IMPROVING STUDENTS’ READING COMPREHENSION THROUGH PLAN
Edy Susanto, Sofian, Rismaya Marbun
Teacher Training and Education Faculty, English Study Program
Pontianak
E-mail: susanto_edsa@yahoo.com

Abstract
This research entitled Improving Students’ Reading Comprehension Through PLAN. The purpose of this research is to solve the students’ problem which was their difficulty in comprehending the narrative text. The subject of this research was class XI IPS I; which consist of 45 students. This research was done in four cycles. The researcher used objective test, observation checklist tables, and field notes as the tools of collecting data. The research finding showed that the student’s reading comprehension improved from the first cycle to the last cycle. The mean score of student’s achievement improved from 63.70 (poor to average), the second cycle was 71.85 (average to good) the third cycle was 78.67 (average to good) and the fourth cycle was 85.78 (good to excellent). Based on the result of the first cycle up to the last cycle, PLAN reading strategy has helped students in comprehending narrative text. Therefore, the writer concludes that student’s reading comprehension of narrative text improved very well by applying Predict, Locate, Add, and Note reading strategy.

Keywords: PLAN, Improving, Reading Comprehension
Reading is a process of constructing meaning by the readers from the text. It is one of the four basic skills that are required by students in learning. Reading skill is necessary for learners to understand text literatures in English. It is supported by Lems, et All (2010: 170), “reading is the ability to construct the meaning from a given written text”. Everybody needs to read in order to improve their knowledge and to gather any information, especially students in a school. The students always face kinds of reading texts that must be understood by them in learning English subject, but unfortunately there are many students of SMA St. Fransiskus Asisi Pontianak, especially class XI IPS I found difficulty to understand the text although they used a dictionary to help them to translate each word. Because of the difficulties to understand English reading text, they dislike English lesson. But the problems now, every student cannot get out of English because English has become one of the criteria to graduate from school. Almost all the National Examination test items also always reading text, so the students should comprehend English reading text at least the students understand what the text is about to answer the test. Peter Westwood (2001:10) stated “readers who understand what they are reading can more easily go beyond the given information on the page in order to predict, infer and make connections”. Then, McNamara (2007:xi) emphasizes that “comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text”. Reading comprehension requires deeper understanding to comprehend the text. It is a serious matter in students learning activity. This becomes a hard task for every foreign language teacher, because a teacher should help the students to understand and comprehend the reading text. Hence, in this research, the writer emphasizes that reading class must be fun and enjoyable for students including the materials and the strategy of teaching. Based on the syllabus of Kurikulum Tingkat Satuan Pendidikan (KTSP), the eleventh grade students of senior high school are demanded to have a good mastery a number types of texts. These are narrative, spoof and hortatory exposition. Moreover, as mandated in Kurikulum Tingkat Satuan Pengajar (KTSP), the students must have a deeper understanding in narrative text. It means the students not only have to reach the literal comprehension but also interpretative comprehension. In interpretative comprehension, the students have to make inferences by themselves based on the text and at the end of the reading activity; the students are wished to be able to get the moral values from the story. Concerning to the fact, the writer uses PLAN reading strategy in order to improve students’ reading comprehension in narrative text of SMA St. Fransiskus Asis Pontianak. PLAN reading strategy is standing for Predict, Locate, Add and Note. This reading strategy offered by Caverly et All in 1995. The aim of this strategy is to help students develop strategic approaches to reading. In this reading strategy consist of four steps. They are Predict, Locate, Add and Note.
Method of Research

In finding the answer of the research problems, it is essential to describe the method to be used. In this research, the researcher uses Classroom action research. Chamot, et al (1998) says, “Action research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching.” Action research begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process that helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve. In action research, the researcher works in close collaboration with a group of people to improve a situation in a particular setting”. Thus, both teacher and students are required to get involved actively in classroom activity. Typically, classroom action research is research undertaken in classroom settings. Then, this research is intended to improve teaching learning process or solve the real problems happen in classroom (Dawson, 2002:16). Before conducting this research, the writer has investigated the real problems happen in classroom. As indicated earlier, the real problems are specific; not all of the problems being investigated are also found in other classes. Thus, the solutions to the problems are specific as well and the findings of this kind of research cannot be generalized. In this research, the writer intends to design classroom activity with narrative text by using PLAN reading strategy to overcome those problems.

