The Use of Active Reading Strategy to Improve Students' Reading Comprehension at Tenth Grade of SMA Negeri 7 Padangsidimpuan

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Informasi Artikel	Abstract
	The aim of this research study is to determine the students' reading comprehension through the Active Reading strategy in English text. The fact showed that students have low skill of reading comprehension based on the mean score 65 while the Minimum Criterion Succes was 75. This gap become a reason that formulate the problems as, How the students' reading comprehension improvement by using Active Reading strategy?. This research conducted under quantitative research method of Class Action research (CAR) design with the number of students are 32 from tenth grade of SMA Negeri 7 Padangsidimpuan. The written test are used to collect the data and analyzed based on statistical formula. The research finding showed that in pre test the students' reading comprehension mean score was 44.3 then after applied Active Reading strategy the mean score in post-test cycle 1 was 71 and in post-test cycle 2 was 82.9. The students' improvement from pre-test to post-test cycle 2 was 86.8%. It means that there was a significant improvement of students' reading comprehension by using Active Reading strategy in reading English text. This finding was recommended to be applied in teaching and learning process of reading toward English text.

Abstrak

Tujuan dari penelitian ini adalah untuk menentukan pemahaman bacaan siswa melalui strategi Membaca Aktif dalam teks bahasa Inggris. Fakta menunjukkan bahwa siswa memiliki keterampilan pemahaman bacaan yang rendah berdasarkan skor rata-rata 65 sedangkan Kriteria Keberhasilan Minimum adalah 75. Kesenjangan ini menjadi alasan yang merumuskan masalah sebagai, Bagaimana peningkatan pemahaman bacaan siswa dengan menggunakan strategi Membaca Aktif?. Penelitian ini dilakukan dengan metode penelitian kuantitatif dengan desain Penelitian Tindakan Kelas (PTK) dengan jumlah siswa 32 dari kelas sepuluh SMA Negeri 7 Padangsidimpuan. Tes tertulis digunakan untuk mengumpulkan data dan dianalisis berdasarkan rumus statistik. Temuan penelitian menunjukkan bahwa pada tes awal skor rata-rata pemahaman bacaan siswa adalah 44,3 kemudian setelah menerapkan strategi Membaca Aktif skor rata-rata pada siklus pasca-tes 1 adalah 71 dan pada siklus pasca-tes 2 adalah 82,9. Peningkatan siswa dari tes awal ke siklus pasca-tes 2 adalah 86,8%. Artinya, terdapat peningkatan yang signifikan pada pemahaman bacaan siswa dengan menggunakan strategi Active Reading dalam membaca teks bahasa Inggris. Temuan ini direkomendasikan untuk diterapkan dalam proses belajar mengajar membaca teks bahasa Inggris.
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Key Words : Strategy Membaca Aktif, Pemahaman Membaca, Teks Bahasa Inggris

INTRODUCTION

Nowadays, that cognitive process such as summarizing, questioning, and prediction were employed in classroom instruction but specific comprehension strategies were not explicitly taught. Due to students living in the "informational age" where information can be obtained easily and quickly, it is imperative that students learn and utilize specific strategies to become strategic readers with complex informational text (Duke and Pearson, 2002). Moreover, reading and comprehending expository or nonfiction text is a skill that requires students to use a variety of strategies to make meaning of the text. There are many strategies that good readers use to help them understand the text. Furthermore, good readers understand how and when to use strategies, specifically with

expository or non- fiction text, as a result of understanding the structure of the text, reading different genres of text, and constructing meaning by summarizing the text (Duke and Pearson, 2002). To summarize, good readers understand how to use strategies to draw meaning from the text.

Unfortunately, based on the writer observation in SMA Negeri 7 Padangsidimpuan there are various problems was found. Such as many teachers do not know what the other strategy to improve reading skill especially reading comprehension, students low ability in mastery the reading skill of Englis text and the facilities of the teaching media used in un maximal. Based on that observation, the crucial case and the focus is about reading comprehension of the students. According to curriculum of *Merdeka Belajar* the skill of students' literacy should be develop in every subject especially in language. While, based on the school Criterion Minimum Standard or KKM in the school is 75 in class tenth. From the English teachers' average score, the students' reading comprehension is still under 67. This fact becomes a gap between what KKM expectation as the problem of this research. The students feel difficult to improve their skill in reading. Most of students are lazy to read full text. They don't focus on reading the English text while teaching and learning process in the classroom.

Active reading as one of strategy in reading activity. Active reading strategies, such as previewing, questioning, annotating, summarizing, and visualizing, significantly improve reading comprehension by engaging readers in a more focused and interactive process with the text, allowing them to actively construct meaning and retain information more effectively; this approach encourages readers to not just passively consume information but to actively analyze and interpret it, leading to deeper understanding.

