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## IMPROVING STUDENTS' READING COMPREHENSION BY USING GRADED READING MATERIAL

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### ABSTRACT

This research was conducted in order to improve students' reading comprehension at the twelfth-grade students of SMAN 1 Kramatwatu which consisted of 33 students' consisting of 16 males and 21 females by using Graded Reading Materials. This research used a Classroom Action Research (CAR) which was conducted to solve the students' problem in English reading. The researcher employed two cycles, each cycle consisted of planning, acting, observing and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were obtained by analyzing the test. Then, quantitative data were obtained by analyzing the observation checklist. The finding of the research indicated that the implementation of Graded Reading Materials was successful since the criteria of success were achieved. The first cycle was 24.24% of students could exceed the target score based on the Standard Minimum Score, but 75.75% of students did not achieve the target score. The second cycle showed that 100% of students had already achieved the target score based on the Standard Minimum Score. The results of observation checklist showed that through Graded Reading Materials, the students were more creative and confident in the classroom especially in reading activity. Based on the finding mentioned previously, the researcher suggests that English teacher could implement Graded Reading Materials in teaching reading in order to improve students' ability in learning English reading. Further, the researcher assumes that the more students read English texts, the better their reading skill will be.

**Keywords:** Reading, graded reading material, teaching learning process

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### INTRODUCTION

English is used as an international language by the majority of countries of the world. As an international language, English has a very important role in the development of education, communication, commerce, diplomacy, social, and scientific research. In education field, English prompted become an important subject learnt by the student throughout the world.

In learning English, there are four skills that must be mastered. They are listening, speaking, reading, and writing. The four skills mentioned above are divided into receptive and

productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Comprehending English is a difficult thing for students if they do not have basic knowledge, especially in comprehending reading text.

Reading is a process recognition or interpretation of written materials and it ideals with the language form. Sheng, (2000: 12), stated that reading is a process of communication from the writer to the reader. It involves letters, words, phrases, and clauses. Through reading, we can increase our experience, develop new concept,

solve our problem, study how the words are used, how to implement the grammatical rules, and get many knowledge.

In teaching reading, it is believed that a teacher can handle the class easily if the students have motivation to learn and read where the students are bored to do so. This is why many English teachers try to build up the students' motivation to read by using various teaching strategies. One of them was using Graded Material that the researcher applied for this research.

Using the graded reading material can motivate the students to identify what had happen? Where did it happen? When did it happen? How did it happen? And what were the results.

Reading as a part of receptive skills in the printed information is very dominant nowadays. Through reading people could improve their own knowledge, experience and broaden their horizon of thinking. Which were needed to ensure the continuing personal growth and adapt the changes in the world. Harvey (1991), argued that the purpose of reading in language is inform ourselves about something we are interested in, or challenges our knowledge on certain matters. In other words, to extend experience of the world in which people live.

The comprehension towards the reading materials was the main goals, but the fact showed that the majority of the students were not competent to comprehend English well as Halim (1987: 2), stated that most students encounter the problem in comprehending an English text.

Based on the previous observation to the twelfth grade students of SMAN 1 Kramatwatu, revealed that students' achievement in reading was still low. The average score was 65 while the standard of curriculum is 75. It implies a poor score category. This study aimed to solve this problem until the students got a good score. The researcher wanted minimal score at 75 in learning Reading. The students had a poor category for a reason that they have inadequate vocabulary and did not understand the word they had read including its pronunciation.

By looking this fact, teachers must give some variety of teaching techniques in reading class in order motivated students to comprehend the reading text.

In this case, the writer was going to discuss one variation in teaching reading namely using Graded Reading Materials to teach effective communication. A teacher could create their own materials for using it to the class. Many teachers found it useful to use published materials. The most well-known graded or simplified materials available for the classroom were graded readers.

Graded reading materials can be applied at the upper elementary students for improving their comprehension. In this case, the researcher selected SMAN 1 Kramatwatu. According to the information of the English teacher there, the students' reading comprehension skill was poor. All of the students could read but only few of students could comprehend or could understand what they had read especially English text. The students also got difficulties in answering questions related to English text that was given to them.

