Improving Students' Reading Comprehension AbilityIn DescriptiveText Through Flashcard

Aisya Hartati
Post Graduate Programme of English Applied Linguistics
State University of Medan
Medan Sumatera Utara
Email: daulayqueen@gmail.com

Abstract-There are four skills in English skill, one of them is Reading. By reading the students may comprehend what the content of the text is. This paper aimsto find out the improvement of the students' readingcomprehension ability in descriptive text through flashcard. The subject of the study was eighth year students, there were 37 students. The design of this research was Classroom Action Research, The instrument of this research was test : pre-test and post test. After the data had been collected and analyzed,the finding of pre- test showed that from 37 students the category of students' achievement was very low, only 1 students got the passed and 36 students hadn't gotten passed by the average was 52,56.h In a post test, at cycle I, there were 2 students got the passed and 35 students hadn't gotten the passed with the average was 65, 27, it was caused by there was not media. So based on the cycle I, the researcher continued to the next cycle, it used flashcard media. There were 13 students got very high, 16 students were high and 8 students were in Medium. Finnally,it was concluded that by using flashcard could improve students' reading comprehension in descriptive text on eighth year students. Flashcard helps the students to be more understand in answering the question of the text and also it saves the time efficiently.

Keywords- Reading Comprehension, Descriptive Text, Flashcard

I. INTROUCTION

Education is very important for a development human life that develop, it is required for the quality education. The Indonesian government is very concerned with the goal of English teaching. There are four skill in english : listening, speaking, reading and writing. Reading is very important in one of skill, the students will know everything by reading. Besides, reading is one of the way to get information that we want to know and reading not just in a text but bodylanguage, mark for traffic etc. To support this Richards (2000) stated that "reading is an active process which means that readers bring to the task a formidable amount of information and ideas, attitudes and beliefs". On the other hand Kenneth says"reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and the knowledge of the world".

Reading has important role in learning process. The expectation students in Indonesia should master in reading skillso that the students will know the information about world but the fact many students think that reading is not so important in english and they feel bored for reading a text particularly in english text because there are some reasons of these : the students are still lack in mastering vocabulary so they are difficult to find the meaning and the message from the text. Then, the students are bored to find the meaning and the message, it was caused by the teacher always used the usual media in learning process. Based on these reasons, the researcher interest teaching reading skill by media in learning process. The interest media is flashcard, it is one of teaching media that be able to improve the students' interest in reading skill because atthis case the students can see the picture and various color on the text. To support this media, Cross (1991 : 119) stated that "Flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching." This meda was applied in descriptive text, Mark and Katty (1998 : 20) stated that "Descriptive text is a part of factual genres. It social function is to describe a particular person, place or thing."

In Erika Sinambela1, Sondang Manik1 & Rotua Elfrida Pangaribuan's research, they used KWL (know, want, learn) as the strategy in reading comprehension, they found that KWL was higher than those who were taught without applying KWL.When doing treatment in four meetings to the experimental group the students were active and the score in the post-test of the test, they got higher than score in the pre-test. This study was different with Wening Subekti, Zainal Arifin, Eni Rosnija's study that used CSR (Collaborative Strategic Reading) which used Classroom Action Research as the design of the study, there are 35 students as the sample. Based on the analysis of the data, the mean score in the first cycle was 76,2 which was categorized as good and in the second cycle was 88 which was categorized as excellent. The result of the students' mean score reached 99% of standard minimum score. It can be concluded that CSR can improve students' reading comprehension on descriptive text. Their study is almost same with this study which used CAR as the research design but they have different method to make the students be more active.

As the previous study above, this study will b different with both. The aim of this study is to find out the improvement of the students' reading comprehension ability in descriptive text through flashcard.

