

**IMPROVING THE STUDENTS' READING ABILITY AT THE EIGHTH  
GRADE STUDENTS OF SMP NEGERI 5 POLUT  
THROUGH RUNNING RECORD METHOD  
(A CLASSROOM ACTION RESEARCH)**

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**Abstract**

This research is a classroom action research that focused on improving the students' reading ability through Running Record Method. Two cycles had been conducted, where each cycle consisted of four meetings. It employed reading test as instrument. A number of subjects of the research were 30 students conducted of 11 women and 19 men. At diagnostic test, the average of students' score in determine main ideas and contents of reading ability before implementation Running Record Method is poor (50.75), but after implementation Running Record Method in cycle I the assessment of their reading ability improves (60.44), is greater than diagnostic test. This means there is an improvement of the students' reading ability. But, this is classified as fairly, so the researcher decides to organizer in cycle II. Assessment of cycle II is greater than from cycle I ( $72.89 > 60.44$ ) it classified as good which means there is improvement of the students' reading ability.

*Keywords: Reading test, Running Record Method, classroom action research*

**Abstrak**

Penelitian ini adalah penelitian tindakan kelas yang berfokus pada peningkatan kemampuan membaca siswa melalui metode Running Record. Dua siklus telah dilaksanakan, dimana setiap siklus terdiri dari empat kali pertemuan. Penelitian ini menggunakan tes membaca sebagai alat ukur. Jumlah sampel dari penelitian ini sebanyak 30 siswa yang terdiri dari 11 perempuan dan 19 pria. Pada diagnostis tes, rata-rata skor siswa dalam menentukan ide pokok dan isi pada bacaan sebelum mengaplikasikan metode running record sangat kurang yaitu (50.75), tapi setelah mengimplementasikan Metode Running Record pada siklus I penilaian pada kemampuan membaca siswa meningkat (60.44), lebih tinggi dibandingkan pada

diagnosis tes. Ini menandakan ada peningkatan pada kemampuan membaca siswa. Tapi ini masih dalam kategori cukup baik, jadi peneliti memutuskan melanjutkan pada siklus ke II. Hasil pada siklus ke II lebih tinggi di banding dari siklus I (72.89 > 60.44) termasuk kategori sangat baik yang berarti ada peningkatan pada kemampuan membaca siswa.

Kata kunci: Tes membaca, Metode Running Record, Penelitian Tindakan Kelas

## **Introduction**

English becomes the most essential and very powerful language in the world. It becomes one of international languages. Therefore, the role of English is required to face the era of globalization. Since English recently was treated as foreign and important language for Indonesian, it becomes one of the compulsory subjects in teaching and learning process.

In Indonesia, English is taught and learnt as a foreign language and it is one of the compulsory subjects in the school curriculum. The teaching of English includes some language skills. One of purpose is to enable the students to read texts or other reading materials in English. The text must be read not only to gain information but also to understand the material fully. William (1999) states that the effective reader brings with him ability to recognized, and to understand the relation between sentences. It involves letters, words, phrases, and clauses. Through reading, we can increase our experience, develop new concept, solve our problem, study how the word used, how to implement grammatical rules, and get many knowledge.

In teaching reading, the English teacher has to be more creative in choosing the materials and techniques which can make the class more interesting, exciting and enjoyable. It can be done by choosing an appropriate material and technique that students like based on students level and background of knowledge to students in classroom process. These materials can be a media, it can be create student interest, a comfortable atmosphere and to stimulate the students motivation during the classroom process.

In this case, the teacher faced many problems in teaching learning English especially in teaching reading. The problems are: first, the students are bored to read a text because it is not interesting. Second, the students are limited vocabulary so

they are difficult to understand the reading text. Thirdly, the students do not know the structure of the sentences; it makes the students to work hard to translate the word in sentence of the text.

To overcome the problems above, the researcher applied running record method to improve the student's reading ability. This is a good method to teach in the classroom to improve the student's reading ability such as how the teacher organize the materials, how the learning materials are presented to the learners and how the teacher create good atmosphere in the classroom.

Based on the background above, the researcher formulated research questions as "How does the Running Record Method improve the students' reading ability at the eight grade students of *SMP Negeri 5 POLUT*?"