### Definition of Reading

Several linguists have defined the terms of reading. Some of whose definitions have basically the same key term-getting information from the printed symbols.

William (1984: 2), Reading is a process where by one looks at and understand what has been written this definition emphasized for the word understanding it's mean that reading not followed understanding.

Reinking and Sceiner (1985) in Kustaryo (1988: 2) say that, Reading is instantaneous recognition of various written symbols with existing knowledge and comprehension of the information and ideas communicated.

Beck and McKeown, (1998: 2), state that meaning, learning, and pleasure are the final goals of learning to read, although fundamental skill such as phonics and fluency are important building blocks of reading. Reading comprehension is much more important. Knowing how to read words has ultimately little value if the students could not construct the text.

### Reading Process

There are eight processes in reading according to Burn (1994) as follows:

- 1) **Sensory Process** means perceives the printed symbol visually.
- 2) **Perceptual Process** means interpret what they see as symbols or words.



- 3) **Sequential Process** means follow the linear, logical, and grammatical patterns of the written words.
- 4) **Associational Process** means recognize the connections between symbols and sounds, between words and what they represent.
- 5) **Experiential process** means relate words back to direct experience to give words meaning.
- 6) **Thinking process** means make inferences from and evaluate the material.
- 7) **Learning process** means remember what they learned in the past and incorporate new ideas and facts.
- 8) **Affective process** means deal with interest and attitudes the affect the task of reading.

### Reading Comprehension

Thinker (1975: 5), stated that reading comprehension is not just reading with a loud voice but reading to establish and understand the meaning of words, sentences, and paragraph sense relationship among his ideas. As it is, if a student just reads loudly but cannot understand the content of the passage, it means he/she fails in comprehending the passage. He also says that during reading comprehension process, the students must pay full attention in order to be able to catch all ideas written in the passage. As what he says, students reading ability is very important in dealing with reading comprehension because reading can comprehend the passage if he/she is able to understand the meaning of every word or sentences and their correlation among one and others.

Goodman in Otto etc. al. (1979: 151-152), defined that reading comprehension is an interaction between taught and language. How far the reader can comprehend the passage in reading process is represented by his ability to understand and criticize the author's messages.

The achievement in reading comprehension is really based on how far a reader can comprehend or understand and gain meaningful information encoded by the author. Reading achievement can be gained toward reading skills and reading competence. Besides that, good in reading strategies also treated as a requirement.

### Levels of Comprehension

When the reader has no clearly defined specific, purpose but is simply reading, he may be said to comprehend at one or more levels, the

term "level" does not mean simply different degree of difficulties it refers to the attitude and reaction to what is read (Alexander, 2003: 16).

#### (a) Literal Comprehension

Literal reading refers to the ideas and fact that directly stated on the printed pages. Literal reading is the skill of getting on the primary direct literal meaning of a word, main ideas or sentences in context. The basic of literal comprehension are recognizing is fundamental to all reading skill at any levels because a reader must first understand what the author said before he can draw an inference or make an evaluation.

#### (b) Main Ideas

The most valuable reading comprehension skills are probably the ability to determine the most important thing in the reading text. Read the following paragraph to see if you can distinguish between essential and non-essential information and between the main idea.

#### (c) Meaning of Words from Context

As we probably know, the text way to improved your vocabulary is to read as often and as much as possible, we sometimes learn award what we don't know by looking at it is sentence, that is by looking at its context.

#### (d) Interpretive or Inferential Comprehension

Higher level of comprehension involves reading beyond or the lines. The reader brings knowledge and experience to the act of reading and draws inferences. Interpretive of referential comprehension includes thinking process such as drawing conclusion, making generalization out comes.

#### (e) Critical or applied reading comprehension

For literal comprehension, the reader needs only to clay what it is state to receive the author's literal massage. For higher level of comprehension, the reader is involved in an interchange of ideas with the author and applies reading to life situation.

#### (f) Creative Comprehension

Creative comprehension involves the positive response of listener or readers to what has been heard or read. Sometimes a response

may not be evident and therefore one person's response may very different from other.

