

## IMPROVING STUDENTS' READING COMPREHENSION BY USING MULTI PASS STRATEGY ON NARRATIVE TEXT AT THE TENTH GRADE OF SMK START UP DARA JINGGA

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### Abstract

*Reading comprehension becomes an issue in learning English for the tenth-grade students of SMK Start-Up Dara Jingga since they have low achievement in reading comprehension. This research aims at improving students' skills in reading comprehension by using the Multipass Strategy. It is conducted by using classroom action research which contains planning, action, observation, and reflection. Subjects of this research were students of the tenth-grade of SMK Start Up Data Jingga. The class consisted of 16 students; 7 boys and 9 girls. Then, the data analysis of this research was mix-method that combined both of quantitative and qualitative. The quantitative data were gained from scores of students of the reading task and test in every cycle. Meanwhile, the qualitative data were collected through the result of observation. The finding of the research from cycle 1 up to cycle 2 shows that Multiple Strategy enables to improve students' skill in reading comprehension. In cycle 1, the students' score is 43, 75% and in cycle 2 increases to 87.5 %. Furthermore, the increase of the quantitative data was supported by qualitative data, such as classroom activity, teaching, strategy, and teachers. It can be concluded that multipass strategy can be used to improve the students' skills in reading comprehension especially at the tenth-grade students of SMK Start-Up Dara Jingga.*

*Pemahaman membaca menjadi masalah dalam pembelajaran bahasa Inggris pada siswa kelas X SMK Start Up Dara Jingga karna siswa pada SMK Start Up tersebut memiliki nilai yang rendah pada pemahaman bacaan. Penelitian ini bertujuan untuk meningkatkan keterampilan siswa dalam membaca pemahaman dengan menggunakan Strategi Multipass pada siswa kelas X SMK Start Up Dara Jingga tahun ajaran 2018/2019. Penelitian ini dilakukan dengan menggunakan penelitian tindakan kelas yang berisi perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas X SMK Data Start Up Jingga. Kelas terdiri dari 16 siswa; 7 laki-laki dan 9 perempuan. Kemudian data penelitian ini melalui data kuantitatif dan kualitatif. Data kuantitatif diperoleh dari nilai tugas membaca dan tes siswa pada setiap siklus. Sedangkan data kualitatif dikumpulkan melalui hasil observasi. Hasil penelitian dari siklus 1 sampai siklus 2 menunjukkan bahwa Multiple Strategy dapat meningkatkan keterampilan membaca pemahaman siswa. Pada siklus 1 nilai siswa hanya mencapai 43,75%, dan meningkat pada siklus ke 2 menjadi 87,5%. Selanjutnya peningkatan data kuantitatif didukung oleh data kualitatif, dimana terdapat peningkatan kemampuan pemahaman membaca siswa. Yaitu: teks membaca, kegiatan kelas, pengajaran, strategi, dan guru. Dapat dikatakan bahwa strategi multipass dapat digunakan untuk meningkatkan kemampuan siswa dalam membaca pemahaman khususnya pada siswa kelas X SMK Start Up Dara Jingga tahun ajaran 2018/2019.*

**Keywords:** *Reading Comprehension, MultiPass Strategy, Narrative Text*

## Introduction

Reading is one of the English skills that are very important and needed in English learning at school. It is not only for Junior high school and senior high school levels but also for vocational high school or *sekolah menengah kejuruan (SMK)* in Indonesian term. It is undeniable that reading must be studied for *SMK* students as well as senior high school students. Moreover, most English reading texts are discussed and learned by *SMK* students. Therefore, reading has important roles in the learning process at school. According to (Ruddell 2005) and (Ur, 2009) reading is the act of constructing meaning and a process in which a reader does not only read a text but it also comprehends and understands a reading text. It means that reading is a process of transferring ideas and information from the writer to the reader as a form of communication. The reader's ability to construct meaning from the text depends on their ability to use the information available in a text. Thus, to find out the information of the text, students should have a good comprehension of reading.