## **Review of Related Literature**

### ***Definition of Reading***

According to Smith and Robinson (1984) argue that reading is an active attempt, on the part of reader, to understand writer's message. The reader interacts with, and tries to reconstruct what the writer wishes to communicate. According to Hornby (1987) reading is the way in which something is interpreted or understood. It can be concluded that reading is way in which something is interpreted or understood and reading is activity in which the reader tries to understand the writer's idea presented.

### ***Kinds of Reading***

Some researcher has conducted in teaching English kinds of reading some of them are cited below: Harris (1980: 15) classified reading into two namely silent and oral reading. We can do silent reading because silent reading there is at oral expression. To develop the students understanding in silent reading, we may give them short reading message in the beginning and task question afterwards.

Nasir (1984) says that, in teaching English there are the kinds of reading, namely: reading aloud, silent reading, and speed reading.

- 1) Reading aloud is important to do in reading where the students who are known as reader are required to read aloud to practice their tongue about how to pronounce every word found in the reading text.

- 2) Silent reading is frequently by reader comprehension process. Reading silently need a reader to have a full concentration.
- 3) Speed reading is the way that required by the teacher for reader to read the text rapidly and comprehend it at once. Between readings should run side by side where a reader is required not only to read speed faster but also how to understand the ideas that in passage.

From the explanation above, the researcher conclude that kinds of reading are very important for required different approaches, techniques and level of concentration. Therefore, the students may use a reading for enjoyment, reading to obtain detailed information, reading for overview or exploratory reading and search to located specific information on answer of a particular question.

### ***The Reasons for Reading***

There are three main reasons for reading, they are:

#### **a. Reading for information**

In the information design is the detailed planning of specific information that is to be provided to a particular audience to meet specific objectives. The information designer may or may not have available (or may create) an information architecture designer may not have available (or may create) an information architecture that defines the overall pattern or structure that is imposed on the information design and an information plan that defines information units and how they are to be completed.

#### **b. Reading for pleasure**

Reading for pleasure is done without other people order but according to an individual reader is wish, mood and taste. Bellavio (1969:32) states that reading for pleasure aims at giving the reader pleasure through an imaginative experience and centers upon human concern such love, ambition, warm revenge, family live at, etc. it is purpose is to enable and enrich the reader by Deepings his emotion live and sharpening his sensitivity life value.

#### **c. Reading for purpose**

Further, Harvey (1980:2) states that the purpose of reading in any language is to inform ourselves about something we are interested in, or to challenge our knowledge on certain matter in other words, to extend our experience of the word in which we life.

### ***Reading Technique***

According to Kustaryo, (1998) says that, the students should know some reading techniques that they need for their college work. They should understand the reading materials. Different types of reading materials call different reading techniques.

Brown, (2001) states that in English language, there are three kinds for reading techniques, they are:

#### **a. Survey Reading**

In survey reading, a readers survey some information that they want to get. Thus, before that reading process, a reader must know what kind of information the reader needs.

#### **b. Scanning**

In scanning reading, the reader quickly to answer a specific information question quickly – when scanning, the reader only to locate specific information and they do not follow the linearity to the passage. The reader simply has them eyes wander or the text until they looking for whether it be a name, a date or less specific of information.

#### **c. Skimming**

Skimming is a technique in which you selectively read and skip in order to find only the most important ideas. Here are a few situations in which skimming are appropriate:

1. Reading a section of a text chapter that reviews the metric system if you have already learned and used the metric system, you can afford to skip over much of the materials.
2. Reading a section of a reference book that you are using to a complete a research paper.
3. Sampling two pages, thirty- item supplementary reading list a sociology class.
4. Reviewing a textbook chapter, you have already read.

In skimming your goals is to identify those parts of any reading materials that contain the main ideas.

### ***Reading Ability***

Reading ability is very difficult to assess accurately. In the communicative model, a student's reading level is the level at which that the student's is able to use reading to accomplish communication goals. This means that assessment of reading ability needs to be corralled with purpose for reading.

Alexander J. Estill (1988 : 277) reading is the major self- study skill used in all areas of the curriculum. The ability to read materials in all content areas can not generally be adequately developed and refined through a basal reading program or in language arts activities. Reading abilities must developed and reinforced in the content areas in which they are to be used if a child is to achieve at a level commensurate with his capacity.

