Using T –Chart Technique To Improve Students' Reading Comprehension

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Abstract; This research aimed to describe the use of T –chart Technique to improve students' reading comprehension. This Classroom Action Research was conducted at the first grade students of MA NW PUTRI NARMADA with 27 students where the all of students are female. This research focus on the students reading comprehension. It consists of two cycles which is in the cycle consisting of planning, action, observation, reflecting. The data gathering used multiple choice and analyzed the data are using qualitative and quantitative approach, in the first cycle wasn't improve students reading comprehension where the mean score of pre-test was 61 with the percentage 14% and the post-test was 69 with the percentage 33%, the result of the second cycles where the mean score of pre-test was 70 with the percentage 44% and the mean score of post-test was 86 with percentage 85%. The result of students' achievement in cycles II with passing scores in the first were 33% (not good) and the second test were 85% (very good) indicated the target of 75 of the minimum criteria has been achieved. Based on the result of the study, it can be concluded that the use of T –chart technique to improve students' reading comprehension at MA NW PUTRI NARMADA in academic year 2018/2019 are success.

Keywords: *T –chart Technique, and Reading Comprehension.*

Abstrak; Penelitian ini bertujuan untuk mendeskripsikan penggunaan T –chart untuk meningkatkan pemahaman membaca siswa. Penelitian Tindakan Kelas ini dilakukan pada siswa kelas satu MA NW PUTRI NARMADA dengan 27 siswa dimana semua siswanya adalah perempuan. Penelitian ini fokus pada pemahaman belajar membaca siswa. Ini terdiri dari dua siklus yang terdiri dari perencanaan, tindakan, observasi, refleksi. Pengumpulan data menggunakan pilihan ganda dan menganalisis data menggunakan pendekatan kualitatif dan kuantitatif, pada siklus pertama tidak meningkatkan pemahaman membaca siswa dimana skor rata-rata pre-test adalah 61 dengan persentase 14% dan post-test adalah 69 dengan persentase 33%, hasil dari siklus kedua dimana skor rata-rata pre –test adalah 70 dengan persentase 44% dan skor rata-rata post-test adalah 86 dengan persentase 85%. Hasil prestasi belajar siswa pada siklus II dengan nilai kelulusan pada tes pertama adalah 33% (tidak baik) dan tes kedau 85% (sangat baik) menunjukan target 75 dari criteria minimum telah tercapai. Berdasarkan hasil penelitian, dapat disimpulkan bahwa penggunaan Teknik T –chart untuk meningkatkan pemahaman membaca siswa di MA NW PUTRI NARMADA pada tahun akademik 2018/2019 berhasil.

Kata Kunci: *T –Chart Tehnik Dan Pemahaman Membaca.*

INTRODUCTION
Background of Study

Reading is the one of important skill in English language between four element which is listening, speaking, reading, and writing. Reading can make the reader know what the content of text is, can know more vocabulary of text, can know many information and specific information from text.

In learning English especially reading, it begin from studying about alphabet, word, phrase, sentence, paragraph until text, in learning reading there are many types or kind of text such as descriptive text, narrative text, expository text, procedural text etc.

Talking about reading there are many student are difficult to find out the main idea, specific fact or detail, and exceptions. Based on the observation that the researcher did at MAS NW PUTRI NARMADA, the researcher found a problem, and the problem is the students cannot find out the main idea in reading text. For example when the teacher gave the text and ask them to find out main idea, instead they just wrote the title as the main idea, as the result they got difficulties to identification about the text itself. So, the researcher tried to get the percentage that passes with the criterion of minimum score of mastery level (KKM), criterion of mastery level (KKM) equal to 7.5 which is adjusted to school agreement.

Based on the students' problems, the researcher wanted to improve the students' abilities by using T –chart technique. T – chart is stand for table chart which is t – chart is a technique used for students' to collect information and answer the question that giving by teachers, the students would try to find out about the topic from some references like a book, browsing internet, or the other media that the student can find out the answer and the teachers is the person who designed some question from the topic.

Definition of Reading

According to Stephenson (2009: 20), reading is a critical element of literacy, in our ever changing world competence in multilateral essential for personal well being and such ability enables individuals to contribute to society in meaningful ways.

