

Improving the Students' Ability in Reading Comprehension on Narrative Text through Keyword Method at the Tenth Grade of SMK Negeri 1 Sogae'adu in 2022/2023

Masdefira Laia¹, Elwin Piarawan Zebua², Adieli Laoli³, Hidayati Daeli⁴

¹ Universitas Nias, Indonesia; masdefiralaia@gmail.com

² Universitas Nias, Indonesia; elwinzeb@gmail.com

³ Universitas Nias, Indonesia; laoliadieli65@gmail.com

⁴ Universitas Nias, Indonesia; daelihidayati@gmail.com

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ABSTRACT

Reading comprehension is the ability of understanding the text, like find the information, messages, or idea from the author. Therefore, it is very important for students to master reading comprehension skills, especially in narrative text. In fact, students at SMK Negeri 1 Sogae'adu experienced problems in understanding narrative text. There were several problems faced by students in reading comprehension: The students were not able to determine the main idea, the students were not able to locate the generic structure of narrative text, the students were not able to recognize or predict the important and unimportant content of the text, and the students were lacked of vocabulary. Concerning these problems, this study aimed to solve students' problems and improve students' ability in reading comprehension through the use of the Keyword Method. This research was carried out using a Classroom Action Research (CAR) design. This research was conducted in two cycles consisting of two meetings in each cycle. There were 4 procedures carried out, namely: Planning, Action, Observation, Reflection. In cycle I, there were 24 students who did not achieved MCC; the average student score was 61.76. The highest score was 87 and the lowest score was 20. Meanwhile, in cycle II, the average score was 87.7, the highest score was 100 and the minimum score was 75, where all students succeeded in achieving the MCC. From the results of this study, it could be concluded that the Keyword Method solves students' problems in reading comprehension and improved students' reading comprehension skills in narrative text.

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Corresponding Author:

Masdefira Laia

Universitas Nias, Indonesia; masdefiralaia@gmail.com

1. INTRODUCTION

One of the skills that must be mastered in English was Reading. Reading was an activity carried out to obtain information, ideas, and messages from the author as outlined in a book. According to (Anjaya et al., 2021) reading is both an activity and a process for using reading text processing skills to comprehend what is being read. As a result, reading comprehension was crucial to understanding how to process textual information. (Setiawan, 2018) explains that in achieving educational goals and expectations, one way that can be done is that students are able to master reading comprehension skill so that learning in class can run well.

In the 2013 curriculum syllabus used at SMK Negeri 1 Sogae'adu, reading was one of the most important skills to be achieved in learning. This could be seen from the core competencies that become a reference in learning. Core competency: 3 (knowledge) are understanding, applying, analyzing, and evaluating factual, conceptual, basic and metacognitive procedures in accordance with the field and scope of English study at a technical, specific, complex level related to science, technology, arts and culture and humanities in developing self-potential as part of the family, education, world of work, national, regional and international community. In addition, there were also basic competencies that required students to be able to distinguish social functions, text structures and linguistic elements in narrative text that can be seen from students who can give and asked for information regarding folklore in texts, in a simple way based on the context in its use. The successful achievement of these two competencies was indicated by the ability of students to comprehend a narrative text by retelling it using the text's structure and language elements and being able to convey the moral message of the text with their own understanding and guided by the minimum competency criteria (MCC) achieved by students.

But in reality, many students could not follow these goals. The students were unable to follow the teaching learning process, because of their limited ability to understand the content of material. Based on preliminary data gathered in the tenth grade of SMK Negeri 1 Sogae'adu, students' mastery of English was not only constrained because English was a second language or foreign language but also because students found it difficult what was written in the English text or students' ability to understand or master literal comprehension was still low. There were some problems that the students faced in reading comprehension, such as: the students were unable to determine the main idea; the students were unable to locate the generic structure on narrative text; the students were lacked of vocabulary.

Based on the problems explanation above, the researcher used a method in teaching reading comprehension. One method that was relevant or in accordance with reading comprehension material that used by the researcher in teaching was Keyword method. Keyword method was used based on the needs of learning process (based on the problems found by researcher), where students easily to understood the contents of the reading by remembered the keywords that have been associated with new words. According to Mengistie (2019) Keyword method is a method in the form of a mnemonic which is implemented by juxtaposing a new word with a keyword that already known and has a similar sound. (Hammersley & Atkinson, 1990) in Sofeny & Muamanah (2021) said that before applying the keyword mnemonic method, first, we have to find words that are known and have the same sound with these foreign words.

