

USING RESPONSE CARDS MEDIA TO IMPROVE THE STUDENTS' NARRATIVE TEXT READING SKILL OF THE TENTH GRADERS OF MAN 1 MAGELANG IN THE SCHOOL YEAR 2018/2019

Sandi Dwi Nugroho

English Department, Faculty of Education and Teachers Training, Universitas Tidar
Indonesia

Sandynugroz182@gmail.com

Abstract

Reading is one of the important skills in English because by mastering reading students can get much information and knowledge. However, the tenth graders of MAN 1 Magelang in the school year 2018/2019 still found difficulties in understanding reading English test of narrative text. It made their average score only 68.

There are two main objectives of this research. First, it is to know the increase of the learning motivation in students' narrative text reading skill of the tenth graders of MAN 1 Magelang in the school year 2018/2019. Second, it is to measure the improvement in students' narrative text reading skill of the tenth graders of MAN 1 Magelang in the school year 2018/2019 who are taught using Response Cards media.

The subject of this research was the tenth graders of MAN 1 Magelang in the school year 2018/2019 of X IPS 7. The writer conducted a classroom action research that was divided into some cycles.

As the results in Pre-Cycle, the students still had low learning motivation in the reading class. In Cycle I, many students were interested in using Response Cards media. In Cycle II, the students had better participation in teaching learning process.

The writer concludes that the use of Response Cards media can increase the motivation in learning narrative text reading skill and there is a great improvement in students' narrative text reading skill of the tenth graders of MAN 1 Magelang in the school year 2018/2019.

Keywords – *Reading Skill, Response Cards media, Narrative Text*

Introduction

English is an international language that should be mastered by people in the world. It has an important role to communicate especially with foreigners. Therefore, it should be learned by people in the world. In Indonesia, English has been taught since elementary school. It is taught in elementary school as a local content, in junior and senior high school as a compulsory subject.

Turner (1995:413) considers motivation to be synonymous with cognitive engagement, in which he defines as voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning and monitoring. Walker (1995:4) states that reading is an active process (not a product, like history) in which readers shift between sources of information (what they know and what text says), elaborate meaning strategies, check their interpretation revising when appropriate, and use the social context to focus their response. Response cards are reusable cards, signs, or items that are held up simultaneously by all students in the class to display their responses to questions or problems presented by the teacher (Gardner, Heward, & Grossi, 1994; Heward et al., 1996).

The previous study was conducted by Hui-Ting Wang, Department of Special Education, National Taiwan Normal University (2016) entitled "*Using Response Cards in Teacher Education - A Case Example in Taiwan*". The findings of the current study indicate that Response Cards media, with explicit use of features such as mood indicators, systematic movement from simpler to more complex questioning, wait time, and affirming corrective



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

feedback, appears to be an effective means of increasing opportunities to respond and active learning in an undergraduate pre-service teacher education class in Taiwan.

Reading is one of the language skills which is important because every day the students were faced with a written text that should be read. Moreover, through reading they can get information and knowledge from what they have been read. Many students have difficulties in understanding the text because they are lack of vocabulary and do not know the information from the text. Besides, the students also get bored in the class because of the monotonous teaching technique from the teacher. In relation with the problems, the writer will try to apply Response Cards media. Response Cards media is a media that is used in class to engage the students' attention, make the teaching process more interesting and motivate the student to read narrative text. The writer hopes that Response Cards media can solve the students' problems dealing with reading skills.

Methodology

The type of this research was classroom action research because it collected and interpreted data that involved some cycles. This classroom action research was conducted to improve and make up learning condition and situation in order to make it better than before that was repeated in cycle procedures.

The subject of this research was the tenth graders of MAN 1 Magelang in the school year 2018/2019. The writer took X IPS 7 class with 34 students, consisting of 20 males and 14 females. Based on the writer's observation, this class had the lowest score in English, especially in narrative text reading skill.

