

TEXT-MARKING, AN ALTERNATIVE WAY IN TEACHING READING REPORT TEXT

Lusiana Prihastiwi*, Martono, dan Teguh Sarosa

English Education Department of Sebelas Maret University

Abstrak: Penelitian ini bertujuan untuk mengetahui: (1) Peningkatan kemampuan siswa dalam membaca *report text* dan (2) Keadaan kelas saat *text-marking* diimplementasikan pada pembelajaran membaca siswa kelas XI SMA Negeri 5 Surakarta tahun 2014/2015. Penelitian tindakan kelas (PTK) ini dilaksanakan mulai 1 Pebruari-22 Mei 2015. Setiap siklus penelitian terdapat langkah *planning*, *acting*, *observing*, dan *reflecting*. Data penelitian berupa data kualitatif yang diperoleh melalui wawancara, survei, observasi dan data kuantitatif yang diperoleh melalui pretes dan postes. Hasil penelitian menunjukkan bahwa implementasi *text-marking* dapat meningkatkan kemampuan membaca *report text* siswa dan keadaan kelas. Nilai rata-rata siswa diperoleh dari lima indikator membaca, yaitu: (a) menemukan ide pokok dan topik, (b) menentukan rujukan, (c) menentukan makna kata berdasarkan konteks, (e) menemukan informasi tersurat dan rinci, dan (f) menemukan informasi tersirat meningkat. Peningkatan keadaan kelas meliputi (a) siswa fokus dalam proses pembelajaran, (b) siswa menjadi aktif dan antusias sehingga keadaan kelas kondusif, (c) siswa termotivasi untuk berdiskusi tentang kesulitan belajar dengan siswa lain maupun guru. Nilai rata-rata meningkat pada pretes (63,4), postes 1 (77,7), dan postes 2 (81,5).

Kata kunci: kemampuan membaca, *report text*, *text-marking*

Abstract: *The method used in this action research was classroom action research. The research was conducted from February 1st until May 22nd 2015. Every research cycle consisted of planning, acting, observing, and reflecting. There are qualitative and quantitative data collected in this research. The qualitative data were collected by interviewing, surveying, and observing whereas the quantitative data were collected by designing pre-test and post-test. The findings showed that the implementation of text-marking could improve students' skill in reading report text and classroom situation. The students' mean score improved in five basic reading' skill indicators as 1) finding main idea and topic, 2) determining reference, 3) determining word meaning based on context, 4) finding explicit and detailed information, and 5) finding implicit information increased. The improvements of class situation included 1) students focused to their learning, 2) students became active and enthusiast, so that classroom situation was conducive, 3) students were willing to discuss about learning difficulty with their friends and the teacher. The mean score had the advancement from 63.4 in the pre-test, 77.7 in the post-test 1, and 81.5 in the post-test2 (81,5).*

Keywords: *reading skill, report text, text-marking*

*Alamat korespondensi: Jalan Ir. Sutami 36 A. FKIP. Universitas Sebelas Maret. Surakarta.
e-mail: lusianaprihastiwi@yahoo.co.id

INTRODUCTION

As one of language basic skills, learning how to read is very important. By reading, students will get more information and knowledge inside and outside the class. Moreover, reading is a complex skill involving some lesser skills (Patel and Jain, 2008:89).

By reading, learners can get knowledge inside and outside the class. Hence, it is an important skill used for academic success. Based on Woolley (2011:15), reading comprehension is the process of understanding overall meaning of a text based on the context.

Based on Standar Kompetensi Lulusan (SKL), learners of senior high schools are expected to have some abilities that determine the success of their reading comprehension. They are (1) finding main ideas and topics, (2) determining reference, (3) determining word meaning based on context, (4) finding specific and detailed information, and (5) finding implicit information.

However, the writer still found that many of the students failed in reading comprehension of report text. Based on the pre test result, 17 students did not pass the test with 63.4 as the mean score whereas the minimum requisite score is 66. Students had difficulties regarding five basic reading skill indicators. The data were supported by the result of preresearch questionnaire. As many as 37% (11 students) agreed that identifying main ideas and topics and determining reference were difficult, 62% (18 students) had difficulty in finding specific and detailed information and determining word meaning

based on context, and 44% (14 students) had problem in finding implicit information.

Focusing on the problem above, the teacher should seek strategy to lessen those problems. Text-Marking is seen as one alternative way that can be used to help the students in comprehending the text better since it is used as a visual media that will help students to locate the information needed.

