IMPROVING STUDENTS’ READING COMPREHENSION
BY USING TRUE - FALSE SORT AT GRADE X APK OF
SMK N 2 KERINCI

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ABSTRACT

This research was aimed to explain whether true – false sort could improve students' reading comprehension at X APK grade of SMKN 2 Kerinci. Find factors influenced the change of students' reading comprehension by using true – false sort at X APK grade of SMKN 2 Kerinci. The design of this research was classroom action research. The subject of this research was the students at Grade X APK of SMKN 2 Kerinci. The researcher conducted two cycles in which at the first cycle and the second cycle consisted of three meetings. The data was analysed by using quantitative and qualitative technique. The instruments in obtaining the data was used reading test, observation, field notes. The findings of the research were; the use of true-false can improve students' reading comprehension at grade X APK of SMKN 2 Kerinci. The students' average score on cycle II was achieved and the factors influence the changes of students' reading comprehension at at Grade X APK of SMKN 2 Kerinci was reading materials, teachers' motivation, and teachers' technique.

Kata kunci: Students, True-false, motivation

PRELIMINARY

As one of the four language skills, reading has occupied a place in English syllabuses. Even so, arguments are sometimes put forward for not teaching students to read because it is felt that a command of the speaking and of writing is more important since these two skills are examined nationally. As a result, some schools do not place sufficient emphasis on reading and students fail to learn reading strategy that will improve their reading technique and skill.

Because reading is a difficult skill to master, students often have experience a lack of motivation. Ampim(1994) in Acheampong and Acquaah(2015:3) argue that reading comprehension seeks to find out how well a pupil can read and discern information from the materials being read. They have not been helped to become motivated in their own learning. The fact is, students will not devote their effort to learn English if they do not have a need or desire to learn it. When students are motivated, they will become involved in learning English and will learn it autonomously.

Comprehending text is the students’ cognitive needs and it has to be fulfilled during the teaching and learning process. To fulfill this need, the students can do some efforts such as read of text in good arrangement; increase their knowledge about how to read a good text. Besides, the learning strategy is one of the efforts to achieve the goal. In this case, the teacher should vary their activities that involve the students’
activity. Comprehension is an active process that involves all the strategies and behavior. According to Anderson (2003:2), "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency". And followed by Smith's opinion in Nunan (1999: 33) said that in fact argues that reading actually works in the reverse order from that proposed by bottom up approach. In other words, that we need to comprehend meanings in order to identify words, and that we generally need to identify words in order to identify letters. These opinions are supported by Woolley (2011: 15) that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated word or sentences.

There were some problems that faced by students at grade X APK. First problem is that the students are lack of reading comprehension. When the teacher asks them to answer the questions based on text, to identify main idea, and to classify idea according to the each paragraph, only few students want to do or read text. They said that it is hard enough to comprehend the text. It means that only few students participate and most of them are lazy in doing the activities. One way to give motivation the students is to design and to create the teaching activities, the researcher will design teaching activities by using brainstorming activities for grade X of Senior High School students in the first semester.

Second problem is the students are lack of background knowledge about rhetorical of text. It is difficult for them to develop their thinking to classify the idea. In this case, they must have good capabilities in comprehending and organizing the idea to construct their thinking. As a result, they feel bored to read and do not want to continue reading texts. To solve the problem, the researcher offers teaching activities prepared according to brainstorming activities for grade X Senior High School students that can help the students become active, involved participant in reading task.

Third problem is the teacher teaches using teacher centered or deductive teaching, the teacher does not give opportunities to the students in teaching and learning activities. The students do not participate in learning process they just hear teachers' explanation. Then the teacher does not use teaching technique appropriately.

Based on the phenomena above, the researcher provided a great variety of strategy for students to learn and to motivate developing their thinking. In this case, the researcher used true and false sort. True and false sort could improve students' reading comprehension because it could give students opportunity to develop their thinking skill. It is supported by Guillaume, et al (2007:66) who states that true - false sort is crucial for effective thinking. In this strategy, students work in small groups to sort statements into two stacks: statements that are true and those that are false. Then, this strategy serves several purposes, especially when used at the beginning of a lesson. It is useful when students have some background knowledge or experiences related to the topic.

This strategy serves several purposes, especially when used at the beginning of a lesson. First, it prompts students to begin thinking about the
topics to be discussed. Second, it helps students identify what they already know about the topics, raises curiosity about statements of which they are unsure, and increase their motivation to learn. Third, it engages students in meaningful conversations with their peers and encourages them to learn from each other. Fourth, it provides the teacher with a quick assessment of the knowledge base of the group. It is useful when students have some background knowledge or experiences related to the topic.

This strategy is widely used by teachers in many fields. In language it is particularly used to measure the students’ capabilities including the passive skills like reading comprehension. The testee is exposed to a number of items and asked to indicate whether each item is correct (T) or incorrect (F). It has many advantages especially when the items are well constructed such as high scorability, possibility of good text.