In this research, the writer collaborated with the English teacher of MAN 1 Magelang. This action research was done through a pre-cycle and two cycles. In this research, each cycle was consisting of four steps (planning, acting, observing, and reflecting).

The technique of collecting data used test and non-test. The writer also used quantitative data and qualitative data to analyze the data. To analyze the quantitative data, the writer used Fowler's formula to calculate the class means score.

$$M = \frac{SS}{R}$$

Explanation:

M : Mean
SS : Students' score
R : Number of Respondent

Findings and Discussion

The Results of the Research

The writer compared the result of Pre-Cycle, Cycle 1, and Cycle II test to know the improvement of reading skill of the X IPS 7 class of MAN 1 Magelang.



Table 1. The Result of Narrative Text Reading Test in All Cycles

Assesment Aspect	Mean of Score			Improvement		
	PC	CI	CII	PC-CI	CI-CII	PC-CII
Reading Skill	60.88	72.50	82.05	11.62	9.55	21.17
Category	Fair	Good	Good			

Based on the table above, the writer found some improvements on each cycle. It was proved from the pre-cycle, the average score of the students in pre-cycle was 60.88. In the Cycle I, the writer was using Response Cards media in teaching process. The result showed that after using Response Cards media in Cycle I, the students had improvement on the reading test. The result of students' average score in Cycle I test was 72.50 or improved 11.62. Then, the writer continued the use of Response Cards media in Cycle II. The result of students' average score in Cycle II test was 82.05 or improved 9.55. The result was satisfactory and fulfilled the performance indicator in this research.

From the explanation above, it can be concluded that the use Response Cards media can improve the reading skill narrative text of the students X IPS 7 of MAN 1 Magelang. Here is the table to see the clearer improvement.

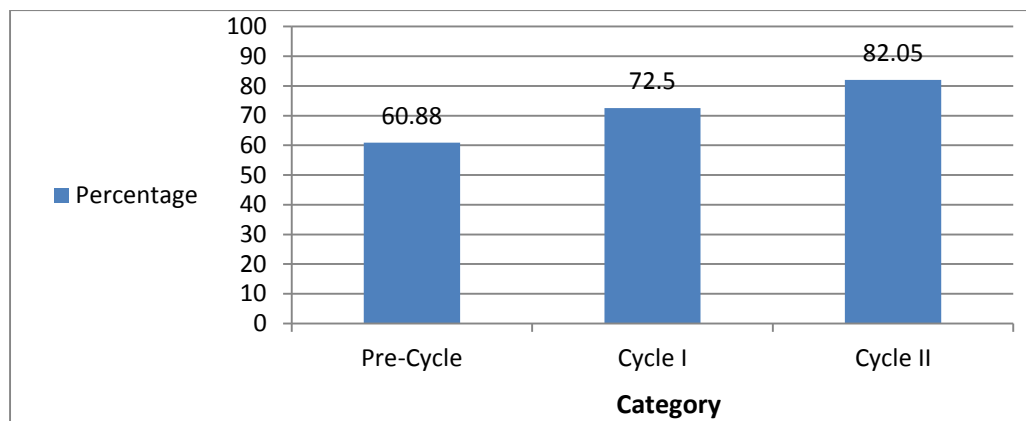


Figure 1. The Result of Narrative Text Reading Test in All Cycles

Discussion

The writer used observation and questionnaire to know the students' learning motivation. The writer conducted Pre-Cycle, Cycle I, and Cycle II. The improvement of the students' learning motivation can be seen in the following table.



Table 2. The Result of Observation in All Cycle

Assesment Aspect	Improvement Score			Improvement		
	PC	CI	CII	PC-CI	CI-CII	PC-CII
Observation	52.93	63.23	80.58	10.30	17.35	27.65
Category	Low	Fair	High			

From the data above, the writer could conclude that in Pre-Cycle, the students' motivation in listening to the teacher's explanation, read the narrative text, and doing the task did not reach the target.

