



IMPROVING STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING RAINBOW CARD IN FEEDBACK STRATEGY

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ABSTRACT

This research was aimed to improving students' reading comprehension of Descriptive text by using rainbow card in feedback strategy. The subject of the study were the students of SMP Darussalam Langkat Academic Year 2020/2021. There were 50 students VII grade (25 boys and 25 girls). The research of this study were conducted by using classroom action research. The data used in this research were qualitative and quantitative data and the instrument of collecting data were used such as interview sheet, observation, photography evidence, and reading test. This research was accomplished in two cycles. Each cycle consisted of four steps of classroom action research (planning, acting, observation and reflecting). The first cycle conducted in two meetings including to pre-test and post-test one (I), in pre-test the researcher gave the reading test before treatment and in post-test one (I) the researcher gave the treatment base on the material of Descriptive text. The second cycle were conducted in two meetings including to post-test two (II), in post-test two (II) the researcher gave more treatment and information about the Descriptive text by using feedback strategy and rainbow card as learning media in teaching reading process. The result of this research showed that there were increasing of students' reading comprehension. The students paid attention and also felt spirit in doing the reading test, and students more interested, enjoyed, and enthusiastic in doing the test by using feedback strategy and that created the supportive situation during teaching-learning process, it could be seen in the result of interview and photography evidence, it showed that the classroom was alive and active.

Keywords: *Reading Comprehension, Descriptive Text, Rainbow Card, Feedback Strategy*

I. INTRODUCTION

Most of students in Indonesia have difficulties in comprehending English texts although they have studied English since they were in elementary schools. The factors which come for the students can be the obstacles of reading comprehension. The limited vocabulary items of the students will be main problem of extracting the message of the text. The second one is about the students' interest.

This factor is closely related to the students' motivation. When the reading activity cannot catch the students' interest, they may have low motivation to go through the reading process. The last factor from the students is their ability in



implementing the reading strategy. Based on the preliminary observation and interview with the English teachers in SMP Swasta AL-Hikmah Medan, those factors also become problems of students.

The first problem is related to the students' vocabulary mastery. From the interview, the students admitted that they had difficulties related to vocabulary. The second problem is about the students' interest that affected their motivation. The students' problem in motivation can be seen from the condition who they were in the English reading activity.

When they read a text, the students could not focus on the text. When the teacher started to discuss the text, the students did not give any response. When the teacher called on some students to respond to the teacher's questions, they were surprised and read the text again. The last problem from the students is about their ability in implementing the reading strategies they know, as it was discussed before, it seems that the students did not use the reading strategy effectively.

In reference to the class observation, the students need to use a reading strategy to enhance their reading comprehension. The strategy should provide guidance to the students to comprehend the text. The guidance allows the students to bring what they have to make sense of the information in the text. The students bring both their own background knowledge and the knowledge of the language.

The strategy that emphasizes on the use of the background knowledge and schema will help the students to actively engage in the text. The reading strategy which employs both background knowledge and schema to help the students understand the text is with using feedback strategy. Giving students feedback in classroom during the learning process has been proven to increase learning and improve students' outcomes. When given correctly, feedback guides the students in their learning process and gives them the direction they need to reach the target or goal of the lesson.

Feedback sends a message to the students that the instructor cares about the learning taking place, it also allows the students to become more engaged and involved in the classroom. Karim Shabani, stated that the role of feedback is another important point regarding the significance of teaching and is the process of evaluating the learner's performance to help them improve in areas that are needed, so feedback can be a useful strategy to help students to perform better.

II. THEORETICAL FRAMEWORK

This study is based on the relevant theories and concepts. The theories and concepts for this study are described as follows :

1. Reading Comprehension

Reading is one of the four language skills (listening, speaking, reading and writing) is important to be learned and mastered by every individual, and reading is a way to get information from something that was written.