According to Duke and Cartwright (2021) said that this strtaegy presents a comprehensive framework that includes various components influencing reading comprehension, such as motivation, engagement, executive function skills, and strategy use related to word recognition and language comprehension. That the reason of why the student should focus while reading activity. Additionally, educational researcher Danielle S. McNamara (2021) has made significant contributions to the field of active reading. Her work focuses on developing intelligent tutoring systems that promote active reading strategies, such as self-explanation and summarization, to improve reading comprehension. These systems are designed to engage learners actively with the text, encouraging them to interact with the material in a meaningful way.

In accordance to the above background the study, this research is concern with the use of active reading strategy in order to improve students reading comprehension of English text at tenth grade of SMA Negeri 7 Padangsidimpuan with formulation of the problemas follows:

1. How is the students' reading comprehension before using active reading strategy at tenth grade of SMA Negeri 7 Padangsidimpuan?
2. How is the students' reading comprehension after using active reading strategy at tenth grade of SMA Negeri 7 Padangsidimpuan?
3. Is there any significant different improvement on students' reading comprehension by using active reading technique at the tenth grade of SMA Negeri 7 Padangsidimpuan?

The purposes of this research is to know the improvement of students' reading comprehension by using active reading technique at the tenth grade of SMA Negeri 7 Padangsidimpuan. The, the research finding can be applied to help students problem of reading comprehension through teachers' teaching process in the classroom.

METHOD

The research methodology of this study is quantitative by Class Action Research design. The application of CAR consists of three stages. First, pre-test in order to know the students' reading comprehension for basic data. Then, cycle 1 and cycle 2. The classroom Action Research (CAR) consist of four phases, they are planning, implementation, observation, reflection, after doing four phases called one cycles. This study took place in SMA Negeri 7 Negeri Padangsidimpuan. which was located in Jl. Jendral Abdul Harris Nasution, Kecamatan Padangsidimpuan Batunadua, Padangsidimpuan. The number of samples is 32 of the tenth-grade students of SMA Negeri 7 Padangsidimpuan by random sampling technique. The instrument for collecting the data by using written test of 20 items of multiple choice. . By value 5 for each question so the total score is 100. The data in this study were analyzed to find out the conclusions towards the implementation of the snowball throwing method, namely to see the level of reading skills and problems faced by students. Data analysis in this study was carried out inform of assessment instrument. Researchers add up the scores obtained by students, then dividedwith the number of students in the class so that the average value is obtained with the formula:

$$\overline{X} = \frac{\sum X}{N}$$

Description

$\overline{X}$ = Student Average

$\sum X$ = Total Score

N = Number of Students

This data analysis is carried out to find out whether it is successful or notactions taken in this study. To find out the levelstudents' reading skill is formulated as follows:

P = $\frac{X}{N}$ x 100%

Description:

P = Percentage of Students

X = Number of students completed

N = Number of Students

Table 3.5
Criteria for Student and Teacher Observations

No	Class of Score	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Low
5	0-49	Fail

RESULT AND DISCUSSION
RESULT

After being given a pre-test, the writer calculated the score, it was found that the highest score of students was 75 and the lowest score was 30. For more details, the description of the data can be seen in the following table:

Table I

The Students' Reading comprehension Score of Pre-Test, Post-test cycle 1 and

NO	Cycle of Class Action Research	Means Score
1	Pre-Test (y)	44.3
2	Post-Test Cycle 1 (x_1)	71
3	Post-Test Cycle 2 (x_2)	82.9

Based on the result of pre-test, the data showed that the mean score of pretest was 44.37. Then, the mean score of students' reading comprehension after apllied Active reading strategy was 71. Finally, in the cycle 2 the students' reading comprehension was 82.9.

Table 2
The frequency and percentage distribution of the students' Reading comprehension Scores of pre-test

No	Score	Frequency	Percentages
1	25	7	21.87%
2	30	3	9.37%
3	35	4	12.5%
4	40	8	25%
5	50	3	9.37%
6	75	7	21.87%
	Total	32	100%

The students who passed the KKM in post-test cycle 1 and two can be seen as table below:

Table 3

The frequency and percentage distribution of the students' Reading comprehension Scores of post-test cycle 1

No	Score	Frequency	Percentages
1	45	3	9.3%
2	55	4	12.5%
3	65	5	15.6%
4	75	10	31.2%
5	85	9	28.1%
	Total	32	100%

Meanwhile, to find out the percentage of classes that have passed the Minimum Completeness Criteria (KKM), the author uses the following formula:

P $\quad = \frac{F}{N}$ x100 %

P $\quad = \frac{17}{32}$ x 100 %

$\quad$ = 53 %

From the calculation, there are 17 students who have passed the minimal completeness criteria (KKM), so after dividing with the number of students in class and altering that into percentage, it can be stated that 53 % students whom passed the minimal completeness criteria (KKM).