According to Broek (2012) Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text. Based on the expert, reading comprehension is the ability to process text, understand the intent of the text and integrate it with what the readers know. The ability of individuals to understand text is influenced by their abilities and their ability to process information from what the readers read.

Based on Chesla (2002: 24-26) there are nine indicators of reading those will be explained as follow:

1) Reading for main ideas

Listening for main idea is the most important component written text in main idea or general statement. Writer often put the main idea in the beginning, middle, and in the end of the text.

2) Reading for details information

Reading for detail information refers to the reader ability of finding the detail information given in the text. The detail information is the supporting idea which provides author's evidence of the main idea.

3) Reading and making inferences

It is important for readers to make their own perception of the text they read. Author rarely write the explicit information in the main idea or the general statement therefore the reader ought to have good ability in inferring text.

Definition of T –Chart Technique

According to Foster (2012: 9) T – chart is a technique which is can be used during a watching a video or DVD, and summarize a reading or a field experience. Students record point form facts or ideas in the facts column Students work in pairs to share their notes and ensure that all have the necessary information, then students draw images or symbols to represent the facts or ideas if time, students may be given an opportunity to share their visuals.

Based on the explanation above it can be conclude that T –chart is a technique used for student to collect information from a question about the topic from some references, and the students summarize about the information. The teacher is the person who designed some question from some topic.

Procedures of T –Chart Technique

1) Auditory stage

The teacher's activity is to divide students into small groups, provide LKS to students to do in groups, and give students the opportunity to ask questions about LKS that are poorly understood. Student activities are students heading to their respective groups that have been formed by the teacher, students receive worksheets given by the teacher to be done in groups, and students ask questions about the LKS

2) Intellectually stage

The teacher's activity is to guide student learning groups to discuss with colleagues in a group so that they can complete the worksheets, provide opportunities for several groups to present their work, and provide opportunities for other groups to ask questions and express their opinions. Student activities: working on LKS questions in groups by looking at examples of questions that have been given, presenting the results of their work in groups that they have finished working on, students from other groups asking and expressing their opinions, while other groups who present answers and maintain their work.

3) Repetition stage

Teacher activities: provide individual questions training to students; by being directed by the teacher, students make conclusions verbally about the material discussed. Student activities: work on the practice questions given by the teacher individually, and conclude verbally about the material discussed.

Research Method

In this research, the researcher used Classroom Action Research (CAR) with qualitative and quantitative approach. Quantitative data taken by the reading test. The quantitative data analysis used to know elicit performance from learners with the purpose of measured their attainment of specified criteria. Qualitative data included virtually any information that could be captured that was not numerical in research. According to Pelton (2010: 5) states that action research is best seen as way you approach your work in the classroom and school setting.

According to Costello (2003: 8) stated the 4 steps in classroom action research such as planning, acting, observing and reflecting.
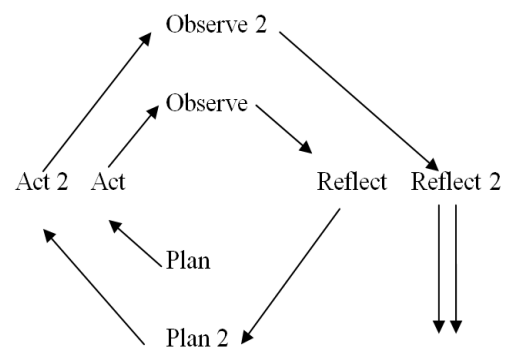

Figure 3.1 An extended action research model (Costello, 2003: 8).

Setting of the Research

1. Place of the research

This research was be held at first grade students of MAS NW PUTRI NARMADA in academic year 2018/2019.

2. Time of the research

This research was be held on one month or 4 weeks. Every weeks the researcher takes two meeting and this research use 2x40 minutes in each meeting.

Subject and Object of the Research

1. The Subject of the Research

The subject was just one class at the first grade students of MAS NW PUTRI NARMADA with the participant from 27 students of X5 class, they are all of female students. The researcher choose that class because the researcher found most of the students were lack in reading comprehension.

2. The Object of the Research

The object in this research was apply T –chart technique to improve students' reading comprehension.

Instruments of the Study

In this research, the researcher used some instrument to know the students' development, as follow:

1. Reading Test

Test is use to collecting the data by the researcher. In this research the researcher used pre-test and post-test. Pre-test was doing at the beginning before do an action and Post-test was done after the researcher did an action. Both of tests that use in this test, its purpose is to know students' ability in reading comprehension skill.