2. Descriptive Text

Descriptive text is a text which says what a person or thing is like, its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence: Description is about sensory experience how something looks, sounds, tastes.



3. Rainbow Cards

Rainbow cards is a media that use in teaching reading a descriptive text to the students at junior high school, the teacher can use creative media to motivate the students in reading learning.

4. Feedback Strategy

Strategies have an important role in teaching and learning process which is used by the teachers who would like to be successful, especially English teacher in teaching English as foreign language.

III. RESEARCH METHOD

A. Location of the Research

This research will be conduct at SMP Swasta AL-Hikmah Medan Jl. Marelan I Ps. 4 Barat No. 10, RengasPulau, Medan Marelan, Kota Medan, Sumatera Utara 20255. This research is conduct in academic year 2019/2020 at SMP Swasta AL-Hikmah Medan.

B. Subject of the Research

The subjects of this research are the students class VII at SMP Swasta AL-Hikmah Medan, consists of three classes : they are VII-1, VII-2, VII-3, VII-4, and VII-5. The subject is taken only one class is VII-1 which consists of 50 students. Other individuals who provide information on the subject under research will be classified asinformants. They are the English teacher and principal of SMP Swasta AL-Hikmah Medan.

C. Research Design

The Classroom Action Research (CAR) prosedure used in this research is Kurt Lewin's design. Classroom action research is a reseach conducted by teacher in the classroom with the purpose to solve the students' problem in the classroom and repair performance of the teacher so that it can improve result of teaching and learning. Kurt Lewin (Kunandar,2008:42) describes the prosedure of classroom action research into four step. They are planning, acting, observing and reflecting.

The relations among them is called a cycle, it means that a cycle consists of planning, acting, observing and reflecting. All steps will always be repeated. The result of reflection from previous action that have been used will be used again with additional improvement to overcome the various obstacles that discovered before.

IV. DISCUSSION

This research was conducted to find out the improving students' reading comprehension by using feedback strategy. The feedback strategy was one of the strategy that could be used by the teacher in teaching English to improve the students' reading comprehension. The research that had been done by the reseacher indicated that feedback strategy was affective or could be used in teaching reading. In could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of cycle one (I) and post-test of cycle two (II). The increasing because of the teacher knew how to control the class and created the active class. Besides that, the feedback strategy helped the students' to understanding the subject easily.

Based on quantitave data could be seen the students' reading comprehension improved and became well in the first meeting to the next meeting, and the qualitative data it showed the increasing of teacher and students activity during



teaching-learning process. The data could be seen from observation sheet, interview and photography evidence that indicated the students were active and paid attention the subject that the teacher taught. The students also has felt spirit in doing the task by using feedback strategy and that created the supportive situation during taeching-learning process.

So, it could be conducted that the result of the research showed that the implementation of feedback strategy could improve the students reading comprehension, it could be seen from the quantitative and qualitative data by prove the students score got better in the post-test of first cycle that the pre-test, and the post-test of cycle second cycle got better that the first cycle. Another could be seen from the qualitative data that showed the students were active, spirit and enthusiastic in teaching-learning process.

A. Data Description

The data was analyzed by qualitative and quantitative data. The quantitative data were taken from observation sheet, interview, photography evidence and reading test. This research was conducted in one class with 50 students. This research was accomplished in two cycles. Each cycle consisted of four steps of classroom action research (planning, acting, observation and reflecting). The first cycle conducted in two meetings including to pre-test and post-test one (I), in pre-test the teacher was gave the reading test before treatment and in post-test one (I) the teacher gave the treatment base on the material of Descriptive text. The second cycle was conducted in two meetings including to post-test two (II), in post-test two (II) the teacher gave more treatment and information about the Descriptive text by using feedback strategy and rainbow card as learning media in teaching reading process so in the last meeting of each cycle, the students conducted the test and the post test. The qualitative data were taken from mean of students' score in taking reading test in Descriptive text learning.