Table 3

The frequency and percentage distribution of the students' Reading comprehension Scores of post-test cycle 1

No	Score	Frequency	Percentages
1	60	1	3.12%
2	65	1	3.12%
3	75	5	15.62%
4	80	8	25 %
5	85	10	31.25%
6	90	7	21.87%
	Total	32	100%

From the above table and histogram the writer can calculates class percentage who have passed the minimal completeness criteria (KKM), the writer uses the formula as :

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

$$P = \frac{30}{32} \times 100 \%$$

$$= 93.7\%$$

To calculate the percentage increase in students' Reading comprehension test scores between pre-test and post-test 2, the authors calculated as follows:

$$P = \frac{y2 - y}{y} \times 100 \%$$

$$= \frac{82.9 - 44.37}{44.37} \times 100 \%$$

$$= \frac{38.53}{44.37} \times 100 \%$$

$$= 86.83\%$$

So, the percentages of students' mean score improvement from pretest to post-test cycle 2 is 86.83 %. From that percentage, it can be concluded that the CAR is success because the percentage of students' mean score of post-test 2 could pass the criterion of CAR success, 70%. So, the cycle of CAR is stopped. Through the analysis of data it has been known that the students' mean score of post-test 2 showed the higher improvement than the comparison of mean score in post-test 1. However, from this percentage, the CAR has been succeeded. Because the criterion of the action success is 70%. It means, "There is a significant improvement of the students' Reading comprehension skill by using Active reading strategy", so the hypothesis of this research is accepted.

DISCUSSION

The researcher collects some information after calculating and analyzing the data obtained from the research. First, according to hypothesis testing and effect size calculation, the use of Active reading strategy is recognized as one of the techniques that can have a significant impact on Reading comprehension teaching. Although not specifically designed for Reading comprehension, it can be implemented in learning and teaching in schools. Students are more enthusiastic about learning Reading comprehension by using Active reading strategy. At first, they may be confused by lessons using Active reading strategy. When they are involved in the learning process, the use of Active reading strategy guides them to be more creative and more active in class. Second, the hypothesis that there is a significant increase in the Reading comprehension mastery of students who are taught using Active reading strategy is evidenced by the results of data analysis. The interpretation of the data results between the pre-test, post-test cycle 1 and post-test cycle 2 are as follows: In the pre-test, the students' average score on the Reading comprehension test before using CAR and applying Active reading strategy in teaching Reading comprehension was 44.37. This average value is low because the average minimum standard set by the teacher is 75 (seventy five).

So, the average score of 44.37 is considered to be in the category of bad scores. Then to compare whether the CAR was successful or not, a post-test was conducted after the CAR was applied for each cycle. The result of the average value of the post-test cycle 1 is 71. This is considered a bad category value obtained by students because they have not been able to pass the minimum standard value set by the teacher. However, in this case it is said that the average score of students from pre-test to post-test increased. The percentage increase is 50 %. However, from this percentage, the CAR is not fully satisfactory. Furthermore, the mean score of post-test 2 was 82.9 It can be said that the students showed their best performance. After calculating the research data, it can be seen that the use of Active reading strategy can increase students' Reading comprehension knowledge. By using Active reading strategy, students can pay more attention to the teaching and learning process. In addition, the use of Active reading strategy can also help students to be more active in the teaching and learning process.

CONCLUSSION

After following the statistical process in this study, it can be concluded that, before applying Active reading strategy in learning, students' Reading comprehension scores can be categorized into the poor category. This can be seen from the average value of the pre-test Reading comprehension, which is 44.37. After applying the Active reading strategy in cycles one and two, students' Reading comprehension scores can be categorized into capable categories. The average scores of post-test students in cycles one is 71 and cycle 2 is 82.96. Using Active reading strategy in teaching can improve students' Reading comprehension mastery. This can be seen from the mean score of students from 44.37 to 82.96. Percentage of tenth grade students of SMA Negeri 7 Padangsidimpuan for the academic year 2024 - 2025 who managed to achieve the Minimum Completeness Criteria (KKM) at the end of the cycle is 86.83%.

In conclusion, there is a significant improving in the Reading comprehension mastery of students who are taught by using Active reading strategy", this can be seen from the percentage in crease in students' Reading comprehension test scores between

pre-test and post-test 2 is 86.83%. This research hypothesis is accepted, Then hypothesis of this research is accepted.

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