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### ***Concept of Running Record***

In *An Observational Survey of Early Literacy Achievement* (1993), Marie Clay presents the running record, a method she developed for determining a child's reading competence at a given moment in time with a specific level and type of book.

A running record is a method of assessing reading that can be done quickly and frequently. It is an individually conducted formative assessment, which is ongoing and curriculum based. It provides a graphic representation of a student's oral reading, identifying patterns of effective and ineffective strategy use. This method was developed by Marie Clay, the originator of Reading Recovery, and is similar to miscue analysis, developed by Kenneth Goodman.

Among the many approaches to classroom assessment, running records are of particular interest. A running record is a literacy assessment technique that is formative, i.e., it provides information that can be used to improve students' Reading. When the teacher administers a running record the student sits or stands beside the teacher so that both can see the text. As the child reads, the teacher codes

each word, reporting the percentage of words correctly read, the self-correction ratio (the ratio of errors + self-corrections divided by the number of self-corrections), and the categories of errors made (meaning, visual, or structure). After the reading the student retells the story and answers questions about the story's meaning. A running record is successfully completed when the student has correctly responded to the questions about meaning and has read at 90-94% accuracy. The level of the passage read and the types of errors made by the students guide subsequent instruction (Clay, 1993).

Running records assessment is recommended by national curriculum authorities, (e.g., in New Zealand: Limbrick, 1999) and is the method of choice of many specialist teachers (Bean, Cassidy, Grumet, Shelton, & Wallis, 2002 found that 62% of the members of the International Reading Association who identified themselves as Reading teachers use it). Given the consistent evidence that the use of formative classroom assessment like running records distinguishes exemplary from ordinary teachers can we assume that promotion of the technique will improve students' achievement.

### ***The Form of Applying Running Record***

To take a running record, choose a student who is reading and gather paper and pencils for recording. As the student reads, record miscues. Ask the student to retell the passage to check for comprehension. Then analyze the responses, and use the information to decide on future instruction.

### ***Preparation***

During silent reading time or small-group reading time, sit beside a student and explain that you want the student to read a part of his or her book to you. Be sure to tell the student that you will be writing while he or she is reading, and that it doesn't mean a mistake has been made. Position the recording form in a way that student won't be distracted by what you are writing. Since you may do this frequently during the year, make a note of the book or pages the student is reading, as the passages should be new each time a running record is taken. For older students, who tend to read quickly, it may be helpful to copy the pages the student is reading and record notes on the copy.

### ***Recording***

Record all correct responses with a checkmark. Use a symbol to mark each substitution, insertion, omission, and self-correction, along with words students don't know or ask for help pronouncing. A list of conventional symbols used to code responses during a running record can be found at on this printable. Hesitations or repetitions may not affect the understanding of the story, but they can provide information about a student's reading strategies, so it is helpful to note them. If you think a student is losing meaning, you may say, "Try that again," and make a note of the prompt. Practice using these symbols prior to actual assessments, as that may help you keep up with students who read quickly. After the student reads the passage, check comprehension by asking him or her to retell the story or answer questions that are both literal and inferential. Take notes on what the student learned and understood.

### ***Scoring***

Once you have noted self-corrections and the words read correctly and incorrectly, look through the running record to tally the number of errors. Here is the standard way to score each error:

- a) Substitutions, insertions, omissions, and words the student didn't know are scored as errors.
- b) Self-corrections are not scored as an error if the correct response was given.
- c) If a line of text was omitted, each word in the line is scored as an error.
- d) If a student repeatedly made an error on a proper noun, score it as one error.
- e) "Try That Again" (TTA) is counted as one error.
- f) Told words (T) and Appeals (A) are each scored as one error.
- g) Repetitions (R) are not scored as an error.

### ***Advantage of Running Record***

Using running record method can provide substantial advantages to projects ranging from increased confident, more effective, attractive and efficient work-together as a process. Running records help teachers measure students' progress, plan for future instruction, provide a way for students to understand their progress, and It will rise up the students' creative in developing their idea and communicate progress to parents and the school community.



## **Research Design**

In this research, the researcher used classroom action research (CAR). McNiff (1992) in Arikunto (2009:102) states that action research is a form of self-reflective inquiring undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of their understanding of these practice and the situations are carried out. It consists of planning, action, observation, and reflection.