Reading comprehension is a process where the students understand the content or the meaning of a text. Students can understand the message by reading a text if they comprehend the text. Therefore, a good comprehension is needed in comprehension meaning of the text especially English texts. According to (Klinger, etc 2007), reading comprehension is one of the English skills that must be mastered by students in extracting and constructing meaning through interaction and involvement with written language. It involves three main goals, meaning, learning, and pleasure. Besides, Westwood as cited by (Harefa, 2018) reveals that reading comprehension is a kind of process of effective thinking to find an understanding the concept of constructive meaning of a text.

Based on the researcher's observation of English teaching at the tenth grade of SMK Start-Up Dara Jingga, it was found that the students' achievement in comprehending the narrative text was still low. It can be proved through their difficulties in identifying a topic, main idea, reference of pronouns, detailed information of a text, vocabulary. They often found difficulties to solve their problems in the components of reading.

Ideally, the results of students' learning outcomes for the tenth grade of SMK Start-Up Dara Jingga is based on standard minimum criteria or *kriteria ketuntasan minimum (KKM)* that has been constructed by English teacher at the school is 75. Relating to students' tasks, it was found that there were 8 students (50%) got above the *KKM* meanwhile 8 students (50%) got under *KKM*. It can be said that *KKM* achievement at tenth grade can be influenced by less of students' reading comprehending of narrative texts. It can be seen in the class score of teacher scores on the results of student learning evaluations. Some students still have scores under the *KKM* that have been determined by the school, this can be seen in the table below.

**Table 1. Students' Daily Tests in Second Semester at 10<sup>th</sup> Grade of SMK Start-Up Dara Jingga**

No	Class	The number of students	KKM	Complete		Not complete	
				total	Percentage	total	Percentage
1	X	16	75	8	50%	8	50%

*Source: Teacher of Class X of SMK Start-Up Dara Jingga*

Relating to the observation done, it was found that students got difficulties in doing the reading texts because of several reasons. 1) reading text on the narrative text was boring and uninteresting. Sometimes, the words in the text were difficult to understand. Then students' vocabulary was another reason that makes it difficult to do this activity. They were accustomed to the lookup dictionary while reading the process. When the students read a text, they read word by word rather than interfere with their comprehension. Even, some students regarded that reading was not an interesting activity. This makes the students get difficulties to identify the main idea, supporting ideas, detailed information of a text n be helped students to, and other parts of reading. 2) there were no many activities to discuss and comprehend the reading texts to help students to read and comprehend the texts. The Activities done were not explore students' understanding of reading. The teacher was more active than students during learning thus students generally only listened to the teacher's explanation and did the available exercises.

Furthermore, using an effective reading strategy can help the students' problems in comprehending text. Many strategies are offered by books or articles. But it does not mean that one strategy can be implemented for the whole reading texts. The students do this mistake in deciding the most accurate strategy in reading comprehension. This causes the students problem in reading comprehension. Understanding the kinds of text is very necessary for the students before applying a reading strategy.

There are many possible reasons why students may experience difficulty in learning to read viewed from the teachers' side. Teaching strategy is the most crucial reason that influences the students' achievement in reading comprehension. There is a tendency that the teacher tends to teach reading conventionally, for example reading aloud, silent reading, asking and answering the question, discussing, teacher center learning, etc. Conventional teaching found mental concerns with classical models and is monotonous. On the other hand, the students expect the various teaching or learning models in reading comprehension class in order they feel more enthusiastic and convenient to do their learning activities.

Reading is the ability of the readers to understand what they read. It is supported by experts about the definition of reading. (Linse, 2005) states that reading is a set of skills that involves making sense and deriving meaning from the printed words and also comprehends what read. Reading aims to providing information or message to the reader through the language of the author, therefore students have to understand how to write, so students know the intention and purpose of writing. Information from students reading, give many advantages for students. Reading brings knowledge and experience, as well as values and beliefs to the reading experience.