According to Toulmin's (2010), text marking is an active reading strategy used by students in identifying information of the text that is relevant to the reading purpose. This strategy is applied in three basic distinct marks: numbering paragraph, underlining, and circling.

Readers find facts and ideas in the text they read. Some facts and ideas are more important than the others. Therefore, it will be beneficial to the readers to make the important facts and ideas stand out. One of the ways to do it is marking the text (Mikulecky & Jeffries, 2007:183).

Based on Adler and Doren (1972), the readers' differences or agreement with the author can be seen with marking the text since reading is a process of negotiating meaning when there is a conversation or communication between readers and the author.

Text-marking as one of alternative ways in teaching reading seems to bring positive improvements. Considering the advantages of using text-marking in helping the students to comprehend report text better and improving the classroom situation, the writer conducted an action research in which text-marking was implemented.

The researcher aims to know the students' skill improvements in reading report text and to identify the classroom situation when textmarking is implemented.

RESEARCH METHODS

This classroom action research was conducted at SMA Negeri 5 Surakarta with the eleventh grade students at MIA 4 as the research subject

Two cycles were designed after collecting the data in the pre-research through observing, surveying, assessing, and interviewing in order to improve students' skill in reading report text and classroom situation.

This classroom action research was conducted from February to May. The researcher started the research with identifying the problems faced by students at XI MIA 4 related to reading comprehension of report text and classroom situation. The data were obtained by observing the teaching learning process, interviewing the students and the teacher, asserting questionnaire and giving pre test to know the students' current reading competency. The researcher became a passive observer in which she just focused on finding the problem during the classroom activity.

The step was followed by planning the action in which the researcher planned the steps and techniques in delivering the materials in the form of lesson plan, prepared materials and sheets, prepared teaching aids and designed assessment.

After planning all instruments related to the action, the researcher then implemented the action. The researcher implemented the teaching learning acti-

vity of reading comprehension on report text through text-marking technique. The researcher implemented the technique in each cycle of the action research. Two cycles were conducted. Cycle one consisted of two meetings and cycle two consisted of one meeting.

During the research implementation, the researcher observed and monitored the activities in teaching learning process. She observed the situation of reading class through the students' behavior. She also noted any possible changes on the students' reading ability.

In the end of each cycle, the researcher reflected the result of observation. She evaluated all actions in each cycle. The researcher also analyzed the data obtained to know the result of the action.

The collected qualitative data obtained through observing, surveying, interviewing and assessing then were analyzed using Miles and Huberman (1994) theory as data reduction, data display, and conclusion drawing or verification whereas the quantitative data were analyzed using descriptive statistics method by Tomal (2003).

Data reduction is the process of selecting, focusing, simplifying, abstracting and transforming the raw data. As data collection proceeds, there is further phase of data reduction including doing summaries until a final report is completed while the data display is organized as guidance to the conclusion drawings. The data helped the researcher to either determine further analysis of what was happening in the form of action or draw conclusion.

Data reduction and data display sequential steps were done by the research-

her after collecting the data in her classroom action research implementation in order to finally have the conclusion drawing used to refine the method and make it more usable to others.

Besides, the quantitative data obtained in the pretest and posttest were analyzed using descriptive statistics through central tendency method in which the researcher described the data in the form of mean score as the arithmetic average of the score (Tomal, 2003).

To calculate the mean, the researcher added the total scores and divided it by the number of scores. The improvement was seen if the mean score of post test is higher than the score of pre test.

In analyzing data, the researcher needed to understand more clearly just what was going on since the strengths of the data rest very centrally with which their analysis is carried out.

RESULT AND DISCUSSION

In the process of pre-research, the researcher collected the data related to the classroom problems as students' skill in reading report text, classroom situation, and the teaching and learning process faced by the students by observing, surveying through question-naire, assessing through test, and interviewing. The list of pre-research activities used to collect the data was described in Table 1.

Table 1. List of Preresearch Activities

Pre-Research		
Activities	Objectives	Cycle/Meeting
1. Observing	To identify the problems during the teaching and learning process done by the English teacher.	Pre-research
2. Surveying	To know the students' opinion about their reading skill and motivation and the teaching learning process.	
3. Assessing	To identify the current students' skill in reading report text.	
4. Interviewing	To collect more information related to classroom situation and to identify the teacher's and students' difficulties related to reading report text.	

As seen in Table 1, the researcher did some activities during preresearch in order to collect the data related to students' skill in reading report text and the classroom situation. The identified data then were analyzed to seek a new strategy

implemented to improve their skill in reading report text and the classroom situation.