II. METHOD

This study conducted at SMPN 9, Binjai august 2015. This study used Classroom Action Research which focused on reading comprehension in descriptive text by using flashcard. Arikunto argues (2013) Classroom Action Research is on of strategy to solve the problem that uses real action in developing inovative process. In this study used some cycles in processing to collect the data. The instrument of this research was doing test, it included two test : pre-test and post-test. In a pretest, the researcher only gave to the students a test without giving more explanation about descriptive text and not using flashcard, then in post-test the researcher did two cycles. At the first cycle, a test was applied by giving more explanation, the researcher did second cycle by giving explanation about the text and using flashcard media.

III. FINDING AND DISCUSSION

In this research, the researcher did pretest and post test, to know the result both of them, it can be seen in the following table below:

a. Pretest

At this pretest there are 10 questions for multiple choice and essay, the students' score was good enough by the average 52,56. To know the students' precentage change in the level of learning result could be looked in this chart:

Table The Category of Students' Achievement in Pretest

Score	The Number of Students	The Percentge of Students' Number	Adjustment
90-100	-	-	Very High
80-89	1	2, 70	High
70-79	3	8, 10	Medium
65-69	2	5, 40	Low
<64	31	83, 78	Very Low
Total	37	100	

Based on this table of precentage, the category of students' achievement was Very Low. It's because of some problems as below:

1. The students didn't know the meaning of the text.
2. The students didn't know how to answer the question withoutread all the text.
3. The students didn't not have any motivation to study english about the text.

b. Post-Test

Because of some problems above, the researcher did some cycles in post test, there are two cycles namly cycle I and cycle II. Based on the result of cycle I, it could be concluded was from 37 students, the students's score was good enough by the average 65,27. But this cycle, there are only two who students got merit (passed). It can be seen in table below :

The Category of Students' Achievement in Cycle I

Score	The Number of Students	The Percentge of Students' Number	Adjustment
90-100	1	2, 70	Very High
80-89	1	2, 70	High
70-79	12	32, 43	Medium
65-69	10	27, 02	Low
<64	13	35, 13	Very Low
Total	37	100	

So the researcher continued the second cycle, to get the students' passed. Referring the calculation, it could be concluded was from 37 students, the students' score was good enough by the average 85,13 to know the students' precentage change in the level of learning result could be looked in this chart:

Table : The Category of Students' Achievement in Cycle II

Score	The Number of Students	The Percentge of Students' Number	Adjustment
90- 100	13	35,13	Very High
80-89	16	43,24	High
70- 79	8	21,62	Medium

65- 69	-	-	Low
<64	-	-	Very Low
Total	37	100	

Based on the classical formula of the students' mastery, the researcher got 29 students was passed, it's meant that the result the researcher got the conclusion that researcher already successed to do the research, the category of students achivement was high, there are 13 students got very high and 16 students got high.

IV. CONCLUSION

Based on the result of the study on reading comprehension in descriptive text by using flashcard media. Flashcard can be able to improve students' reading comprehension in descriptive by doing some cycles in post test. Flashcard helps the students to be more interesting and understand in answering the questions of the text,. Besides, it saves the time efficiently.

This success is seen from each test, from the beginning research (Pretest) was gotten the learning process was very low where only 1 student got passed from 37 student, at this pretest the researcher just told the goal of teaching, gave the question sheets. At the cycle I, there are 2 students who got passed and 35 students more still failed, the category was still low,in this cycle the researcher told the goal of teaching, gave more explanations about the text and gave the question sheets, because the result was still low so the researcher continued the next cycle. Then at the cycle II, the researcher solved the problem in cycle I by giving more explanation about the descriptive text and gave the way to answer the questions by using flashcard. Finnally, the students could the improvement there are 29 students got passed with the average 85,13, the category of students' achievement was high.

REFERENCES

[1] Cross, David. *A Practical Handbook of Language Teaching*, Cassel, London : 1991.
[2] Jack C., Richards. *TheContext of Language Teaching*, CUP, Cambridge, 2000.
[3] Kennneth K., Doyle. *Evaluating Teaching* .D.C.Heath and Company, Tornoto, 2009.
[4] MarkAnderson and Katty Anderson. *Text Type in English*,macMillan, Australia, 1980.