2. Observation Sheet

Observation sheet is a process of take a notes subject and objects behavior, or systematic activity with the observed individuals. The observation sheets were used during teaching learning process and the researcher applied the T –chart technique. The observation sheet was used as a guide to observe and take a notes behavior, attitudes, performance, and all activities during the action. The T -chart technique was applied during teaching and learning process in the classroom and this observation is done in each meeting on first grade at MAS NW PUTRI NARMADA.

Procedures of the Research

In this research the learning process was design from action research. Every step conduct to improve students' reading comprehension by using T –chart technique . The process of action research consist of planning, acting, observing, and reflecting, as follow:

1. Preliminary of the study

In conducting the preliminary of study, the researcher observed the problem of the students at the first grade of MAS NW PUTRI NARMADA, most of them had difficulties to identify about the main idea in reading text.

2. Planning

In this activity, the researcher prepared some preparations before conducting the research, the researcher prepared as follow:

a) Designing lesson plan
b) Observational sheets
c) Test

3. Acting

In this step, the researcher took an action by do the teaching and learning process. In this research the researcher applied the T –chart technique to improve students' reading comprehension. Teaching and learning process was accordance with the schedule of English subject.

4. Observing

In this step, the researcher prepared field notes and research was conducted during the teaching and learning process. The purpose is to observe student and teacher activities, such as:

a. Teacher Activity

The teacher organized activities by explaining the material by using the language that can easy to understand by the students. When teacher asked the information from students and there was a few speeches during the teaching and learning process.

b. Students' Activity

The students still did not give an attention to the teacher's explanation. Some of them also did not do the task that given by the teachers in their groups. However, the process of teaching and learning happens with the enthusiasm of students' and some of students' look happy with this technique.

5. Reflecting

In this activity, the researcher applied the reflecting from those action in cycle. The researcher analized the students' activity and the improve of students' listening comprehension based on the success criteria. If the result of those research unappropriate with the criterion of success, so they will prepare to continue the next cycle to revising of modifying the previous cycle. The reseach will be success if the average value of the students' obtaining 75.

Techniques of Data Collection

Data collection techniques are to support this observation. It helped the observers to obtain data and information about the process by using the type of learning T –chart technique to improving the students' reading comprehension. Data collection techniques that the researchers were use:

1. Test

Test used to collect the data by the researcher. In this research the researcher used pre-test and post-test. Pre-test was do at the beginning before do an action and post test was do after do an action. Both of test that used in this test, it was purpose to know students' reading comprehension.

2. Observation Sheet

The observation sheet here was used to monitor students' and teacher activities during the teaching and learning process. The researchers also introduce the T -chart technique to improve students' reading comprehension.

Techniques of Data Analysis

Both quantitative and qualitative analyses are used in this research. The qualitative analysis is gathered through observation checklist which already explained, which is the data from the test. The quantitative data are in the form of numeral data. The data are from students' score of pre-test and post-test. In collecting quantitative data, the researcher applied the activities those are:

1. The researcher prepares the instrument of the test
2. The researcher gives the test for both pre-test and post-test to the students
3. The researcher collects the results of the students work after they finish
The average of students' test result counted by used the following formula:

a. Quantitative Data
$$\text{Me} = \frac{\sum xi}{n}$$

Where:

Me = Mean (the average of the test result)

$\sum$ = Epsilon (read the amount)

Xi = The value of x to i until n

n = The total number of the students
(Sugiyono, 2012: 49)

The next step was to know the percentages of students' score who pass the KKM. It was calculated as followed:

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

Where:

P: The symbol of percentage

F: The number of students who pass score

N: Frequency of students

100 : The constant of calculation
(Sudijono, 2008: 43)

b. Qualitative Data

In the qualitative analysis, the researcher analyzes the data by using

observation sheet. The purpose is to know the opinion of students about the technique in teaching and learning process during the research by using t –chart technique.

Research Findings And Discussion

This research was conducted the research in two cycles. There were eight meetings of this research. In the first meeting the researcher gave students the pre-test. The pre-test that was held on January 31th 2019 and the researcher gave students action in eight meeting that were hold on 6 until 28 February 2019, in the fourth and the last meeting the researcher gave post-test for students that was held on 14 February for the first cycle and 28 February for second cycle and the research could improve the students reading in second cycle.