In the Cycle I, there was an improvement. The writer started to apply Response Cards media to overcome the problem. They had better motivation engage in teaching-learning process. They were interested in reading narrative text using that media, but the result had not satisfied and the writer continued to Cycle II.

In the Cycle II, the students' reading skill of narrative text showed better improvement. The students enjoyed during the lesson by using Response Cards media. It happened because they had more understanding how to answer the questions in the narrative text. The writer concluded that the students' motivation in learning narrative text by using Response Cards media bring the good improvement to the students' behavior. The more clearly improvement can be seen in the following diagram:

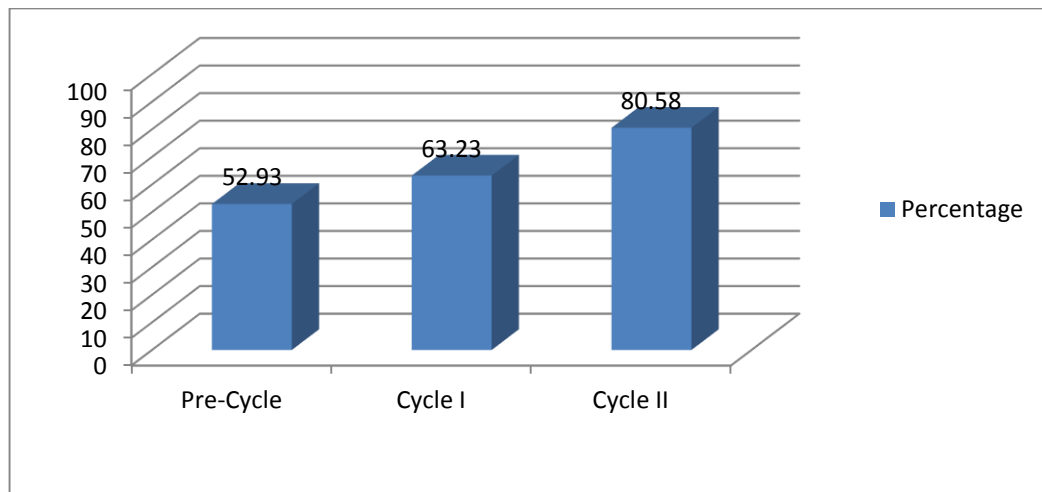


Figure 2. The Result of Observation in All Cycles

Conclusion

Based on the analysis of the data in all cycle, it can be concluded that the use of Response Cards media can increase the students' learning motivation of narrative test reading skill of the tenth graders of MAN 1 Magelang in the school year 2018/2019. It can be seen from the



result of the students' observation score in Cycle I is 63.23%. In Cycle II, the result of the students' observation score is 80.58%. It can be concluded that the students' learning motivation has increased. The students are enthusiastic and have better participation in learning process.

There is a great improvement in narrative reading skill of the tenth graders of MAN 1 Magelang in the school year 2018/2019 who are taught by using Response Cards media. It can be seen from the students' mean of score in Pre-Cycle is 60.88. It increased in Cycle I became 72.50. In Cycle II, the students' mean score became 82.05. It has reached the minimum requirement standard score of MAN 1 Magelang, which are 75 and more than 75% of the students got score 75 in narrative text reading skill.

References

- Gardner, R. III., Heward, W. L., & Grossi, T. A. (1994). *Effects of response cards on student participation and academic achievement: A systematic replication with inner-city students during whole-class science instruction*. *Journal of Applied Behavior Analysis*, 27, 63-71.
- Turner, J. C. (1995). *The Influence of Classroom Contexts on Young Children's Motivation for Literacy*. *Reading Research Quarterly*, 30 (3): 410-441.
- Walker H.M, Colvin G, & Ramsey, E. (1995). *Antisocial Behavior in school: Strategies and best practices*. Brooks/Cole; Pacific Grove, CA.
- Wang, H. (2016). *Using Response Cards in Teacher Education - A Case Example in Taiwan*. *International Journal of Whole Schooling*, 12(1), 61-75.