Understanding at the creative level involves applying new knowledge to an existing situation, or applying existing knowledge to a new situation. It is also concerned with the production of new ideas and solving of problems of an open ended kind, where more than one course of action is possible.

### The Sub-Skill of Comprehension

Lunzer and Gardner (1986: 40), promotes the sub-skills of comprehension based on this research, as follows:

- a) Identifying word meanings;
- b) Drawing inferences;
- c) Identifying the writer's technique and recognizing the mood of passage; and
- d) Finding answers to questions.

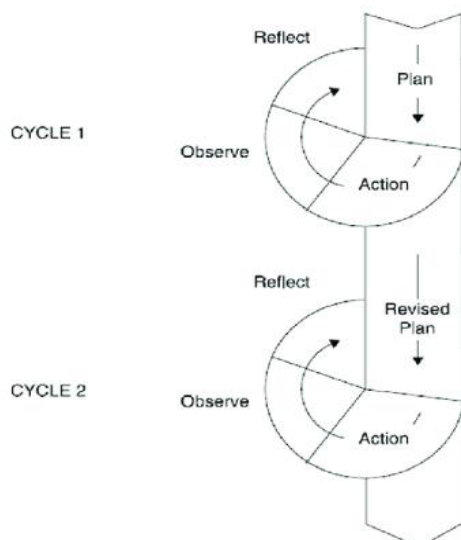
## METHODOLOGY

### Research Design

In this research, the researcher used the Classroom Action Research principle (CAR). The researcher applied Graded Reading Materials to improve the students' reading comprehension. It was done under the CAR's implementation which consisted of planning, action, observation and reflection.

Below is the Classroom Action Research model based on Kemmis and McTaggart (adapted from Burns, 2010: 9).

**Figure 1. Action research process by Kemmis and McTaggart**



Action Research typically involves four broad phases in a cycle of research. The first cycle might become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved the satisfactory outcome and feels it is time to stop (Burns, 2010: 8).

### a) Planning

In this phase, the teacher made:

1. The lesson plan before doing classroom action research, the teacher set up equipment such as, lesson plan and observation checklist.
2. Instrument evaluation that was used in classroom action research.

### b) Action

The action of each meeting was described as follows:

1. The students were given descriptive text, and then they have to understand the text.
2. The teacher introduced a passage of text to the students.
3. The students read the text to get the main idea and comprehending it with fully concentration.
4. The students mentioned a response to a particular quotation from the reading text, which they thought the most interesting or the most difficult section.
5. The students discussed about the text they read.
6. The teachers checked the students' understanding and gave feedback or correction but only in the last activity.
7. The teacher gave some question for the students.

### c) Observation

In this part the teacher observed:

1. The Students' participation and response during teaching and learning process.
2. The students' competence in reading text.

### d) Reflection

At this point, the researcher evaluated the teaching-learning process. Then did reflection by seeing the result of the observation, whether the teaching learning process of improving reading comprehension through "Graded



Reading Materials” comprehension success criteria based on the test result of the first action.

### **Research Setting**

This research lasted for more than 10 months, started on February, 2020 until December, 2020. It was the time from observing until collecting data. In the other words, the researcher first conducted preliminary study on February 2020. This research at least took time for ten months. The researcher took SMAN 1 Kramatwatu as a place for this research which is located on Jl. Pancoran No. 1 Pelamunan, Serang. The reason of taking this school was because the researcher hoped that this research would give a big contribution especially for the English teachers there.

### **Research Participants**

The research participants of this classroom action research were the twelfth grade of XII D students in SMAN 1 Kramatwatu. The class consisted of 33 students with 16 male and 21 female. The reason of taking this school as the research participant was because the teacher used monotonous activities in learning process and reading activities. This situation can give negative effect to the students in which the students would not be motivated and interested to learn more about English.

### **Research Target**

To achieves the successfulness indicator of students’ score of SMAN 1 Kramatwatu, i.e., 75. The students’ achievement and failure in doing the planned activities will be assessed by referring the criterion issued of SMAN 1 Kramatwatu, namely Kriteria Ketuntasan Minimal (Minimum Passing grade Criteria). Based on the minimum ability criteria in the school, the school decides that the minimum ability criteria that the students have to reach is 75. A class can be said reach the standard value if 75% students have caught the minimum ability criteria.