In this research, the classroom action research (CAR) intended to change the students' ability in reading mastery to be better than before. Action research is a kind of collaborative research, it means that the research take participants in the form of a team consisting of insider and outsider. The insiders were some teachers who want to do action research and outsider were the researcher in their field. In this research, the classroom action research (CAR) was done by the researcher and English teacher.

## **Findings and Discussion**

The improvement of the students' reading ability after doing analyzing of the research, the researcher found that teaching reading ability through running record method could improve the ability of the students to find out the main ideas and also improve the ability of the students in terms of finding contents.

### ***The Students' Achievement of Main Ideas and Contents in Reading Ability***

The implementation of running record method in improving the students reading ability especially find the main idea can be seen the difference by considering the mean score of the students' diagnostic test and the students' achievement after taking action in cycle I and cycle II.

In the students reading ability indicated diagnostic test, the mean score is 51, 83 (poor), but after implementation Running Record Method in cycle I, the assessment of their reading ability improves in each result of cycle I the mean score is 59, 71 (fairly) which is greater than diagnostic test. This means that there is an improvement of the students' reading ability, but this is classified as fairly, so the researcher decides to organize cycle II. Assessment of cycle II of their reading ability especially finding the main idea the mean score is 70,25 (fairly good). It is classified

as good which means that there is an improvement of the students' reading ability. So, the improvement from diagnostic test to cycle I, greater than diagnostic test to cycle II ( $17,65 > 15,20$ ). It is classified as fairly to good. It indicates that the using of narrative text and the implementation of Running Record Method in teaching reading ability could improve the achievement.

### ***The Mean Score of the Students' Improvement of Contents in Reading***

The students' improvement of content in reading ability before implementation indicates that diagnostic test assessment is 49,67. But, after implementation of Running Record Method in cycle I, the assessment of their reading ability improve in each result of cycle I is 61,16 this mean greater than from diagnostic test and also there is improvement of the students' reading ability, but this is classified as fairly. So, the researcher decides to continue in cycle II. Assessment of cycle II is greater than cycle I ( $75,54 > 61,16$ ). Therefore, the improvement of content from cycle I to cycle II is ( $23,51 > 23,13$ ). So, this shows there is a significant improvement of the students' reading ability especially in content after taking an action in cycle I and cycle II through Running Record Method.

### ***The Students' Improvement in Reading Ability***

The students' main ideas and contents of reading ability before implementation is poor (50,75), but after implementation in cycle I the assessment of their reading ability improves in each result of cycle I (60,44) is greater than diagnostic test. This means there is an improvement of the students' reading ability. But, this is classified as fairly, so the researcher decides to organizer in cycle II. Assessment of cycle II is greater than from cycle I ( $72,89 > 60,44$ ) it classified as good which means there is improvement of the students' reading ability and the improvement from diagnostic test to cycle I greater than from diagnostic test to cycle II ( $19,17 < 20,58$ ). Based on the percentages above there are significant improvement the students' by using Running Record Method.

### ***The Score Classification Percentage of the Students' Main Ideas in Reading***

The results observation shows that the score classification and percentage of the students' main ideas in reading ability before implementation the method. In the students reading ability indicated diagnostic test, where as 30 students 2 students' (6,67%) got good score, 2 students' (6,67%) got fairly good, 7 students' (23,33%)

got fairly, 18 students' (60%) got poor, and 1 students' (3,33%) got very poor score, but after implementation Running Record Method that some students' main idea in cycle I, where as 30 students among 2 students' (6,67%) got good score, 4 students' (13,33%) got fairly good score, 13 students' (43,33%) got fairly score and 11 students' (36,67%) got poor score. Therefore, after action again and evaluation in the cycle II that there is significant improvement, where as 1 students' (3,33%) got very good score, 5 students' (16,67%) got good score, 14 students' (46,67%) got fairly good score, and 10 Students' (33,33%) got fairly.