Before Implementing the Classroom Action Research

1. Preliminary of the Study

The researcher conducted observation to know the problem of the students and the real condition in the class. The researcher was conducted the observation in the first grade of MAS NW PUTRI NARMADA which on X5 and in this class which consist of 27 students.

When the researcher did the observation the researcher found some problem, and the problems were the students ccannot found out the main idea in reading test. For example when the teacher give them a text and ask them to find out the main idea, instead they just wrote the title as the main idea, as the result they got difficulties to identify about the audio itself.

2. The Result of Pre-test

In this statement the researcher present the result of pre-test, the score of pre-test was used as the source of the data in this research. The researcher gave students pre-test (conducted on 1

February 2019) to the students which the researcher use the multiple choice. The purpose of the pre-test was to know the first ability of students' listening comprehension before do an action. The questions of this test were suitable with the indicators of reading. The researcher gave the students question with the 20 multiple choice and they answered it. After that, the students collected and the researcher calculated it.

Table 4.1. Students Score of Pre-test

No	Name	Score of Pre-Test
1.	AZ	60
2.	AN	65
3.	AL	65
4.	AU	60
5.	BE	75
6.	BS	70
7.	BY	50
8.	DA	65
9.	DA	50
10.	EA	55
11.	ER	60
12.	FS	65
13.	KB	50
14.	LZ	45
15.	LD	75
16.	LS	70
17.	MS	55
18.	MR	75
19.	MC	70
20.	NU	55
21.	NA	75
22.	NI	55
23.	RA	65
24.	RA	55
25.	SK	55
26.	TD	60
27.	TH	70
	TOTAL	1655

Based on the table above, the researcher calculate the mean scores of Pre-test with following the formula:
The mean score of pre-test was

$$M = \frac{\sum x}{N}$$

Notation : $\sum x = 1655$
            $N = 25$

Calculation : $M = \frac{1655}{27} = 61$

The second step was to know the percentage of students' score who pas the KKM (75), and the researcher calculated as follow:

Percentage of students learning achievement in pre-test

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

$$P = \frac{4}{27} X\ 100$$

$$= 14\%$$

Based on the result of pre-test means score of students were 61.2 and the result of the pre-test students means score still has under the minimum of mastering criterion. The lowest score was 45 and the highest score was 75 and the students score percentage was 14% from the result of the pre-test, it can be seen that the students of X5 in learning reading comprehension still low and based on the students' post-test it could be seen the students' post-test score, the mean score of the post-test was 69 with 33% percentage were 9 students who obtained scores of students KKM, while the 18 students are failed. It means in cycle one the T -chart cannot improve the students' reading comprehension.

Implementing the Classroom Action Research

Finding of the Cycle I

a. Planning

In this stage, the researcher discussed with the English teacher at MAS NW PUTRI NARMADA about the material, prepare the lesson plan, discussed about the strategy that would applied for the students. Before do an action the teacher seen the lesson plan and the material, the material that will give by the researcher is about description text, beside lesson plan the researcher also prepared the instrument of collecting data. Which is the observation sheet, and to know the students ability the researcher also prepared the instrument of pre-test and post-test. Before do an action, the researcher consulted the lesson plan with using T –chart technique with the teacher in order to make the teacher understand about T –chart.

b. Acting

1. First meeting

In this statement the researcher gave students pre-test (conducted on February 06th) to the students which is the researcher use the multiple choice test and purpose of the pre-test is to know the first ability of students reading before do an action. The questions of this test are suitable with the indicators of reading text (see in appendix). The researcher gave the students question with the multiple-choice test and they answered it. After that, the students collected and the researcher calculated it.

2. Second meeting

The second meeting was conducted on February 07th 2019; in this meeting the teachers teach about the reading skill to the students, the type of reading that the teacher taught was Descriptive text.

a. Pre Activity

Firstly the teacher checked attendance list of the students, for the first meeting the teacher explanation about the reading text and the teacher taught about description text. After that the teacher explain about the indicators of reading text which is the main idea, detail information of the paragraph and the researcher informed that the main idea and detail information are important in reading comprehension.

b.Main Activity

In main activity, the teacher gave the students explanation about T –chart technique and also the researcher explained to the students about how to apply the T –chart technique in reading comprehension.