1. The Qualitative Data

A. Observation

The researcher observed the students situation, condition and what problem was found during the teaching- learning process in every meetings.

B. Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview also has done after implemented the teacher and the students. This interview also has done after implemented the strategy. From the students and teacher answer interview showed that there were differences feeling before and after the implemented of the strategy.

2. The Quantitative Data

The qualitative data were taken from the result of the test has given to the students. The test that was given still relevant to the topic that was taught and discussed in the classroom in every cycle. There were two cycles that were considered of four meetings in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table.

Table 1

The students' score during Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)



NO	NAME OF STUDENTS	SCORES		
		Pre-Test	Cycle I	Cycle II
			Post-Test (I)	Post-Test II
1	AHA	30	50	60
2	AU	50	70	80
3	AWT	50	70	80
TOTAL		x = 2230 X = 44.6	x = 3230 X = 64.6	x = 4000 X = 80

From the table above the researcher found the students' achievement were :

Pre –Test

In the Pre-test the students' score included to the low result, because in pre-test the students did not understand yet about the material and still shy to ask the teacher and researcher, it gave influence in students' achievement. From the table showed that in the pre-test there were not students who able to pass the passing grade 70.

Post- Test I

In the Post- Test one(I) in the first cycle the students' score got increasing. In the post-test one (I) students had given the reaction to pay more attention to the teacher and asked the material they did not know, and the reaction of the students gave influence in students' achievement to increase. From the table it showed that in the post-test one (I) there were some students who able to pass the passing grade 70.

Post –Test II

In the post- test two (II) in the second cycle the students' score got increasing. In the post-test two (II) students gave the positive reaction and more motivated in doing the test, the students also using feedback strategy to created the supportive condition in got the high score. The students' reaction and motivation increased the students' achievement. From the table it showed in post- test two (II) were students who pass the passing grade, it means more than students' could improved their reading comprehension by using feedback strategy.

B. RESEARCH FINDING

The result indicated that there was an increasing on the students reading comprehension by using feedback strategy. The mean of the first cycle were 64.6 it was good enough. The mean of second cycle were 80 it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point ≥ 70 also grew up. In the pre-test, the students who got point ≥ 70 up were 0 students (0%). In the post- test of cycle one (I) students who got point ≥ 70 up were 26 students (52%) it means that there were an increasing about 52%. The post-test of cycle two (II), students who got point 70 to up there were 42 students (82%) and the increasing were about 32%. For the total increasing of the students' score from pre-test to post-test of cycle two (II) were 82%. In other words, the students' reading comprehension improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from the observation sheet, interview and photography evidence. All of these data indicated



that the students gave their attitude and responses during teaching- learning process. Observation sheet for the students, it could be conducted that the Students' were active during the teaching-learning process, although at the first meeting they were not interested and confused about the meaning of the words and some of them were shy and afraid for asking what they dont know.

There were some students found chatting and made some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the students felt interesting and enjoyed in learning reading process in Descriptive text, and from photography evidence it was found that the students were active and enthusiastic in following teaching-learning process. In this based on the result of quantitative and qualitative data, it could be conducted that feedback strategy could improve students' reading comprehension especially for VII-1 grade students at SMP Swasta AL-Hikmah Medan.

V. CONCLUSION

After analyzing the data, it could be concluded that :

- a. Feedback strategy could improve the students' reading comprehension for VII-1 grade at SMP Swasta AL-Hikmah Medan.
- b. Based on the result of qualitative data showed, it could be concluded that the students responses were more active, spirit, enthusiastic and enjoyable in reading Descriptive text by using feedback strategy and used rainbow card as learning media.
- c. From the result research analysis, it was found the improvement of students' reading comprehension was improve. The mean of post-test in cycle one (I) was better than pre-test and mean of post-test in cycle two (II) was better than post-test in cycle one (I). The percentage of students who got 70 up improved in each cycle, and also based on the finding stating that feedback strategy could improving students' reading comprehension.

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