### **Research Instrument**

To find out the students’ motivation to read graded reading materials, the researcher used observation check list and test.

#### **1. Observation Checklist**

Observation check list used to know the students’ activeness in the teaching and learning process. The observation checklist would be used as guide information in the teaching and learning process when the action was conducted. It contained some aspects with several indicators of each aspect. Those aspects were related to how the teacher taught reading, students’ behaviour and the learning materials. The data were recorded every time through some descriptions in the form of field notes.

#### **2. Test**

The test was conducted by delivering a reading text to each student. Asked them to read the text loudly in 15 minutes and then asked them to answer the given questions related to the text. The reading comprehension tests was multiple-choice. The tests contained 10 number questions and 4 options of the multi level marketing.

### **Data Collecting Procedure**

The procedures of collecting data were as follows:

#### **1. Observation Checklist**

The researcher and the collaborator observed the students in each activity to identify the attitudes of the students to learn through Graded Reading Materials. This lasted from the beginning of the class until the end of the class in each cycle. The learning achievement and interesting atmosphere of the class created by the teacher.

#### **2. Test**

Achievement test was given at the end of each cycle. It was used to know the improvement of the 33 students’ skill in reading through Graded Reading Materials in teaching and learning process.

### **Technique of Data Analysis**

After collecting data, the researcher analysed them to get valid data. In this research, the researcher used two techniques in analysing the data, namely qualitative data and quantitative data.

#### **1. Qualitative data**

Qualitative data was analysed by using Huberman and Miles (1984:137). Data

analysis procedure such as data reduction, display, draw, conclusion and verification. Qualitative data was taken from observation checklist.

**Table 1. The Form of Observational Checklist**

No.	Learning Process	(%)
1.	The students respond the greeting from the teacher.	
2.	The students listen to the material explained by the teacher.	
3.	The students answer the question about descriptive text	
4.	The students listens the purpose of the learning by the teacher	
5.	The Students accept descriptive text from the Teacher	
6.	The students read the descriptive text were given	
7.	The students ask the teacher about vocabulary that they do not understand in that text	
8.	The students explain what they understand from the descriptive text	
9.	The students mention the main idea of the text.	
10.	The students answer the question in worksheet.	
11.	The students summarize what they understand from the text.	
12.	The students mention unfamiliar words that they get.	
13.	The students together with the teacher make a summary of the material that has been studied.	
14.	The students respond the closed learning process.	
<b>Total</b>		
<b>Mean Score</b>		

2. Quantitative Data
  - a. The Creation of Scoring from the observation schema such as below (Mabruroh: 2011)

**Table 2. Classification Students' Response**

Classification of students' response	Percentage Interval
Excellent response	86%-100%
Good response	71%-85%
Sufficient response	56%-70%
Bad response	<55%

- b. Measuring Students' Mean Score
 

The researcher calculated the mean of test to measure the improvement of students in every cycle after calculated the percentage of individual students' score. The researcher will calculate the mean by using formula as stated by Arikunto, (2006) which follow:

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

Explanation:

- $\bar{X}$ : The average of students score
- $\sum X$ : Frequency of the students score
- $N$ : The number of the students

- c. Computing the frequency percentage of students score

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

Explanation:

- F: Frequency of students' score
- N: The total number of students' score
- P: Rate percentage

- d. The score of students' achievement can be calculated by using this following formula (Cohen, 2000):



$$\text{Score} = \frac{\text{The number of right answer} \times 100}{\text{The number of questions}}$$

- e. After counting the result statistically, the researcher will classify the score into some levels by using the level achievement table (Depdikbud in Andi Herdiana, 2016).

**Table 3. Classification Students' Score**

The students that exceed the Standard Minimum Score (KKM).	$\leq 75$
The students that achieve the Standard Minimum Score (KKM).	$= 75$
The students do not achieve the Standard Minimum Score (KKM)	$\geq 75$

## RESULTS AND DISCUSSION

### 1. The First Cycle

#### a. Plan

In this step, researcher prepared what have to do in action step, such as all required materials namely: lesson plans, test (test in each cycle), reading materials, observation checklist, students' work paper, students' answer sheet and camera.