The teacher shared the example of description text to the students. The title of the text is "Orchard Road". The teacher guided the students to applied T –chart technique, after that the teacher asks about the main idea of the paragraph.

c.Closing Activity

In this activity the teachergave the students chance to ask about the material that they did not know, and there are two students ask about the material, and the last the teacher concluded the material and tell them about the material that will be researcher teach in the next day.

3. Third meeting

The third meeting was conducted on February 13th 2019, for the second meeting the teacher tell the students to identify about the main idea and detail information in reading text.

a. Pre Activity

In pre activity, the teacher checked about the attended list and asked the student who did not attend the class.

b. Main Activity

In main activity before begin the teaching and learning the teacher asked the students about them about the material in the last day, the purpose is to know how understand them about the material. After that the teacher shared about the description text again, and the title is "Orchard Road" because the material has been explained in the previous meeting. And then the teacher make a group which is in one group there are five or six person, because there are 27 students in the class, and then the teacher guided them to using T –chart technique, when the learning process there are some students asked their friend and the teacher about the main idea, and the teacher teach them to identification about the detail information, the teacher tell that the main idea was explained by the detail information.

c. Closing Activity

In the closing activity the teacher gave the students chance to ask about the material that they didn't understand and then the teacher concluded the material and the teacher ask the students to learn in their home because in the next the teacher will give the students a test.

4. Fourth meeting

The fourth meeting was conducted on February 14th 2019. The teacher collected the data by using two instruments which is observation sheet and post-test. Before do the test the teacher check the attended list, after that the teacher gave them the text, which in multiple choice test, and in the test is about the description text. The purpose is to know is the T –chart technique can improve the students' ability or not. The the result of post-test can see in the table 4.2.

Table 4.2. Students Score of Post-test

No	Name	Score of Pre-Test
1.	AZ	75
2.	AN	80
3.	AL	75
4.	AU	65
5.	BE	75
6.	BS	70
7.	BY	60
8.	DA	70
9.	DA	60
10.	EA	65
11.	ER	70
12.	FS	70
13.	KB	65
14.	LZ	60
15.	LD	60
16.	LS	70
17.	MS	65
18.	MR	75
19.	MC	60
20.	NU	75
21.	NA	75
22.	NI	65
23.	RA	70
24.	RA	65
25.	SK	65
26.	TD	70
27.	TH	75
	TOTAL	1865

Based on the table above, the researcher calculated the mean scores of Post-test with following the formula:

The mean score of post-test was

$$M = \frac{\sum x}{N}$$

Notation : $\sum x = 1865$

N = 27

Calculation : $M = \frac{1865}{27} = 69$

The second step was to know the percentage of students' score who pas the KKM (75), and the researcher calculated as follow:

Percentage of students learning achievement in post-test

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

$$P = \frac{9}{27} \times 100\%$$

$$= 33\%$$

Based on the result students' post-test it could be seen the students' post-test score, the mean score of the post-test was 69 with 33% percentage were 9 students who obtained scores of students KKM, while the 18 students are failed. It means in cycle one the T -chart cannot improve the students' reading comprehension.

a. MObserving Result

In the first meeting until the third meeting most of the students are participate in reading comprehension text, some of them are read the text with high sound and with the spirit, but some of students no participate in learning process, some of them are busy to talk with their friends, and did not gave an attention about what the teacher explain, most of students ask the researcher about the meaning of word that they did not hear what the teacher explain before in the text, after explain the text with T -chart the teacher are asked about what is the point that did not understand by the students, some of students are gave the question and some of the are just read silently, and the students are read with made some noisy. Most of them are comprehend the text. It showed by students when found the main idea or detail information of the text with their own word most of them too are use Indonesian language to paraphrase the information.

b. Reflecting

After analyzed the result of the cycle I, the teacher was said that it was very important to be more seriously with students' reading comprehension in English subject. During the teaching learning process in the class, the students needed to be more concentrated in order to make them more understand in learning English especially in reading skill. There was a little bit improvement in students' score.They are needed to be more assignment in order to comprehend about the topic of the lesson. The researcher concluded that, students' reading comprehension was poor. It means that the teacher should give more support to improve their ability in studying English especially reading. Then to get good score, the researcher should prepare to continue to the next cycle.

