IMPROVING THE STUDENTS' ENGLISH READING COMPREHENSION BY USING RANDOM TEXT STRATEGY AT THE TENTH GRADES STUDENTS OF MAS DARUL QUR'AN

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ABSTRAK

This research conducted to know the improvement of the students' reading comprehension by using Random Text Strategy at the tenth grades students of MAS Darul Qur'an. In this research consist of three meetings in two cycles. There are two kinds of data in this research, namely quantitative data and qualitative data. Whereas, the quantitative data taken from each test given by the researcher to the students during the study. Then the qualitative data taken from the observation sheet, field notes, interview and the last is documentation that has been collected by researcher during the research. Based on the data showed that there an improvement on the students reading comprehension in each test. In pre-test, there were only 36,11% (13 students) who can answer the question well. In post-test one, there was 63,88% (23 students) who success the test. While, in post-test 2 there was 86,11% (31 students) who success the test. It was concluded that the students' scoreimproved every cycle. From the result of the observation, interview, field notes and documentation that has been analyzed, it can be concluded that the students more active and the learning process more effective. The students pay close attention to the researcher when explaining the material in front of the class. Random Text Strategy could improve the students' reading comprehension at the X Grade MAS Darul Qur'an, where it was can showed from the result of the research.

Keywords: *Reading, Reading Comprehension, Random Text Strategy*

INTRODUCTION

Nowadays, some developments and changes are fast and fundamental in various aspects of life. The development of science and technology, changes in social/culture attitudes and behaviour, changes in governance or trade management, and competition that occur worldwide. Besides, education also continuous to globalize. Education institution is required to provide provisions for knowledge and skills that can help

students to deal with life problems in the future. In order, education is very necessary and must get attention, treatment, and priorities well by the government, society in general, and education managers in particular.

The development and progress of human civilization cannot be separated from the role of science. Even changes in human life patterns from time to time goes hand in handwith the history of the progress and development of science. The stages of development in this context are historical periods of the development of science, from classical to modern times. Language become a mind development media of humans especially in expressing the reality of everything. This language and mind have a reciprocal relationship, meaning the form of language used willbe influenced by human thoughts. Conversely, language can affect the way think humans because behind the language standing culture.

In learning English, reading is one of the important skills that students must have. Because, students will be able to answer the exam questions, get various information about the study even about what is happening in their school by reading. For example, the information about

the competition to be held on the weekend where the information or announcement is posted on the bulletin board, students must read the announcement so they know what is listed on the paper posted on the bulletin board. Then, when students are facing the National Exam, where English is one of the subjects taking part in the National Exam, it is not uncommon to have an English text where students are required to read and understand the contents of the text to answer the question correctly.

Furthermore, Oberholzer states that understanding what we are reading is far more important to us than knowing the mechanical skill of reading. Without understanding, reading would serve no purpose. It means that understanding text is the most important aspect of reading.

Reading comprehension is the main purpose of reading. Despite that, comprehending the text is still difficult thing for most students to do. This can be proved from what is being inspected from various parties. The survey inspected by the organization for Economic Cooperation and Development's Program for International Students Assessment 2012 (PISA) the result showed that the Indonesia's ranking was occupy number two from the bottom in an international education survey conducted to assess students' skills in reading.1

Reading comprehension activity is an activity aims to obtain in-depth information and understanding about what is read. It is important to read understanding for students that is to gain a full understanding of the arguments logically, students can define the main idea from the text, students can read the entire reading content carefully, and students also can argue re-content reading using their own sentences.

This problem also occurs to the matter establish in the tenth grade of Madrasah Aliyah Darul Quran, especially grade X IPA 1 students, most of the students still found the obstacles, they difficult to deal with reading text written in English as their second language. About concerning the preparatory observation, undesirable results of the students' reading comprehension was leaded by some following factors. It can be visible when the researcher inquired them to comprehend a text, most of them can't read the text well and less comprehend. From previous studies such as research that have been conducted by Zuhra (2015) students did not understand what was being asked and because of sapless understanding the reading comprehension question caused of knowledge of text type, lack of vocabulary, very long sentences, and the instructor rarely use the interesting way or strategy in teaching especially in reading field.[2] The first problem is the knowledge of text type, if students lack prior knowledge in reading a text, they cannot understand it because they don't know what the text is about. Moreover, when the students are less in knowledge of text type, that is also a problem in reading texts.