In teaching reading, researcher applied Graded Reading Materials. In every meeting used different reading materials and was focused on reading a descriptive text.

During the teaching and learning process, the researcher observed the students by using observation checklist. It consisted of some indicators of achievements to know the students' response through the use of Graded Reading Materials in improving students' reading skill.

#### b. Action

Action consisted of four meetings; in every meeting applied Graded Reading Materials in teaching and learning process.

#### 1) The first meeting

The first meeting was conducted on October, 5<sup>th</sup> 2020 from 08.50 a.m. - 10.10 a.m. In this meeting focused on improving students' competence in finding main idea, topic sentence, supporting detail and content of descriptive text. In this meeting applied Graded Reading Materials, and the procedures are:

- a) Teacher explained about Graded Reading Materials to the students.
- b) Teacher asked the students what they know about descriptive text.
- c) Teacher distributed the passage to the students.
- d) Teacher asked the students to explain what they understand from the text that has been shared.
- e) Teacher asked the students to mention the main idea of the descriptive text that has been distributed.
- f) Teacher asked the students to answer the question contained in the text.
- g) Teacher asked one of the students to conclude what they understand from the text in front of class.
- h) Teacher asked the students to mention the most interesting and most elusive part of the text.
- i) Teacher asked the students to mention what is the new vocabulary that they got.

#### 2) The second meeting

The second meeting was conducted on October, 8<sup>th</sup> 2020 from 10.10 a.m. – 11.45 a.m. and the procedures in this meeting were same with the first meeting.

#### 3) The third meeting

The third meeting was conducted on October, 12<sup>th</sup> 2020 from 08.50 a.m. - 10.10 a.m. the procedures in this meeting were same with the first and second meeting.

4) The fourth meeting

The fourth meeting was conducted on October, 14<sup>th</sup> 2020 from 10.10 a.m. - 11.45 a.m. In this meeting, the procedure of Graded Reading Materials still applied but the question used was not essay but multiple choices, the students given an achievement test to measure their achievement in reading comprehension test.

**c. Observation Result**

In observation step, it was helped by the teacher/collaborators in observing the students' what happened in the class during the lesson from opening until closing. They observed students toward the use of Graded Reading Materials. To observe them, they use guidelines of observation which were made before conducting this research. The result of the observation was analysed to find weaknesses of the action.

The aspects which were observed during the teaching and learning process were students' seriousness in watching materials in the class and students' enthusiasm and students' participation. The result of the observation as below:

**Table 4. The Result of the Observation in the First Cycle**

No.	Learning Process	(%)
1.	The students respond the greeting from the teacher.	63%
2.	The students listen to the material explained by the teacher.	54%
3.	The students answer the question about descriptive text	72%
4.	The students listens the purpose of the learning by the teacher	75%
5.	The Students accept descriptive text from the Teacher	100%
6.	The students read the descriptive text were given	75%
	The students ask the teacher	

7.	about vocabulary that they do not understand in that text	36%
8.	The students explain what they understand from the descriptive text	51%
9.	The students mention the main idea of the text.	54%
10.	The students answer the question in worksheet.	100%
11.	The students summarize what they understand from the text.	39%
12.	The students mention unfamiliar words that they get.	60%
13.	The students together with the teacher make a summary of the material that has been studied.	45%
14.	The students respond the closed learning process.	54%
<b>Total</b>		<b>878</b>
<b>Mean Score</b>		<b>26.60%</b>

Based on the table of observation above, the students' responses remained unsteady. There were still some descriptors which must be improved. Besides, there were also some descriptors that did well even though they still needed to be improved in the next cycle.

Based on the data above, there were some indicators that made it feel satisfied, because most of students did what they expected to do in applying Graded Reading Materials. On the other sides, the data above shows that there were many indicators that needed improvement.