Figure 1
Step of Classroom Action Research

![Figure 1: Step of Classroom Action Research](Zuber-Skerritt,1990 in Yusufhadi Miarso pepper, 2005:9)
Subject of research

The researcher chooses the second grade students of SMA St. Fransiskus Asisi Pontianak in academic year 2011/2012, specifically on class XI IPS I students that consist of 45 students who have problem in comprehending reading materials, especially Narrative text.

Technique and Tool of Data Collecting

a. Technique
The writer uses measurement technique.

b. Tool
The tools of data collecting are by using objective test, observation checklist table, and field notes.

Research Procedure

The researcher arranges the research procedure as follow:

1. Planning
   In this stage, the researcher prepare some instrument as follow:
   a. Syllabus
      Syllabus is used to guidance in planning and implementing the teaching learning program,
   b. Teaching material
      The researcher and the collaborator prepare the teaching materials together,
   c. Lesson plan
      Researcher and the collaborator create a lesson plan in order to help the teaching learning process in the classroom. It is guideline for the teacher in the teaching objective, materials, teaching strategy, and all of the activities in the classroom,
   d. Test item
      Researcher used objective test in the end of teaching learning process to see the improvement of students’ reading narrative comprehension,
   e. Observation checklist table
      Observation checklist table used to observe the teaching learning process,
   f. Field note
      Field note uses to write or record the teacher and students activities while teaching learning process.

2. Acting
   The writer acts as the teacher in the classroom and teach the students based on the procedures in lesson plan and the writer also invite a collaborator to
observe the students improvement by using observation checklist table and field note.

3. **Observing**
   In this stage, the researcher as a teacher and the English teacher as collaborator observed the result of planning and acting stage. Both writer and collaborator observe about the whole process and tried to identify its strengths and weaknesses.

4. **Reflecting**
   Based on the observation, the writer gets feedback to reflect to the next cycle. On this stage, the writer will pay attention to the rapport between the planning stage and the action stage.

**Data Analysis**

The data of research finding are discussed based on the students’ reading test result that should be able to fulfill the requirement of target score minimum in SMA St. Fransiskus Asisi for English subject that is 68, observation checklist table and the field note. The researcher uses formula as follow:

\[
X = \frac{\text{Total Points of appropriate answer} \times 100}{\text{Total test item}}
\]

Note: X = Individual score

To compute the class performance, the writer uses the formula of mean score. All individual scores are summed and divided by the number of students in the class.

\[
M = \frac{\sum X}{N}
\]

Note:

- \(M\) = mean score
- \(\sum X\) = sum of individual score
- \(N\) = number of students

Then, to classify the data, the writer provides the criteria of the students’ mean score as follows:

**Table 1**

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Category</th>
<th>Qualification</th>
</tr>
</thead>
</table>
Research Preparation and Implementation

1. Research Preparation
The steps of research preparation are as follows:
   a. Propose the outline to the head of English study program,
   b. Prepare the research design after collecting the suitable references from the library, website and supervisor,
   c. Conduct seminar in order to get additional inputs to complete the research,
   d. Revise the research design based on the inputs that are given in seminar,
   e. Ask for the research license from the dean assistant of FKIP Untan,
   f. Submit the research license to the head master of SMA St. Fransiskus Asisi to ask permission in conducting the research.

2. Research Implementation
The research was held on July 24th, 26th, 28th and 30th 2012. The steps of research implementation are as follows:
   a. Observe the teaching learning process and complete the field notes based on what is seen from direct observation.
   b. Give score to students’ worksheet based on the rubric score.
   c. Analyze the collected data based on the observation checklist table, field notes and the result of students’ mean score.

Research Finding
To conduct this research, the writer applied classroom action research. This method of research was intended to solve the problems found in reading class. The problem was the students’ poor understanding of reading narrative. It was caused by lack of comprehending the aspect of reading comprehension on narrative text like to find the supporting details, to understand the reference, lack of vocabulary and the students also cannot get the moral values from the story given. This research was conducted in four cycles. During applying PLAN reading strategy in the classroom, the researcher and the collaborator cooperated to record the process of what actually happened in classroom through observation checklist table and field note. The collaborator’s view of the process was very important to avoid the subjectivity of the researcher. After giving the students’ worksheet, the writer computed the students’ score
and classified the mean score into the qualification. All those steps were done to obtain the research findings.