These difficulties include problems with technical vocabulary, synonyms, antonyms, and words with several meanings. To comprehend a reading in English, students must first master the vocabulary in English. Thus, when students are confronted with a text that has not been arranged in an ordered sentence, they will more easily arrange the sentence and have the right meaning.

The third problem is complex or very long sentences. Sentences that have within many clauses or relieve clauses and abstract concepts called complex sentences.[3]

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[1] Richard, Jack C and Willy A Renandya, Methodology in Language Teaching: An Anthology of Current Practice. (England, Cambridge University,2002), p.30.

[2] Zuhra. Senior High School Students' Difficulties in Reading Comprehension. English Education Journal (EEJ), Vol. 6, No. 3. July 2015.₃ 1Rahmah Fithriani, (2018), *Cultural Influences on Students' Perception of Written Feedback in L2 Writing, Journal of Foreign Language Teaching and Learning*, volume 3, number 1, p. 1.

[3] Chawang, N. (2008). Investigation of English Reading Problems Nakhonratchasima: Srinkharinwirot University Press.

RESEARCH METHOD

This kind of research is the Classroom Action Research (CAR), where the problem focussed on specific matter on the students and in the classroom. CAR (Classroom Action Research) kind of research where the researcher do in the classroom, this kind of research aimed to increase learning process and progress.[4]

Based on the problem and the expectation to identify the improvement of how the students comprehend the reading subsequent to applicate the Random Text Strategy, it was considered the research design should be suitable to apply in the research is Classroom Action Research (CAR).

Furthermore, Sukardi in his book states that researchers need to recognize the four important components that are always present in each cycle. Thus, there are characteristics of action research, namely plan, act, observe and reflect.[5]

1. The plan is something compiled before carrying out or applying something to subject the activities to subject the activities want to do.
2. A good action is an action that contains three important elements namely progress of the activity, progress in comprehending the team or independently
1. Observe is the observation of the treatment given to action activities
2. The reflective component is a step in which the research team reassesses the situation and condition, after the subject/object under study is systematically treated.

The pre-test will give by the researcher, where aims to analyse the students' knowledge in reading, especially in English reading comprehension. This is one of the ways to determine the students basic in reading English text, how they comprehend the text well. This way also functions to recognize the learning situation in class. The procedures and the method of classroom action research consist of two cycles.

RESULT AND DISCUSSION

There are two kinds of data in this research, they were qualitative data and quantitative data. Whereas, the qualitative data was collected from observation sheet, interview and documentation. The quantitative data was collected from test (pre-test and post-test). There are 36 students that was taken from class X IIK-2. There were two

cycles in this research, where there were six meeting, namely three meetings per cycles, then each cycle there were 4 steps, namely planning, action, observation and reflection. The researcher gave the pre-test before implementing the cycles to identify the students' English reading comprehension. There were totally six meetings. Cycle one was done in three meetings, included: giving the materials in two meetings and post- test of cycle one. Cycle one was done in three meeting, including post-test of the second cycle.

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[4]Arikunto, (2015). *Prosedur penelitian* (suatu pendekatan praktek). Jakarta:PT.Rineka cipta. P. 58.

[5] Sukardi, (2015). *Metode Penelitian Pendidikan Tindakan Kelas*: Implementasi dan Pengembangannya. Jakarta: PT Bumi Aksara. P. 4-6

A.   Data Analysis

1.   Quantitative Data

Quantitative data were taken from various tests, the various tests were the pre-test, post-test 1 in cycle I, and posts-test 2 in cycle II.

a.   Pre-Test

The researcher gave the pre- test before giving the treatment to the students. The purpose of giving the pre-test to the students was to know the students' ability in reading comprehension. The pre-test was conducted by giving the test. The result of students' reading comprehension in pre-cycle could be seen on the Appendix.