**d. Learning Achievement**

After taking three meetings with the students, researcher gave a test to measure the students' achievement in first cycle. From the test, it was got a data that showed:

**Table 5. Frequency Distribution and Percentage the Students' Score of First Cycle Test**

Classification	Score	Frequency	(%)
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	Interval		
The students that exceed the Standard Minimum Score (KKM).	$\leq 75$	8	24.24%
Students that achieved the Standard Minimum Score (KKM).	$= 75$	-	-
The students who did not achieve the Standard Minimum Score (KKM)	$\geq 75$	25	75.75%
<b>Total</b>		<b>33</b>	<b>100%</b>

Based on the data, it indicated that the students' reading skill was not achieve the standard minimum score. It could be seen from the mean score. Even there were a little improvement in compare the result of pre cycle but it did not rise dramatically. From 33 students, 24.24% of students that exceed the Standard Minimum Score (KKM), and 75.75% of students was not achieve the standard Minimum Score (KKM).

#### e. Reflecting

In the first cycle, it had conducted the procedures of Graded Reading Materials in teaching and learning process. For the first meeting the students were taught finding main idea and meaning word from the passage. Furthermore, in the second meeting was same activity with the first meeting. The third meeting was same activity with the first and the second meeting, last in the fourth meeting; it carried out the first cycle of test to know the students' achievement in reading skill.

Based on the data result of the observation, it found that during the learning process most of students were making comments or asking question about the text, actively giving attention to the teacher's explanation and instruction, actively giving attention to their friend's opinion. But in their aspect it was found that the students still less

in understanding the instruction by using various learning aids (dictionary), actively having discussion with the teachers and friends. The next aspects, it was found that the students' still less participation in asking question, and answer question from the teacher.

Therefore, in the next cycle, it was needed to do the stabilization. The collaborator suggested to use interesting reading material, manage the time and the class well, and motivate the students to be more active in their class

Based on the reflection and the collaborator suggestion, in the second cycle to improve the students' reading skill, the students will be given more active reading techniques and an interesting reading material.

## 2. The Second Cycle

### a. Plan

The plan for the first and second cycle were the same because there were lesson plans, students' work papers, competence tests, reading text, observation checklist, and answer sheets for the meetings.

The first and the second meeting had a similar activity with the third meeting. Besides that, there was an emphasis on the stabilization rather than the weaknesses in the first cycle.

The stabilization of the action that will be improved are:

- 1) Used time as good as possible so that the entire plan could be done well. It focused on dividing time per each activity.
- 2) Motivated the students' who were not comfortable in their assignment without working together.
- 3) Gave reading material to the students.
- 4) Encouraged them to ask questions.

### b. Action

Mostly the action in the first cycle and the second cycle were just the same, but focused in the stabilization of the first cycle to decrease the weaknesses in the first cycle.

1. The first meeting

The first meeting in the second cycle was conducted on October, 19<sup>th</sup> 2020. It was conducted on 08.50 a.m. – 10.10 a.m. This meeting focused on improving students' competence in getting mind idea, topic sentences, and put in own word.

2. The second meeting

The second meeting was conducted on October, 21<sup>st</sup> 2020 from 10.10 a.m. – 11.45 a.m. This meeting focused on improving students' reading comprehension in getting mind idea, topic sentences, and put in own word.

3. The third meeting

The meeting was conducted on October, 23<sup>rd</sup> 2020 from 08.50 a.m. – 10.10 a.m. This meeting focused on improving students' reading comprehension in getting mind idea, topic sentences, and put in own word.

4. The fourth meeting

The meeting was conduct on October, 28<sup>th</sup> 2020 from 10.10 a.m. – 11.45 a.m. In this meeting, the students gave an achievement test to measure their achievement in reading improvements and achievement of learning in teaching reading comprehension. Here, all of the students were asked to answer 10 questions multiple choices.

**c. Observation result**

The aspects of students' response which observed during the teaching and learning process were just the same in the first cycle. They are: students' seriousness, student's enthusiasm and the last in students' participation through Graded Reading Materials. Each aspect consisted of some indicators. To observe the teaching and learning process, the researcher and the collaborator used the observation checklist.