This formula was used to get individual score:

\[
X = \frac{\text{total points of appropriate answers} \times 100}{15}
\]

*Note: \(X\) = Individual scores*

To compute the class performance, the writer will use the formula of mean score. All individual scores will be summed and divided by the number of students in the class.

\[
M = \frac{\sum X}{S}
\]

*Note: \(M\) = mean score\n\(\sum X\) = sum of individual score\n\(S\) = number of students*

### Table 2

The criteria of the students’ mean score were used to classify the data:

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Category</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>A</td>
<td>Good to excellent</td>
</tr>
<tr>
<td>65-79</td>
<td>B</td>
<td>Average to good</td>
</tr>
<tr>
<td>50-64</td>
<td>C</td>
<td>Poor to average</td>
</tr>
<tr>
<td>0-49</td>
<td>D</td>
<td>Poor</td>
</tr>
</tbody>
</table>

### Research Implementation

**First cycle (July, 24th 2012)**

The students’ ability in answering the questions based on the aspects of reading comprehension in first cycle can be described as follow:

1. Supporting Detail = \(\frac{3240}{45}\) = 83.11 %
2. Vocabulary = \(\frac{1960}{45}\) = 41.78 %
3. Reference = \(\frac{3666.75}{45}\) = 81.48 %
4. Moral Value = \(\frac{1650}{45}\) = 38.89 %
The students’ mean score in the first cycle is:

$$M = \frac{\sum X}{N} = \frac{2866.52}{45} = 63.70$$

It is qualified “Poor to Average”

**Second cycle (July, 26th 2012)**

The students’ ability in answering the questions based on the aspects of reading comprehension in second cycle can be described as follows:

1. Supporting Detail = 3920 / 45 = 87.11% %
2. Vocabulary = 2460 / 45 = 54.67 %
3. Reference = 3833.4 / 45 = 85.18%
4. Moral Value = 2550 / 45 = 56.67 %

The students’ mean score in the second cycle is:

$$M = \frac{\sum X}{N} = \frac{3233.22}{45} = 71.85$$

It is qualified “Average to good”

**Third cycle (July, 28th 2012)**

The students’ ability in answering the questions based on the aspects of reading comprehension in second cycle can be described as follows:

1. Supporting Detail = 3940 / 45 = 87.11%
2. Vocabulary = 2920 / 45 = 64.89 %
3. Reference = 4166.7 / 45 = 88.14%
4. Moral Value = \frac{3250}{45} = 77.78 \%

The students’ mean score in the third cycle is:

\[ M = \frac{\Sigma X}{N} = \frac{3540.00}{45} = 78.67 \]

It is qualified “Average to good”

**Fourth cycle (July, 30th 2012)**

The students’ ability in answering the questions based on the aspects of reading comprehension in second cycle can be described as follow:

1. Supporting Detail = \frac{4020}{45} = 89.33% 

2. Vocabulary = \frac{3500}{45} = 77.78% 

3. Reference = \frac{4066}{45} = 90.37% 

4. Moral Value = \frac{4050}{45} = 90 \% 

The students’ mean score in the third cycle is:

\[ M = \frac{\Sigma X}{N} = \frac{3860.04}{45} = 85.78 \]

It is qualified “good to excellent”
Conclusion

PLAN reading strategy has improved students reading skill very well. It shows by the improvement of the students achievement in four reading skills, supporting detail aspect, vocabulary aspect, reference aspect and moral value aspect from the first cycle to the last cycle. Supporting detail aspect has improved as follow 83.11, 87.11, 87.56, and 89.33. Vocabulary has improved as follow 43.55, 54.67, 62.22, and 77.78. Reference aspect has improved as follow 81.48, 85.15, 88.14 and 90.37. Moral value aspect has improved as follow 36.67, 56.67, 72.22 and 90.

REFERENCES