In pre-test, the total score of the students was 2305 who followed the test was 36, the mean of the students' score was:

X = 2305: 36 = 64,02 %

The percentage of the students' score of the pre-test that could be seen on the Appendix. The percentage of the students score of the pre-test was calculated by applying formula below

Based on the data, it was could be seen that only 13 students (36,11%) who has passed the test and there were 23 students (63,88%) who still failed. Dealing with the result of students' score of the pre-test, the researcher planned to conduct the first cycle that aimed at improving students' reading comprehension. The percentage of the students' score in pre-test could be seen on the Appendix.

b.   Post-Test 1

The researcher gave the post- test 1 after giving the treatment to the students. The purpose of giving the post-test 1 to the students was to know the   students'

improvement after giving the treatment. The post-test 1 was conducted by giving the test. To know the result of this cycle, the researcher gave the reading test in the last meeting. From that result showed that the scores of the students was better than pre-test, even though some of the   students stillfailed. The students' score in post-test

of the first cycle could be seen on the Appendix. In post-test 1, the total score of the students was 2580 who followed the test was 36, the mean of the students' score was:
$X = 2580:36 = 71,66 \%$

After conducting the research about the students' reading comprehension by giving the pre-test, the researcher found that the students' reading comprehension was still in low category. It could be seen from the result of pre-test, whereas only 13 students (36,11%) who passed the test and there were 23 students (63,88%) who still failed. So, the researcher continued the research to cycle 1. To improve the students' reading comprehension, the researcher implemented random text strategy and the narrative text as the material. In cycle one, there were 23 students (63,88%) who passed the test and there were 13 students (36,11%) who still failed. From that result, it can conclude that the mean of students' score and percentage of successful students in cycle one better then pre- test. Besides that, the students' score in cycle one was still low, it could be seen from the result of the students' score and percentage of successful

students, so the researcher continued the research to cycle two. In cycle two, there were 31 students (86,11%) who passed the test and there were 5 students (13,88%) who failed the test. There were improvements of the students' score, it could be seen on the Appendix:

From the table, it showed that the students' reading was significant increasing in each test. In pre-test, there were only 36,11% (13 students) who passed the test. In post-test one, there were 63,88% (23 students) who passed the test. While, in post-test 2 there were 86,11% (31 students) who passed the test.

From the result of all the qualitative data which were taken from observation, interview and documentation. That was showed that the learning process was well done. The students more active during the learning process, even though there were some students who still failed in test.

DISCUSSION

The purpose of this research was to find out the improving of students reading comprehension by using random text strategy. The random text strategy was one of many strategies which could be seen by the researcher in teaching English, especially to help the students comprehend the reading test.

According to Hisyam Zaini, random text strategy trains the students to comprehend the main idea of each paragraph, help the students to become active, provide the inductive learning, stimulate the students to sharing their idea and correcting the other groups' idea.

From the theory above, it demonstrated that the random text strategy was the effective one in teaching English especially in reading comprehension. It could be seen in the result of the students score, there was improvement in each cycle. The use of random text strategy could help the students and the researcher, whereas the students could comprehend the reading text and the researcher could control the class better.

From the qualitative data, it was taken from the result of observation, interview and documentation. It was found that the students more active and the learning process run effectively. Therefore, the students focused and paid attention to the researcher when explained the lesson in front of the class. From all of the explanation about the result of the qualitative and quantitative data, the research could be concluded that there was significant improvement on the students' reading comprehension. Thus, the implementation of random text strategy could improve the students' reading comprehension at the X grade students of MAS Darul Qur'an.

CONCLUSION

Based on the discussion and explanation of the previews chapters, the writer can conclude that Random Text Strategy could improve the students' english reading comprehension at MAS Darul Qur'an. It can be proved by some data that collected in two main ways, such as:

1. From the qualitative data, it was taken from the result of observation, interview and documentation. It was found that the students more active and the learning process run effectively. Therefore, the students focused and paid attention to the researcher when explained the lesson in front of the class.

2. From all of the explanation about the result of the qualitative and quantitative data, the research could be concluded that there was significant improvement on the students' reading comprehension. Thus, the implementation of random text strategy could improve the students' reading comprehension at the X grade students of MAS Darul Qur'an.

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