According to Guillaume, et al (2007:66), there are some steps in preparation of using True – False Sort. They are compose a list of statements about the topic, half of which are true and half of which are false; order the statements on the the list so the true and false statements are randomly distributed; number the statement; print enough copies of the statements for each small group of students to have a copy; cut each copy into strips, with one statement on each strip; scramble and put each set of strips into an envelope.

RESEARCH METHODS

This research designed as classroom action research. Suharsimi (2012:3) defines classroom action research is a scrutiny of the learning activities in the form of an action, which is deliberately generated and occur in a class together” According to Gay L. R (2000:593) was stated “Classroom action research is a process in which individually or several teachers collect evidence and make decision of their knowledge, performance, belief and effects to understand and improve their teaching activity”.The participant of this research was done at grade X APK of SMKN 2 Kerinci. Total participant was 20 students. This researcher conducted at SMKN 2 Kerinci which located in Siulak, Kerinci. The researcher did the research in four weeks for cycle 1 and cycle 2.

In collecting and analysing data, the researcher used two kinds of instruments in this research; they were quantitative and qualitative instrument. Reading test was quantitative instrument in this research to use measuring students’ reading in comprehending the text. While qualitative instruments were observation and fieldnotes to get data about the factors influence the changes of low students’ reading comprehension on the text at grade X APK class A SMAN 2 Kerinci. According to Suharsimi (2012: 117), “Procedures in classroom action research consists of planning, acting, observing, and reflecting.” These activities is called the cycle of problem-solving activities (Activities in Classroom Action Research). If the cycle has not shown signs of change in the direction of improvement, research activities continued in the second cycle, until third cycle”.

RESEARCH AND DISCUSSION

After conducted the action research through true false, the achievement of
the students' test score improved, as a proof the mean score in the evaluation 1 was 63.25 and evaluation 2 was 77.5. Besides, in class situation there were many improvements. It could be seen after the action research students paid more attention, students tended to be active learners, students were not noisy when teaching and learning process, students paid attention toward their teacher’s explanation during teaching and learning activity and the students were not reluctant to ask difficult term. The last improvement that could be seen after implemented the action research of true false was the students involved activity in teaching learning process and the students solves the problems by opening their dictionary and sharing with their group. In this research, the implementation was held in two cycles and every cycle contained three meetings.

Cycle 1
In the first cycle, the researcher conducted two meetings that collaborator observed. The first meeting, the researcher was giving explanation about the material. When the researcher told the way of true and false, some students seemed confused in the pair and square session. Some students tended to be passive in discussion. They were shy and ashamed when they were asked to reporting the result of discussion. They were not reluctant to open dictionary and raise their hands to ask difficult words. The class could be controlled although sometimes they were noisy during the discussion. The second meeting, all of the students were involved in teaching and learning process. The researcher gave task to the student. A half of class tended to be active learner; they could answer all of the questions in the text by choosing whether the statement was true or false. They still made some mistake in doing exercises. They were still shy when the researcher asked them to reporting their result of discussion. Then, the researcher classified the students’ reading comprehension test into the criteria mentioned in the previous chapter. The criteria of students’ reading comprehension in the table below:

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>1</td>
<td>Very good</td>
</tr>
<tr>
<td>75-84</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>60-74</td>
<td>14</td>
<td>Moderate</td>
</tr>
<tr>
<td>40-59</td>
<td>4</td>
<td>Low</td>
</tr>
<tr>
<td>0-39</td>
<td>-</td>
<td>Failure</td>
</tr>
</tbody>
</table>

This table can be seen that 1 student got very good, 1 student got Good, 14 students got Moderate and 4 students got Low and no student got failure. It was showed that students’ score from evaluation 1 was still moderate. Then the researcher found the average score of students’ reading comprehension in evaluation 1. The improvement of the comprehension could be seen from the mean score of evaluation 1 below:

<table>
<thead>
<tr>
<th>Sum of score</th>
<th>Sum of the students</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1265</td>
<td>20</td>
<td>63.25</td>
</tr>
</tbody>
</table>
From the table above, the researcher was found mean score of evaluation in cycle 1 was 63.25. It could be concluded that the students still got low and moderate score in reading test by using true and false technique.

**Cycle 2**

In the second cycle, the collaborator observed two meetings. The result of observation can be explained. In the first meeting of cycle 2, all of students were involved in teaching learning process. The researcher told to the students that she still taught about text and use true and false. All of them still remembered. The second meeting, the researcher and collaborator came on time to the class. The students’ response was very good. The students know well the step of true and false. Some students were active in asking some difficult terms to the researcher. They work together well with their member of group. They tended to be active learners in the class. The class situation more enjoyable and all of students were happy.