Meanwhile, (Harmer, 2001) states that the point of reading activities (quite apart from the hope that students will be engaged by the stories themselves) is that everyone is reading for purpose and that unless they all read and do their best to pass on what they understood. Based on the statement above the researcher can get a point that reading is not only to find the idea from the text but also how the readers can combine the knowledge and new idea and information that paced in the text. One way to help students understand and comprehend the texts is by using multipass strategy that it focuses on reading texts.

The multipass strategy has three steps to be done. According to Schumm (2006) as cited by (Desrimayuti, 2019), the procedures of implementing Multipass Strategy, as follows: Survey Pass, Size-Up Pass, Sort Out Pass. On survey Pass, Students read the title and introductory paragraph first, review the chapter's relationship to adjacent chapters (how it fits in with what they have already read), survey subtitles, inspect illustrations and captions, read the summary paragraph, and paraphrase information. Next on size-Up Pass, Students read the questions at the end of the chapter. If they already know the answer, they place a check next to the question. If they do not, they look through the chapter again to identify text cues (e.g., bold or italicized words), turn cues into questions, skim through text surrounding text cues, and paraphrase answers in their own words. Then on sort out pass, students are going back to the questions, students place a check next to questions to which they now have answers. If they do not know the answer, they consider the section in which the answer is most likely to be found, skim through those sections, and repeat the process as needed.

## Method

This research is classified as classroom action research that is involved in four steps consisting of planning, action, observation, and reflection. Ferrance as cited by (Sari, 2020) states that there are 5 Steps of action research, consisting of recognizing the problem area, collecting the data, interpreting the data, action, and evaluation. Then, it is not much different from Ferrance, (Herlina, Rina., et. al, 2018) also says in different ways that there are 4 steps in applying classroom action research consisting of planning, acting, observing, and reflecting. Then, the researcher composed the planning of learning by using Multipass Strategy and found the relevant materials based on the syllabus used. The researcher started to conduct the strategy in teaching reading by following the lesson plan that had been prepared together with another teacher called a collaborator. Then the collaborator observed the class activities

during the learning taking place. The collaborator filled both the observation sheet of students' activities and the observation sheet of the teacher's activities during the learning process according to his observation. When the action had been done, they evaluated the action by discussing the students' task result that was taken at the end of the class, the observation result, and other relevant source data. If there were some mistakes or weaknesses found, the researcher tried to find solutions to solve the problem. After making the revised planning for the second cycle, the researcher continued his action research. The research was done such as the first stage and the researcher try to reduce the same mistake. This research was conducted at SMK Start-Up Dara Jingga Dharmasraya. This research focused on tenth-grade in the academic year 2018/ 2019. Subjects of this research were students of SMK Start-Up Dara Jingga, Dharmasraya. 16 students consisted of 6 males and 10 females.

The task is an instrument of data collection that is conducted in every meeting in the classroom. It is given to see the students' progress in reading comprehension in every meeting. The task contained reading of the narrative text. The students are given a text and they answer the questions based on the text. The researcher observed the class activities of both the researcher and the students. Doing the observation, the researcher used the observation sheets by paying attention to the factors that influence the change in students' skills in reading comprehension (classroom activities). There are two observation sheets developed by the researcher namely, teacher's observation and students' observation checklist. These sheets were filled by the collaborator to note the teacher's and students' activities during the learning process. This research is categorized as a success if there is a significant improvement in learning students' outcomes of 75% by the total of students and has reached 75 standard criteria minimum. Analysis data used is to know whether students' outcomes improve or not, technique analysis data used in this research is as follows: Quantitative and Qualitative data. Quantitative data is data obtained from students' outcomes during the learning process through tests and tasks. Tests are given to students at the end of learning, meanwhile, tasks are given for each meeting. On another side, qualitative data is got through documentation and observation sheets for both teachers' activities and students' activities. Documentation used is to describe the learning process, meanwhile observation is used to see the whole process of learning during collecting the data.

## **Finding and Discussion**

This research was conducted in the tenth-grade of SMK Start-Up Dara Jingga in the academic year 2018/2019. The numbers of students were 16. This research was classroom action research obtained two cycles. Each cycle consisted of four stages, namely plan, action, observation, and reflection. This research had two different kinds of data analysis, namely quantitative and qualitative data. The quantitative data was gained through tasks. Meanwhile on qualitative data was gained through observations.