#### ***The Score Classification and Percentage of Contents in Reading Ability***

The results observation shows that the score classification and percentage of the students' in reading ability especially in contents before implementation the method. In the students reading ability indicated diagnostic test, where as 30 students' among 4 students' (13,33%) got fairly good score, 6 students' (20%) got fairly, 19 students' (63,33%) got poor score, and 1 students' (3,33%) got very poor, but after implementation Running Record Method, some of the students' in cycle I know a little meaningful which relevance with the topic whereas 30 students among 2 students' (6,66%) got good score, 8 students' (26,67%) got fairly good score, 14 students' (30%) got fair and 21 students' (36,67%) got poor. In cycle II, indicated that some of the students' have improvement of content in reading ability, than the first cycle, but in the cycle II become improve 6 students' (20%) got very good score, 10 students' (33,33%) got good score, 9 students' (30%) got fairly good score and 5 students' (16,67%) got fairly.

#### ***The Score Classification and Percentage of Main Ideas and Contents in Reading***

The results observation shows that the score classification and percentage of the students' main ideas and contents in reading ability before implementation the method. In the students reading ability indicated diagnostic test, where as 30 students among 4 students' (13,33%) got fairly good score, 6 students' (20%) got fairly, 19 students' (63,33%) got poor, and 1 students' (3,33%) got very poor score, but after implementation running record method in cycle I the assessment of their reading ability especially find main ideas and contents improves, where as 30 students' among 2 students' (6,67%) got fairly good, 7 students' (23,33%) got fairly good, 8 students (26,67%) got fairly, and 13 students' (43,33) got poor. But this is classified

as fairly, so the researcher decides to organizer in cycle II. Assessment of cycle II is greater than from cycle I, where as 30 students among 3 students' (10%) got very good, 6 students' (20%) got good, 17 students' (56,67%) got fairly good, and 4 students' (13,33%) got fairly score, it classified as good which mean there is improvement of the students reading ability and the improvement from diagnostic test to cycle I greater from diagnostic test to cycle II. Based on the percentage above there are significant improvement the students' by using Running Record Method.

Before taking a classroom action research through "Running Record Method", the researcher hold diagnostic test to measure the students' prior knowledge in reading English. After gave diagnostic test, the researcher found that the students' main ideas at the eighth grade students was very poor, so it must be improved. The diagnostic tests score was that all of students' got very poor. While diagnostic test the students' contents also is very poor.

To improve the students' reading ability, the researcher decided to use Running Record Method and then prepared to do cycle I that consisted of 4 phases namely: planning, action, observation, and reflecting. In cycle 1, the researcher found that the students still difficult and confused to comprehend the text. The difficulty of the students in reading had been analyzed, so the researcher had to think the solution of the problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. Students are fair active in classroom. They can enjoy the learning, and their score was improved in cycle II.

In cycle I, the students' main ideas in reading comprehension is still very poor. On the contrary, in cycle II, the students' main ideas is improve, whereas 1 students' (3,33%) got very good, 5 students (16,67%) got good, 14 students' (46,67%) got fairly good, and 10 students' (33,33%) got poor. In cycle I, the students' contents is very low. Whereas, 2 students' (6,66%) got good, 8 students' (26,67%) got fairly good, and 14 students' (30%) got fairly and 21 students' (36,67%) got poor. In cycle II, the students' has improvement from the cycle I. Whereas, 6 students' (20%) got very good, 10 students' (33,33%) got good, 9 students' (30%) got fairly good and 5 students' (16,67%) got fairly.

The mean score of the students' reading ability in diagnostic test was 50,75, in cycle I was 60,44, and in cycle II was 72,89. The students' improvement was from diagnostic test to cycle I was 19,17 and cycle I to cycle II was 20,58. It means that the students' reading ability improved significantly through Running Record Method.

Based on the all result of data analysis above between cycle I and cycle II, researcher conclude that in teaching reading through Running Record Method can significantly improve the students' reading ability.

### **Conclusion**

Running record method can significantly improve the students' reading ability at the eighth grade students. From table I indicated that was improvement from diagnostic test to cycle I, from cycle I to cycle II, where as in diagnostic test to cycle I the students' reading ability become 15,20%, from cycle II the students reading ability become 17,65%. This research indicated that was improvement from diagnostic test to cycle I, from cycle I to cycle II, where as in diagnostic test to cycle I the students' reading ability become 23,13%, from cycle I to cycle II the students reading ability become 23,51%.

On the other hand running record method is an effective way to make the students more active to join the class. It can be shown of the students' achievement in cycle I was (60,44) increase to (72,89) in cycle II.

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