Finding of Cycle II

a. Planning

In this stage, the researcher discussed with the English teacher at MAS NW PUTRI NARMADA about the material, prepare the lesson plan, discussed about the strategy that would applied for the students. Before do an action the teacher seen the lesson plan and the material, the material that will give by the researcher is about description text, beside lesson plan the researcher also prepared the instrument of collecting data. Which is the observation sheet, and to know the students ability the researcher also prepared the instrument of pre-test and post-test. Before do an action, the researcher consulted the lesson plan with using T –chart technique with the teacher in order to make the teacher understand about T –chart.

b. Acting

1. Fifth meeting

The fifth meeting was conducted on February 20th 2019, in this meeting the teacher gave them the pre-test again because in the first instrument with pre-test and the teacher conduct with the post-test the students still cannot improve the reading comprehension with T –chart technique and the result of pre-test can see in table 4.2.

2. Sixth meeting
   a. Pre Activity
      In pre activity the teacher, the teacher checks the attended list and asked the student who did not attend the class.
   b. Main Activity
      In main activity, the teacher asked the student to remind and comprehend the text and the material that the teacher explain in the last meeting, such as about the main idea in the text, and the detail information in the text. Here the teacher gave them another text and the title of the text is about "The Terrifying Headmaster". And then the teacher makes a group in the class and applied the T-chart technique, after that the teacher asked them about the main idea in the text, the teacher guided to find the main idea from the detail information.
   c. Closing Activity
      In closing activity teacher asked the students about what is the material that they cannot understand. And there are 5 students asked about the material, the teacher concluded the material before closing the teaching and learning activity.
3. Seventh meeting
   The seventh was conducted on February 27th 2019, and was aimed for students to answer the question which is related with the reading test.
   a. Pre Activity
      In pre activity, the teacher checked the attended list and asked the students about who did not come in the class.
   b. Main Activity
      In main activity, the teacher asked the students to remind and comprehend about the reading text, in this meeting the students still discussed about "The Terrifying Headmaster". And the teacher

asked about the question which is related with the text, the question related to the topic, purpose and all information of the text. After that the teacher asked the each group to make a conclusion or statement which is relate to the text.
   c. Closing Activity
      In closing activity, teacher ask the students to studied at their home before the teacher do the test in the next meeting, and then the teacher concluded what has they learned before.
4. Eight meeting
   In this meeting the teacher do the test (post-test) which is the test is related with the reading text, there are 20 questions with multiple choices that gave by the researcher and the purpose is to know is the T-chart can improve students' reading comprehension skill and the result of pre-test and post-test in table 4.3.

Table 4.3. Students Score of Post-test

No	Name	Score of Pre-Test
1.	AZ	95
2.	AN	90
3.	AL	85
4.	AU	80
5.	BE	95
6.	BS	70
7.	BY	95
8.	DA	90
9.	DA	70
10.	EA	80
11.	ER	95
12.	FS	90
13.	KB	70
14.	LZ	90
15.	LD	95
16.	LS	90
17.	MS	85
18.	MR	80
19.	MC	90
20.	NU	70
21.	NA	95
22.	NI	85
23.	RA	95
24.	RA	90
25.	SK	85
26.	TD	80
27.	TH	90
	TOTAL	2325

Based on the table above, the researcher calculated the mean scores of Post-test with following the formula:
The mean score of post-test was
$$M = \frac{\sum x}{N}$$
Notation : $\sum x = 2325$

$$N = 27$$

Calculation : $M = \frac{2325}{27} = 86$

The second step was to know the percentage of students' score who pas the KKM (75), and the researcher calculated as follow:

Percentage of students learning achievement in post-test

$$P = \frac{F}{N} \, X \, 100\%$$

$$P = \frac{23}{27} \, X \, 100\%$$

$$= 85\%$$

From the analysis above, it was clear that the students' score of improve was 86.1. It can be concluded there were 85% of students or about 23 students got score above KKM, it means that the use of T – chart technique was success in improving students reading comprehension because which up of standard or criteria of success that was 75. Even, there were still students who failed to gain a good score. It means that, there was significant improvement in students' learning achievement from first cycle.

