounted to only 43% less than the percentage of completeness that is desired by 75% or it is

categorize as low. This is because students are new and unfamiliar to the material and the strategy that applied in teaching and learning.

Based on the explanation above, the researcher concluded that students got better achievement in cycle 1 in improving reading comprehension using RAN strategy than students' achievement in preliminary study. But the value of students reading test had not reached the criteria of success of this research in improving reading comprehension of the report text in cycle 1. So, this cycle was needed improvement.

b. Students' Response in Cycle 1

In the first cycle, students were enjoyed the English class. It can be seen from the interview sheet and the result of observation checklist. Many students were very active when discussion, they shared their ideas, information to each other, dividing the job to their friends and students have done the group assignment very well with good cooperate.But, only for about 12 students that asked and answered the questions that given by the teacher. It can be concluded that only 16 students that active in teaching and learning process in cycle 1.

Based on the explanation above, the researcher implemented RAN strategy in improving students reading comprehension through reading report text not yet successfully. The problem was found after interviewing the students, the first is students get difficult to build up their prior knowledge because they felt the topic was new, the text is too long and the second they did not answer the wonderings in the step of RAN strategy.

c. Students Achievement in Cycle 2

Based on the result of the cycle 2, the researcher found students mean score of reading test using RAN strategy in this cycle 77.6. So, the students generally got score 75.The researcher concluded that students got better achievement in cycle 2 in mastering reading comprehension using RAN strategy and the students test had reached the criteria of success through reading comprehension of the report text in cycle 2. It was shown improving students reading comprehension of the report text by using RAN strategy with average 77.6. So, the result of cycle 2 going successful of classroom action research and another cycle was not needed.

d. Students' Response in Cycle 2

Based on the explanation above, the result of students achievement in mastering reading comprehension using RAN strategy and students participation using RAN strategy in the cycle 2, the students achievement and students interest was good. So, the result of cycle 2 going successful of classroom action research and another cycle was not needed.

The result of students' reading test by reading report text shows the significant improvement in the result of test. In preliminary study students' mean score 43.9, while in cycle 1 students mean score 65 and in cycle 2 students mean score 77.6. Based on the findings of this research, it could be concluded that RAN strategy can makes students increase their achievement from the preliminary study to cycle 1, 43% and from the cycle 1 to cycle 2 was 94%. Also students become more active in joining the learning process because in RAN strategy students had much process, RAN strategy allowed them to share ideas with their friends because it occurs on the step "Confirmed" and step "New Information". Those processes apparently improve the students reading comprehension because they can correct their prior knowledge in their worksheet by sharing with friends

Conclusion

The conclusion of this research related to the research finding and discussion that had been analyzed, it showed that *RAN strategy* can improved students reading comprehension and improved students achievement on reading test in each cycle.It can be seen from the students' mean score were 65 in the reading test cycle 1 and 77.6 in the reading test of cycle 2. It also can be seen from the percentage of the competent students, there were 43% in reading test of cycle 1 and 94% in the reading test of cycle 2. There were 94% of 33 the students who got score 70 and more. The result of students' mean score on the last cycle of *RAN strategy* had relevancy with Stead (2014) who stated that *RAN strategy* has its process from the beginning to the end of students' inquiry project. That is why *RAN strategy* has good process that provide students' reading activity and the procedures is relatable with what students' need to analyze written text. And the most important steps in *RAN* strategy that cannot be ignored were asking students' prior knowledge and wonderings as reflection for the students. It is very needed by the students before they read an English text. The teacher has to choose the appropriate text or material in teaching reading, because the limited knowledge that student' have. In this research

students become more active in joining the learning process because in *RAN strategy* students doing much activity, *RAN strategy* allowed them to share ideas with their friends because it occurs on the step "Confirmed" and step "New Information". Those processes apparently improve the students reading comprehension because they can correct their prior knowledge in their worksheet by sharing with friends or asked to the teacher.

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