Furthermore, the researcher employed the research method of Classroom Action Research (CAR) to carry out this study. Classroom Action research (CAR) is a cyclical research process carried out with the aim of increasing learning achievements in class. CAR becomes practical learning activities in class to improve and increase learning to be of higher quality. The researcher was designed action activities in the learning process in accordance with the results of analysis related to the situation in the classroom to develop teacher professionalism which has an impact on the success of the teaching and learning process which is marked by increasing the quality of learning and students' abilities in reading comprehension by achieving the specified minimum competency criteria (MCC). This research included four stages of activities: planning, action, observation, and reflection. The procedure of the research was

conducted in two cycles. The target of success of this research was to improve students' reading comprehension in understanding narrative text using the Keyword method in the tenth grade of SMK Negeri 1 Sogae'adu in 2022/2023. The students were also able to achieve the Minimum Competence Criterion (MCC) of the school.

2. METHODS

In this study, the researcher taught students to read using the Keyword method. The researcher carried out Classroom Action Research (CAR) which helps teacher to be more effective in teaching and paying attention to students' progress in learning. According to (Arikunto, 2006) state that Classroom Action Research (CAR) was research that is reflective in nature by taking certain actions with the intention of improving or increasing learning practice that are carried out in a more professional manner in class. According to (Devos et al., 2020), states that Classroom Action Research (CAR) conducted in four steps in cycle: (1) Planning, (2) Action, (3) Observation, (4) Reflection. Planning was the first step took by researcher in designing teaching. In this case, the researcher prepared several things. Action is the next step to implement the design that was made before. Observation is the activity to observed events in the classroom. Reflecting was the final stage which was carried out by analyzing the interpretations explained based on the data and information obtained from observing the activities carried out in the action stage.

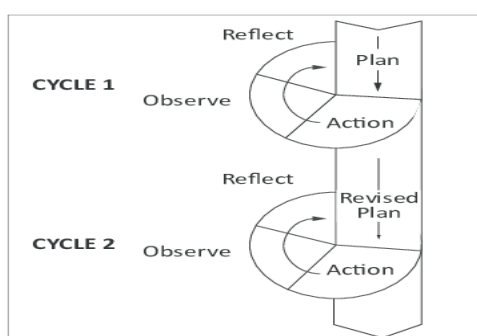


Figure 1. Cyclical Classroom Action Research by Burns

The subject of this research was Class X-OTKP 1 which consisted of 30 students. The selection of class X OTKP-1 as research subjects was because students' ability to understand narrative texts was still low. In this research there were two kinds of variables namely: independent variable and dependent variable. The independent variable of this research was Keyword Method, that used by the researcher to influence and improve the dependent variable. The dependent variable of this research was Students' Reading Comprehension, that influenced by independent variable. The outcomes of students' Reading Comprehension seen after conducted Keyword Method. The instrument of the research were observation sheets, field notes and Test. In the process of analyzing the observation sheet, the researcher used the following formula by (Hadi, A. & Rusman, 2021), as follow:

$$P = F/N \times 100\%$$

Which :

P = The percentage of students' and researcher's activities

F = Total value of the level of students' and researcher's activity.

N = The amount of whole activities that done by the students and the researcher during the learning process.

100% = The maximal percentage.

The value obtained from the calculation above, the adjusted to the classification of the achievement of action in table 1 below.

Table 1. Classification of Level Action Achievement

No	Percentage (%)	Classification
1	92-100	Very Good
2	75-91	Good
3	50-74	Pretty Good
4	25-49	Not Good
5	0-24	Not Enough

The quantitative data took from the test, that recorded by the researcher by evaluation sheet. Then, the researcher evaluated and calculated by using the formula from Arikunto in Asrori (2020) as follow:

$$P = \frac{F}{N} \times 100$$

Which :

P = Score

FB = The amount of students' score

N = Maximum score

100 = Constant number

The researcher classified the level of students' Reading Comprehension adapted from Arikunto in Asrori (2020) can be seen on table below:

Table 2. Learning Completeness Criteria

No	Classification	Score
1	Very Good	85-100
2	Good	75-84
3	Enough	60-74
4	Less	40-59
5	Fail	0-39

3. FINDINGS AND DISCUSSION

Research Findings

The research findings is the description of the result that got by the researcher when conducted the research. The research consisted of two cycles. Each cycle was divided into two meetings. The explanation of each cycles of this research is described below.