Based on the result of second cycle, the achievement at the end of second cycle showed a significant students' improvement. It means that, the present researcher decided to discontinue or stop the study to the next cycle because it had already succeeded and also the result has reach the study expectation (students' mean score not less than 75 point and percentage of students' learn achievement is 85%).

c. Observing Result

In fifth meeting until the seventh meetings most of the students participate in reading comprehension and the teacher apply the T –chart technique are better with the meetings before, and also in this meeting students more active in reading comprehension like comprehend what the text about, ask about the main idea and detail information in the text. The students

are discussed with their groups, most of them are paraphrased the detail information and if they did not know about the English language they use the dictionary and ask to the teacher or the researcher. In here the students are able to answer the question that has given by the teacher which related with the test and make the conclusion of the text.

d. Reflection

After analyzed the result of cycle 1 and cycle II, the researcher concluded that the students could improve their achievement in reading comprehension. They could answer the question well and also to be more active during teaching learning process in the class. It means that, using T –chart technique can improve students' reading comprehension.

Discussion

Reading is one of the language skill has an important role in facilitating the students to learn a foreign language, in which through reading the students are expected to be able to find out the information from the text. Reading is an important activity to do because by reading will enable people to get the information and new knowledge from what the students' are read. So it make the students can enhance their knowledge and increase their concept.

Before the researcher gave the T – chart technique, there are many students difficult to understand the reading text such as to found out the main idea. They are also becomes passive in the class and it is make the situation in the class became boring. But after the researcher gave the T –chart technique, the students are better to understand the reading text, and could find out the main idea of the text. Besides that, the students also easy to found out the detail information of the text about the text in order they can get many information of the text.

And then in this statement the researcher wrote the conclusion of the research finding which is after conducted the Classroom Action Research at first grade students at MAS NW PUTRI NARMADA in academic year 2018/2019, the result mean score of post-test was higher than the mean score of pre-test. The mean score of pre-test in cycle I was 61 and cycle II was 70. Meanwhile, the mean score of post-test in cycle I was 69 and cycle II was 86. The highest score on cycle I were student with the score were 75 and some of students who got the lowest score were 55. In the cycle I the students failed. Where in cycle II there were some of students who got the highest score with their score was 95 and some of students who got 70 score.

From the data calculations above the students' mean score in cycle I was 61 and increase in cycle II was 69. The difference between cycle I and cycle II were -8. It was shown that by applying T –chart technique can improve students' reading comprehension. It was because of the application of T –chart technique have to give more support and build the students to be more active in learning English especially in learning reading comprehension.

Conclusion

In this research was focused on using T –chart in reading comprehension, after analyzed the data the researcher concluded that the T-chart technique are able to improve the reading comprehension by applied t –chart technique because when teaching and learning process the teacher use some ways like the researcher decided which is the type of text that teacher wanted to practiced for student, the researchers choose a chart that teaches the strategy and the type of passage that the teacher wanted students to practice with, and then before read the passage, the teacher make a group for students and review the strategy mini lesson at the top of the chart with the students. And when read the text, the teacher paused along the way to read and discuss the tips and questions that appear in the margins of the reading passage. And the teacher make sure to take time to discuss with the students' to revisited are students read the text with nice or not.

The result of field note also showed this statement, the result of study showed that the students have progress in reading comprehension because the students were able to find out the main idea and the detail of information in reading text.

Most of students said that T –chart technique is fun and could help them to be more active in the class. From the explanation above, the researcher concluded that T –chart technique was suitable with first grade students of MAS NW PUTRI NARMADA in academic years 2018/2019.

Suggestion

Based on the conclusion above, the researcher would like to offer some suggestion for the teachers, students and the next researchers.

1. For the Teacher

The researcher hope the teacher can use a new technique like t –chart that the researcher uses, because the t –chart can improve students reading comprehension, and the t –chart is making students enjoy during the teaching and learning process, the researcher hope the teacher also can be creative and innovative to make students like the English subject.

2. For the students

The researcher hope the students' can pay an attention when the teacher teach especially in reading, and the students can be welcome with the technique that the teacher use in teaching English, the students' can give an opinion about how to learn more

pleasantly according to students itself without reduced the teaching and learning process

3. For the Next Researcher.

For the next researchers, the researcher can take some advantages of this research, and can learning from the disadvantage of this research; Based on the description above the researcher would like to suggest to the other researcher that the result of this action research can be used as additional references for next research.

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