The result of the observation and evaluation which were done in the second cycle showed an improvement of the

students. To see more detail, check the following table:

**Table 6. Comparison of the Observation between the First Cycle and the Second Cycle**

No.	Indicators	Percentage		
		Cycle 1	Cycle 2	Change
1.	The students respond the greeting from the teacher.	63%	90%	+9
2.	The students listen to the material explained by the teacher	54%	81%	+9
3.	The students answer the question about descriptive text.	72%	93%	+7
4.	The students listens the purpose of the learning by the teacher.	75%	96%	+7
5.	Sttudents accept descriptive text from the teacher.	100%	100%	-
6.	The students read the descriptive text were given	75%	96%	+7
7.	The students ask the teacher	36%	60%	+8



	about vocabulary that they do not understand in that text			
8.	The students explain what they understand from the descriptive text.	51%	81%	+10
9.	The students mention the main idea of the text.	54%	81%	+9
10.	The students answer the question in worksheet.	100%	100%	-
11.	The students summarize what they understand from the text.	39%	69%	+10
12.	The students mention unfamiliar words that they get.	60%	87%	+9
13.	The students together with the teacher make a summary of the material that has been studied.	45%	72%	+9
14.	The students respond the closed learning	54%	87%	+11

	process.			
	Total	878	1.611	105
	Mean Score	26.60%	48.81%	3.18%

The table above showed that there were some improvements of students' responses during the learning process. It was a great result because most of the indicators for each aspect increased.

All the indicators performed well. In the first indicators in, 90% of students respond the greeting from the teacher'. It means that the indicators increased 9% because the score changed from 63% in the first cycle to 90% in the second cycle. The next was for the second indicator 81% of students pay attention to the material was explained by the teacher. It increased 9% because the score changed from 54% to 81%. The third indicator, 72% increased to 93% of students were answered the question about descriptive text. The fourth indicator, 96% of students listens the purpose of the learning by the teacher, the percentage increased 7%, because the score changed from 75% to 96%.

The five indicator was same with the percentage of the first cycle. In the first cycle this indicator already achieved 100%, and didn't need to be increased. For the six indicator it showed improvement from 75% to 96% of students read the descriptive text were given, it means the percentage increased 7%. The next, for the seventh indicator instead of 36% in the first cycle, and 60% in the second cycle, it showed that 8% of students were asked the teacher about vocabulary that they did not understand in that text.

The eight-indicator increased 10% from 51% to 81%. The nine-indicator increased 10% from 54% in the first cycle to 81% in the second cycle. While in the ten-indicator showed the same percentage of the first cycle, in the first cycle this indicator already achieved 100% and didn't need to be increased. The eleven of indicator, increased 39% to 69%. The twelve of indicator increased 69% to 87%. The thirteen indicator increased from 45%

to 72%. The former increased 11% from 54% to 87%.

#### d. Learning Achievement

Besides observing the teaching and learning process, it also checked and analysed the students' achievement tests in the second cycle.

**Table 7. Frequency Distribution and Percentage the Students' Learning Achievement of Second Cycle Test**

Classification	Score Interval	Frequency	(%)
The students that exceed the Standard Minimum Score (KKM).	≤ 75	33	100%
The students that achieved the Standard Minimum Score (KKM).	= 75	-	-
The students was not achieve the Standard Minimum Score (KKM)	≥ 75	-	-
Total		33	100%

Based on the data above, it was indicated that, there was a significant improvement of the students' achievement in comprehension. The data of the mean score showed that the students' learning achievement was exceed the Standard Minimum Score (KKM). There were 100% of students got exceed the Standard Minimum Score (KKM) and none of students that achieved the Standard Minimum Score (KKM). For more details information about the improvement of students' achievement in reading comprehension from the first cycle until the second cycle, see the following table:

**Table 5. The Distribution of Score Frequency and Percentage after Teaching and Learning Process of Cycle I (C1) and cycle II (C2)**

Classification	Score Interval	Frequency		Percentage	
		C1	C2	C1	C2
The students that exceed the Standard Minimum Score (KKM).	≤ 75	8	33	24.24%	100%
students that achieved the Standard Minimum Score (KKM).	= 75	-	-	-	-
The students was not achieve the Standard Minimum Score (KKM)	≥ 75	25	-	75.75%	-

The table above showed that there were a significant improvement of the students' achievement in reading comprehension test from the first cycle until the second cycle. The data showed that there were 100% got exceed the Standard Minimum Score (KKM) and 0% was achieved the Standard Minimum Score (KKM). Moreover, based on the data, in the first cycle most of students did not achieve the Standard Minimum Score (KKM), there were 75.75% of students in that classification. Nevertheless, in the second cycle the percentage of students who did not achieve the Standard Minimum Score (KKM) was none.