Based on the result of classroom observation, the students faced some problems in reading comprehension of

report text. Moreover, the classroom situation and teaching learning process did not support the students' learning in

comprehending report text. The problems faced by the students can be seen in Table 2

Table 2. Preresearch Observation Result

Class situation	Reading comprehension
<p>Some students were passive in joining reading class.</p> <ol style="list-style-type: none"> 1. Some students did not response to the teacher instruction. 2. Most students only kept silent when the teacher asked them questions. 3. No student asked question, although they had difficulty. 4. Some students looked bored in the classroom activity. 5. Some students did not directly do the task given by the teacher. 6. Some students were busy fanning in the classroom. 	<p>Students had problems in comprehending report text.</p> <ol style="list-style-type: none"> 1. Some students had difficulty to identify main idea and topic and determine reference. 2. More than a half of students had problem to determine word meaning based on context and find specific and detailed information. 3. Almost a half of students had trouble to find implicit information.

Based on the result of preresearch questionnaire, 37% students had difficulty related to find main idea and topic, 62% students felt it difficult to find specific and detailed information, 59% students had difficulty in term of determining word meaning based on context, 37% students could not determine reference easily, and more than 44% students had problem in finding implicit information.

The researcher also designed pre-test to measure students' reading competencies. There were only 12 among 29 students who passed the test with various score ranging from 52 up to 84. 17 students failed to reach the passing grade. The students' mean score in reading report text was only 63.4 whereas the minimal requisite score is 66.

The results of observing, surveying, and assessing about students' learning difficulty were supported by the

interview result. Both the teacher and the students as the interviewees said that there were some problems in reading comprehension indicators.

Based on those results, the researcher concluded that the students' competence in reading report text was low. The students who actually had high motivation thought that the classroom situation and the teaching learning process were not varied. They argued that the classroom situation was not comfortable. Moreover, the teacher did not teach reading strategy and use interesting media in her teaching so that students felt that the classroom reading activity was boring. It took a lot of time for the students in comprehending report text.

Considering the students' current reading competency and the class-room situation, the researcher designed several activities for each meeting in which text-

marking was implemented to improve students' skill in reading report text.

Every activity designed was used to solve the problems found during the preresearch observation and the research implementation. Reflection was used as a consideration in designing different activities in the next cycle. Therefore, the improvement would happen.

Table 3. Pretest Result

Comprehension Skills	Pre-test
Main Idea and Topic	56
Reference	63
Word Meaning	70
Specific and Detailed Information	70
Implicit Information	58

In the first meeting of the first cycle, the researcher as a teacher explained about text marking, the benefit of it, and how to use it for helping them in understanding report text better. After that, LP reviewed about what report text is, the generic structure of it, and how it differs from descriptive text briefly since the students have had the knowledge about it before.

The second meeting of the first cycle started with exercising. The students should try again to mark the text. However, the activity in the second meeting was little bit different from the first meeting. The students were not only asked to mark the text, but also to move the information they got into the table. This activity was done to make the students' comprehension of report text better.

To monitor the action done in the first cycle, the researcher used some techniques: observation and test. The post-

test was used to measure the student' improvement related to report text reading comprehension at the end of cycle 1. The improvement could be seen from the average score of the test which was 77.7.

Another technique to monitor the action was observation. The observation was done in the teaching and learning process. The researcher found that the use of text marking could motivate students to be more active in the class and comprehend the text using visual aid that they could make themselves. The students were actively discussed with their friends, opened dictionary while facing unfamiliar word, and even asked the teacher.

The general result of the observation was the activities of report text reading comprehension teaching learning process by using text marking ran well. In the first meeting, students were still confused about the new technique introduced by the researcher. All of the activities should be guided and monitored. Some students even tended to be passive and relied on their friends' work. However, in the second meeting, students started mastering the way they should mark the text. They even discussed with their friends about their work.

Table 4. The Mean Score Of Reading Indicators In The Pretest And Posttest 1

Comprehension Skills	Pre-test	Post-test 1
Main Idea and Topic	56	85
Reference	63	82
Word Meaning	70	74
Explicit and Detail Information	69	81
Implicit Information	58	65
Mean Score	63.4	77.7

By analyzing the observation result, it can be concluded that the use of text marking as an alternative way in teaching reading report text can improve the students' reading comprehension skill of report text. Several students became more active. They can mark the text with their own marking. They were also willing to answer the comprehension questions orally.