And then, in the third meeting of cycle 2, there was a evaluation in cycle 2. The test was aimed to measure how far the students improvement of comprehending a text using true and false. The students score increased from 63.25 in evaluation cycle 1 to 77.5 in evaluation cycle 2. Then, the researcher classified the students’ reading comprehension into the criteria mentioned in the previous chapter. The criteria of students’ reading comprehension in table below:

### Table 3. The Criteria of Students’ Reading Comprehension in The 2nd Cycle

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>5</td>
<td>Very good</td>
</tr>
<tr>
<td>75-84</td>
<td>9</td>
<td>Good</td>
</tr>
<tr>
<td>60-74</td>
<td>6</td>
<td>Moderate</td>
</tr>
<tr>
<td>40-59</td>
<td>-</td>
<td>Low</td>
</tr>
<tr>
<td>0-39</td>
<td>-</td>
<td>Failure</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that 5 students got very good, 9 students got good, 6 students got moderate and no student got low and failure. It was showed that students’ score from evaluation 2 was good. Then the researcher found the average score of students’ reading comprehension in evaluation 2. The improvement of the comprehension could be seen from the mean score of evaluation 2 below:

### Table 4. The Mean Score of The Evaluation in Cycle 2.

<table>
<thead>
<tr>
<th>Sum of score</th>
<th>Sum of the students</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1550</td>
<td>20</td>
<td>77.5</td>
</tr>
</tbody>
</table>

Based on this result above, it can be seen that there was improvement from the result of test in evaluation of cycle 1 and cycle 2.

After implementing the technique, it seemed the class ran better than before. The students enthusiastically answered the question in the lesson. They seemed to enjoy it and were happy working in their friends when comprehending a dialogue and reading in pair. The students could enjoy the activity and they can create a good communication between the other pair.

A good atmosphere was created in the class. Students looked happy during
the lesson. All students got involved in their pair. There was not student who dominated and each member had the same responsibility. By comprehending the dialogue in pair, the passives students in the cycle one gave their contribution in the cycle two.

Based on the result of the observation, the researcher concluded that teaching reading using true and false encouraged and made the students more active and communicative during the teaching and learning process. As the result, the students showed that they made good improvement on reading comprehension. It can be concluded that true and false can improve the students' reading comprehension. It can be proof from mean score of test evaluation, and the indicators of problems significantly decreased because they could answer the questions related to the text. True and false also improved the students' behaviour toward teaching and learning process.

The Factors Influenced the Changes of Students' Reading Comprehension at grade X APK of SMK2 Kerinci

All of the factors the changes of students' reading comprehension at grade X of SMK2 Kerinci could be shown following below:

a. Objective / Goals.

Djamarah (2006: 41) defines the goal is the expectations to be achieved from the implementation of an activity. In this case, the goal in this research is improving students’ reading comprehension through true – false sort.

b. Teaching Materials.

Teaching materials are substances that will be presented in the learning process. If there is no teaching materials, teaching and learning will not be realized. Students would be interested and following the teaching-learning process due to by materials that be given. This research gave the materials that useful for students' life.

c. Teaching And Learning Activities

Researcher organized the classroom appropriate with the plans that have been made. Then, researcher implemented the process of teaching-learning through true – false sort. It was used to improve students' reading comprehension. Researcher initiated and shown leadership in implementing the plans and making decisions. Furthermore, the guiding, motivating and supervised the students.

d. Method / Techniques

To overcome the problem that faced by students, teacher should find technique. According to Djamarah (2006: 46) technique is the way for achieve the goals set. He continued, teachers will not be able to carry out his duties if he do not master any methods / techniques teaching that is formulated and advanced by psychologists and education (Djamarah, 1991: 72). In implementation of this research, the researcher applied teacher's questioning technique in teaching and learning process.

e. Classroom Management

Classroom management was done well. The researcher gave a fair attitude for all students. So that, students do not feel isolated. Furthermore, It can generate
confidence and motivate students. Classrooms condition, like clean classroom, student activity atmosphere, and grouping students did not escape the attention of researcher.

CONCLUSIONS AND SUGGESTIONS

After implementing the true and false in teaching learning process, it can be concluded that;
1. True and false improved the students’ reading comprehension. It can be seen from the result of evaluation when true and false was implemented. It had a proof in mean score of evaluation in cycle one was 63.25 and evaluation in cycle two was 77.5.
2. After implemented true and false the class situation became better than before because the students paid more attention, they tended to be active learners, they were not noisy when teaching and learning process, they paid attention toward their teacher’s explanation during teaching and learning activity, and they were not reluctant to ask difficult term when translating process.
3. The factors that influenced the change of students’ reading comprehension through true-false sort were Components of effective learning (objective/goal and teaching material) and Classroom Activity (teaching learning activities, method/ technique and classroom management)

Based on the result of the study, the researcher would like to give some suggestion as follow:

1. The teachers are expected to implementing true and false when teaching and learning process, especially when reading class are given by the teacher.
2. The students are suggested to use true and false when reading class are conducted.
3. For the next related researcher, it is suggested to do another study especially in reading comprehension through true and false.

BIBLIOGRAPHY