#### e. Reflecting

The students' score at the end of this research increased totally and it made really happy. In the first cycle only 8 (24.24%) of students could reach the exceed the Standard Minimum Score (KKM). In the second cycle almost, each students reached the exceed the Standar Minimum Score. It has passed the criteria that had been determined was achieved.

#### Discussion

The aim of this study was to find out whether or not Graded Reading Materials led the students reading skill in the last cycle. To prove it, the researcher used reading test which consisted of 10 questions multiple choice as the instrument

in worksheet.

In this research, it found that the students' comprehension improved after taught through Graded Reading Materials. It is indicated by the result of test in the first cycle was 2210 with the mean score 66.96% and the second cycle was 2810 with the mean score 85.15%. And the result of observation checklist at the first cycle was 878 with mean score 26.26% than second cycle was 1.611 with mean score 48.81%. It means that Graded Reading Materials is one of effective ways to improve the students' reading skill.

Considering the computation result above, it was clear that Graded Reading Materials contributed to their reading skill enhancement. It can be used for elementary, middle, and high school students across many different content areas. Graded Reading Materials had also given positive effect to students' attitude.

This research is to improve student ability to comprehend various text especially descriptive text. Based on the research, the researcher tries to find a way how the student can learn English as a foreign language easily and one way to make the English is an easy lesson for the student is using Graded Reading Materials which come from real life situation. It has many varieties that can attract student's interest and help bring the contract to life. Malone (2013) states that, Graded Reading Material is a set of reading texts which written in various levels of reading. Levels in Graded Reading Material was carefully graded from starter to upper intermediate to help the students choose the right material for their ability. Graded reading materials meet the needs of today's language learners which effectively maximizing the reading opportunities in an enjoyable, relaxing and accessible way. Furthermore, some studies also show that graded reading material plays important role in gaining skill and fluency in reading, establishing previously learned vocabulary and grammar, learning new vocabulary and grammar, and gaining pleasure from reading. Additionally, since graded reading materials are also completed by comprehension questions, so it also can be used as a tool in determining students' reading comprehension.

The subject in this research is different, where this research has conducted at the twelfth grade of SMAN 1 Kramatwatu, and types of this research is CAR (Classroom Action Research). The materials that presented are a descriptive text. Based on the discussion above, it was concluded

that Graded Reading Materials could improve the students' reading skill. It was proved with result of the research that students get the exceed of standard minimum scores (KKM).

### CONCLUSION AND SUGGESTIONS

Based on the result of data analysis, it inferred teaching reading through Graded Reading Materials actually passed the Standar Minimum Score and some were over it. It can be proved through several data such as a test in cycle I and cycle II. The result of test in cycle I showed that the students' mean score was 66.96% and the result of test in cycle II showed that the students mean score was 85.15% students who passed the KKM, so it showed the significant improvement in teaching reading through Graded Reading Materials.

As the result of the study Graded Reading Materials was effective to improve the students' reading skill, it is suggested the following things:

1. For the teacher, it is suggested to creatively find some interesting strategy which can motivate students in learning and are effective to teach English.
2. The writer suggest that the teacher should use various technique in the classroom because it can motivate the students.
3. It is suggested to the English teacher to apply Graded Reading Materials as one alternative teaching and learning process.
4. Teacher should be creative to choose the materials for teaching of Reading such as through Graded Reading Materials.
5. The teacher should be more creative and innovative to choose strategy in teaching English especially descriptive text. So that the students will be more interested, active and not boring.
6. The teacher should be given a motivation, support and guidance to the students in learning English.
7. It is suggested for other researchers to investigate other strategy to improve students' motivation in learning English.

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