Table 5. The Mean Score Of Reading Indicators In The Posttest 1 And Post test 2

Comprehension Skills	Post-test 1	Post-test 2
Main Idea and Topic	85	87
Reference	82	83
Word Meaning	74	79
Explicit and Detail Information	81	82
Implicit Information	65	76
Mean Score	77.7	81.5

In the first meeting of cycle 2, the students worked in group of four rather than individually like on the first cycle so that they could discuss each other in order to increase the students' participation in classroom activity and to vary the classroom activity. With the group discussion, students' could mark the text better since they could ask about learning difficulty to their friends freely and discuss any information found so that students could comprehend the text. The improvement could be seen from the average score of posttest 2.

In the preresearch, the data gathered showed that the students had difficulty related five basic reading indicators. 17 students did not pass the pre-test. At the end of cycle 2, all students passed the

passing grade. The mean score was also greatly improved compared with the mean score of pre-test and posttest 1. It means that the students' ability to comprehend the text was much better. They said in the interview that the use of text-marking helped them to comprehend the text easily.

The class situation was also improving. The students became more active and focus to the teaching and learning process.

From the research findings shown, text-marking seems to be an alternative way that can slightly improve the students' skill in reading report text and class situation.

DISCUSSION

Identifying students' skill improvement in reading report text and the classroom situation in which text-marking was implemented were the aims of this classroom action research conducted at the eleventh grade of SMA Negeri 5 Surakarta.

In order to lessen students' problems in comprehending report text related to five reading indicators: (1) find main idea and topic, (2) determine word meaning based on context, (3) determine reference, (4) find explicit and detailed information, (5) find implicit information, the researcher used text-marking as a visual aid in students' reading.

The students' main problem in finding main ideas and topics was partially solved. In marking the text, the students should circle the key facts so that they could gather the key facts to formulate the main idea or topic in each paragraph. The students finally also could differentiate between main idea and topic since they

were given exposure in their reading comprehension of report text.

The students' difficulty in determining reference was also solved. At the beginning, students thought that there was only one reference since the text read was report text which tells about one thing. This thought made the students incorrectly determine the reference. Moreover, the students did not read the text carefully. After marking the pronoun with its reference together by drawing text box and arrow, the students could find reference easily.

Another problem dealing with determining word meaning based on context could be overcome. The students tended to literally define a meaning of word, but after they comprehend the whole passage; they could find another word meaning based on context.

In finding specific and detailed information, the marks on key facts were helping the students to locate information they need to find. Therefore, students could find the information faster and more accurate.

The most difficult reading indicator faced by the students –find implicit information, was no longer become a problem. Good comprehension of report text made the students gain implicit information easily. They gathered information and implied the information beyond what was already stated in the text.

In summary, the students' reading skill in reading report text measured by some tests was increasing. There were three tests including pre-test, post-test 1, and post-test 2. There were 25 test items covering five of each reading indicators. The result of the tests showed the students' improvement.

In the pre-test, the students' mean score in finding main idea and topic were only 56. At the end of cycle 2, the mean score in finding main idea and topic was 87. The students passed the passing grade which is 66. It meant that the students were able to find main and topic easily.

The students' ability to determine reference before the implementation of text-marking was 63. It almost passed the passing grade. After the implementation of text-marking, the students' capability was increasing. It was showed by the mean score of posttest 2 which was 83.

In determining word meaning based on the context, the students could pass the passing grade. The average score was 70, but it still need to be improved. At the end of the action, the students' skill in this indicator was improving as they got 79 as the average score.

The students' average score for finding specific and detailed was increasing from 70 before the action and 82 after the action. The students were capable to find specific information. They were also capable to find detailed information among some information stated.

As one of the most difficult reading skill indicator, the mean score of finding implicit information was the second lowest, 58. After conducting the action, the students' capability in implying information increased. The mean score of post-test 1 was 65 and the mean score of post-test 2 was 76.

The students' skill in reading report text is improved. All of the students of XI MIA 4 passed the test. The result of questionnaire and interview with the students supported the test data. The result of the post-questionnaire showed that 79% students stated that they could find main

idea and topic easily, 69% stated that they had no difficulty in determining reference, 83% could determine word meaning based on context easily, 79% could find explicit and detailed information easily, and 83% stated that they had no problem in finding implicit information.

The implementation of text-marking in teaching reading by using text-marking seems to bring positive results. Based on the classroom situation observation, the students' attitude towards classroom activity was good.

First, students were more focused to their learning. They paid attention to the teacher explanation without being distracted with any other activity. They kept their head up and did not do other things besides focusing on the classroom activity. Moreover, they became more active so that the classroom situation was more conducive. At first, only few students were really engaged in class-room activity. After the action, almost all of the students were willing to join every classroom activity actively.