Cycle I

In cycle I the researcher conducted the research in the classroom and accompanied by the teacher-collaborator. The researcher in the first step prepare lesson plan, learning material, observation sheet field notes and evaluation sheet before began the teaching-learning process. The researcher use Keyword Method for the students X-OTKP 1 to improve their Reading Comprehension. As the result of the action in the classroom the researcher and students still cannot achieve all the procedures of Keyword Method and the lesson plan. The average percentage of the researcher's completed activities was 85.71% (good), and the percentage of the students' completed activities was 75.71% (adequate). While the result of the data quantitative of cycle I was got from evaluation sheet that conduct by the researcher for the students it can be seen on table 3 below.

Table 3. The Students' Ability in Reading Comprehension through Keyword Method at The Tenth Grade of SMK Negeri 1 Sogae'adu In Cycle I

No	Score	Classification	Frequency	Percentage (%)
1	85-100	Very Good	3 students	10 %
2	75-84	Good	3 students	10 %
3	63-74	Enough	13 students	43.4 %
4	35-62	Less	10 students	33.3 %
5	0-34	Fail	1 students	3.3
Total			30 students	100%

From the table above, it could be explained that students' ability in reading comprehension was in low level. This was based on the data obtained from the results of the students evaluation sheet. More students were in a low level which was characterized by the students did not achieving the Minimum Competence Criterion (MCC). In the cycle I, there were 3 students who were in the "Very Good". The classification level obtained in the cycle I were: 3 students (10%) were in the "Very Good" level, 3 students (10%) were in the "Good" level, 13 students (43.4%) were in the "Enough" level, 10 students (33.3%) were in the "Less" level and 1 students (3.3%) was in the "Fail" level. Then, the average students score was 61.76%. the highest score obtained by students was 87 and the lowest score obtained was 20.

Based on the explanation above, the researcher concluded that students' ability in reading comprehension by using keyword method still unable to improve students' abilities in cycle I. This could be seen in the minimum competence criterion (MCC) for English subjects in tenth grade, which was 75 which could not be achieved by students. Therefore, the researcher decided to continue the research in the cycle II

Cycle II

In cycle II the researcher conducted the research in the classroom and accompanied by the teacher-collaborator. In the cycle II the researcher had purpose to solve all students' problems in cycle I and improve in the cycle II. Before conducting teaching-learning process the researcher prepare lesson plan, learning material, observation sheet, field notes and evaluation sheet. The researcher invited all the students to be more seriously in teaching and learning process and conducted all the activities that already plan in the lesson plan. As the result of the action in the classroom the percentage of researcher and students was improved in conducting all the procedures of Keyword Method. The average percentage of the researcher's completed activities was 100 % (very good), and the students' completed activities was 98% (very good).). While the result of the data quantitative of cycle II from evaluation sheet can be seen on table 4 below.

Table 4. The Students' Ability in Reading Comprehension through Keyword Method at The Tenth Grade of SMK Negeri 1 Sogae'au In Cycle II

No	Score	Classification	Frequency	Percentage (%)
1	85-100	Very Good	27 students	90%
2	75-84	Good	3 students	10%
3	63-74	Enough	-	-
4	35-62	Less	-	-
5	0-34	Fail	-	-
Total			30 students	100%

Classification of student scores in the table above shows that there were 27 students (90%) who got mark classification at the "Very Good" level, and 3 students (10%) got a mark classification at the "Good" level.

This means that there were no students who got the "Enough", "Less" and "Fail" level classification. Then, the average student score was 87.7. The highest score obtained by students at the second meeting in cycle II was 100 and the lowest was 75. It was shown that students' reading comprehension skills have reached the Minimum Competence Criterion (MCC) standard. Thus, the researcher concluded that the Keyword Method improved students' ability in Reading Comprehension. Therefore, the researcher terminated the research.