The students also asked their friends and the teacher about their learning difficulty or even asked the teacher to confirm their work. There is no hesitation to ask their friends or raise their hand for asking teacher's help.

Conclusion, Implication, and Suggestion

The positive improvements of the students' reading skill in reading report text were: (1) The students could find and differentiate main idea and topic easily, (2) The students got easy in determining reference, (3) The students' ability to determine word meaning based on context was increasing, (4) The students were able to find specific and detailed information

easily, (5) The students had no difficulty in finding implicit information.

In line with the positive achievements related to the students' skill in reading report text, the mean score after the action was increasing from 63.4 to 77.7 in the post-test 1 and 81.5 in the post-test 2.

There were also positive improvements of the class situation. First, students were more focused to their learning. They paid attention to the teacher explanation without being distracted with any other activity. They kept their head up and did not do other things besides focusing on the classroom activity. Second, the students became more active so that the classroom situation was more conducive. Third, the students also asked their friends and the teacher about their learning difficulty or even asked the teacher to confirm their work. There was no hesitation to ask their friends or raise their hand for asking teacher's help.

Therefore, the researcher concludes that the implementation of text-marking was able to slightly improve the students' reading skill and attitude toward reading class of report text.

Moreover, implementing proper technique and media were really essential in achieving the aim of teaching and learning process. The implementation of text-marking as an alternative way in teaching reading report text seems to bring positive improvements. By the use of text-marking, the students made their own visual media that could help them in comprehending and locating information conveyed by the writer better. In marking the text, the students' need the teacher's guidance so that their marking was more effective.

Therefore, the implementation of text-marking could improve students' skill in reading report text and classroom situation. The students paid more attention to the teacher's explanation and the tasks given. They did the tasks and joined any other classroom activities enthusiastically. Besides, the students became more active in doing comprehension questions, answering oral questions, asking about learning difficulty, and discussing with their friends.

In summary, the use of text-marking supported by other teaching and learning elements such as teacher's creativity, students' good participation, and conducive class situation could be implemented as an alternative method in improving students' skill in reading report text and classroom situation.

Reading is seen as the most important skill to be mastered since students can learn everything outside the school through reading. In order to help students to form good reading behavior, the teacher should design interesting materials, implement interesting reading techniques, teach reading strategies, and create good learning environment. By applying such a new teaching method as text-marking in which the students can make their own marking in order to comprehend the text better, it will motivate them to read and learn more in an enjoyable way.

Supporting the teaching and learning process is a must for any academic institution to make improvements.

Facilitate the students with appropriate media and learning activity is necessary. Moreover, the teacher's way of teaching also needs to be improved. The institution may provide the teachers a chance to join seminar about text-marking and any other reading methods so that they have a better knowledge about the effective and efficient teaching.

Then, to make the teaching and learning process run well, the students should pay more attention to the teacher's explanation. Moreover, students should actively engage in classroom activities. In doing so, they will have a better chance to practice. Practicing to read and mark the text outside the class is also needed so that they will improve their reading skill themselves anytime.

This research also have benefit for the other researchers so that this study this study can be reference for further researches so that the other researchers can lessen the weaknesses of this study by paying more attention to the individual improvements since some of the students' score in reading report text by using text-marking was not improving from cycle 1 to cycle 2.

Hopefully, this technique can be implemented in the other level students with the same topic by other researchers. In addition, it is expected that the result of this study can be reference for further researches so that the other researchers can lessen the weakness of this study.

BIBLIOGRAPHY

Adler, M.J., and Doren, C.V. (1972). *How to Read a Book*. New York: Simon and Schuster, Inc.

- Mikulecky, B.S., and Jeffries, L. (2007). *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*. New York: Pearson Education, Inc.
- Miles, M.B., and Huberman, A.M. (1994). *Qualitative Data Analysis*. California: SAGE Publications, Inc.
- Patel, M.F., and Jain, P.M. (2008). *English Language Teaching (Methods, Tools, Techniques)*. Jaipur: Sunrise Publishers and distributors.
- Tomal, Daniel R. (2003). *Action Research for Educators*. Maryland: The Scarecrow Press, Inc.
- Toulmin's, Stephen E, (2010). Marking the Text, *Avid Weekly*. Online: 21th February. available at <http://LiteracyTA.com>, accessed on 26th February 2015, pp 11-13.
- Woolley G, (2011). Reading Comprehension: Assisting Children with Learning Difficulties, available at <http://www.springer.com> accessed on 26th February 2015.