Discussion

Based on the results of students and researcher observation sheets and evaluation sheets, the researcher got that there was an increase in research results. This could be seen in the percentage of activities carried out by students and researcher and the results of evaluation sheet in second meeting of cycle II. Upgrading in research results from the activities of students and researcher in cycle I and cycle II were elaborated as follows.

In cycle I, especially at the second meeting, the researcher gave a test to students to find out students' ability in reading comprehension. The results obtained in cycle I showed that many students were unable to achieve the minimum competence criterion (MCC). There were 3 students (10%) who got mark classified in "Very Good", there were 3 students (10%) who got mark classified in "Good" level, there were 13 students (43.4%) who got mark classified in "Enough" level, there were 10 students (33.3%) who got mark classified in "Less" level and there were 1 students (3.3%) who got mark classified in "Fail" level. The highest score obtained by students in cycle I was 87 and the lowest score was 20 and the average student score was 62. The results of the data above show that in cycle I, students' abilities were still low in reading comprehension, students were still unable to understand a text in English.

The unsuccessful of students in cycle I was caused by students who were not active in responding and paying attention during the learning process, such as: students who were still unable to explain the material they had learned, students who were unable to identify the meaning of the words contained in the text, the researcher still pay less attention to student activities, the students were unable to determine main idea in narrative text and the researcher still have not carried out some activities in the lesson plan. In cycle II, the researcher taught by applying the teaching design that was improved in the cycle I. These teaching improvements have had a considerable influence on students achievement in cycle II. This was shown in the results of the observation sheet, where the number of activities had been done. The increase in students acquisition scores on the evaluation sheet shows that all students have achieved the minimum competence criterion (MCC). The highest score that students managed to got was 100 and the lowest score was 75, with an average student value was 87.7.

Implementation of research in cycle II obtained satisfactory results. Where all students were able to achieve the Minimum Competence Criterion. By looking at the research findings in cycle II, the researcher obtained data that the Keyword Method was very helpful in improving students' reading comprehension skills. The findings in cycle I and cycle II have significant differences. The increase in findings from cycle I to cycle II had a significant influence on students' reading comprehension skills. This increase became the basis for making decisions for researcher not to continue the research to the next cycle. Because the findings in the study, especially in the second cycle, had achieved the research target.

Based on the research results, the identified problems was solved, such as: the students unable to determine the main idea, the students lack of vocabulary, the students were still determining the generic structure of narrative text and the last, the students who could not recognize or predict the important and unimportant content of text. So, in connection with the results of the research above, it could be shown that students were successful in understanding reading by implementing the Keyword

Method. Thus, the researcher concluded that the Keyword Method could be interpreted as a teaching method that was very influential in the learning process based on improving students' ability in reading comprehension.

4. CONCLUSION

Based on the research finding in the cycle I and cycle II, the researcher was analyze data and explaine of Keyword Method that it could improve the students reading comprehension ability at the tenth grade of SMK Negeri 1 Sogae'adu. The research finding could be concluded by researcher as follows: *First*, Most of students in cycle I could not pass the Minimum Competence Criterion (MCC). The students were did not pass the MCC was consisted of 24 of 30 students and the students was pass the MCC consisted of 6 of 30 students. The classification levels obtained in the first cycle are: 3 students (10%) were in the "Very Good" level classification. 3 students (10%) were in the "Good" level classification, 13 students (43.4%) were in the "Enough" level classification, 10 students (33.3%) were in the "Less" level classification and 1 student (3.3%) which was at the "Fail" level classification. The average of students' score in cycle I was 61.76. it's was still classifies in Enough. Furthermore, the researcher conducted the cycle II. *Second*, In the cycle II, the researcher obtained the improvement of students reading comprehension, who achieved the Minimum Competence Criterion was 30 of 30 students. There were 27 students (90%) who got a value classification in the "Very Good" level, and 3 students (10%) who got a value classification in the "Good" level. The average of students' score was 87.7 and its classifies as Good. Based on the research findings above, the researcher took conclusion that the Keyword Method improve the students' ability in reading comprehension at the tenth grade of SMK Negeri 1 Sogae'adu.

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