This research started on May 15<sup>th</sup>, 2019 – May 17<sup>th</sup>, 2019. It consisted of two cycles. Each cycle was divided into three meetings. Three meetings were used for treatments and other meetings were used for tests. There were six meetings during the research in which took 90 minutes each meeting (2 x 45 minutes). The results of quantitative and qualitative data from the first meeting were used as consideration to make revision and improvement for the second cycle. Also, the results of quantitative and qualitative data from the second cycle were used as consideration to make revision and improvement for the next cycle.

### **1. Description of doing action on cycle 1**

Doing action in this research consists of 4 stages, namely planning, acting, observing, and reflecting. For more information is explained as follows:

#### **a. Planning**

In the first step of this cycle, some activities were planned to improve the students' skills in reading comprehension through Multipass Strategy. The researcher prepared the lesson plans and text in teaching reading comprehension by applying Multipass Strategy. Then, the researcher prepared instruments for gathering quantitative and qualitative data, such as tests and observation. Finally, the researcher arranged the schedule of the research. This first cycle was planned as shown

in the following table:

**Table 2. The Schedule of the Research in Cycle 1**

Meeting	Date	Activities
1 <sup>st</sup>	May 15 <sup>th</sup> , 2019	Applying Multipass Strategy
2 <sup>nd</sup>	May 16 <sup>th</sup> , 2019	Applying Multipass Strategy
3 <sup>rd</sup>	May 17 <sup>th</sup> , 2019	Doing the reading comprehension test

#### **b. Action and Observation**

This step obtained some actions done in every meeting. From the first to the third meeting, the actions were divided into three series of teaching activities (pre-, whilst, and post-teaching). In the three meetings, the action was focused on giving a reading comprehension test to the students. Besides, observed the students' and researcher's activities during the learning process taking place in the classroom.

##### **1) The first meeting Cycle 1**

The activities of the first meeting were conducted on May 15<sup>th</sup>, 2019. It was done based on the lesson plan. The class was started with pre-activities. First, the researcher greeted the students and checked their attendance. Then, he asked the students' opinions about their knowledge in comprehending narrative text. After that, he delivered learning objectives of reading comprehension by using a new reading comprehension strategy, Multipass Strategy.

Furthermore, the researcher distributed a reading text to the students to be discussed. He explained the definition and purpose of the Multipass Strategy. He also explained the advantages of this strategy. Then, he continued to explain the procedures of the first part of this strategy. It was a survey pass which used to familiarize the main idea or identification and organization of the text. Then, he demonstrated a survey pass in comprehending text together with the students. After that, he gave students an exercise to survey a text in a group and asked them to present their works.

The last was post activities. In this stage, the researcher deepened the students' comprehension by providing a reading task. This task was done to check the students' skills in reading comprehension.

##### **2) The second meeting Cycle 1**

The second meeting was conducted on May 16<sup>th</sup>, 2019. The class was started with pre-activities. The researcher continued the teaching-learning activities of reading comprehension through Multipass Strategy. He opened the class by greeting the students and checking their attendance. He also asked the students about the previous lesson whether they still remembered or not. Then, he asked the students about their difficulties in comprehending text. After that, he explained to the students the parts of the text.

On whilst activities, the researcher distributed a reading text to the students to be discussed. He introduced and explained the next part of the Multipass Strategy. It was a size-up pass used to gain the specific information (description) of the text without reading the text from beginning to end. Then, he demonstrated a size-up pass in comprehending text together with the students. After that, he gave students exercise to size-up a text in a group and asked them to present their work.

Furthermore, the researcher asked the students if they had questions related to the material and gave feedback to them.

### 3) The third meeting on Cycle 1

The third meeting was conducted on May 17<sup>th</sup>, 2019. In this meeting, the researcher gave a test for the students. This test was used to know the students' progress in reading comprehension after applying Multipass Strategy. The test was constructed into multiple-choice forms that consisted of 20 items. Its time allocation was 90 minutes.

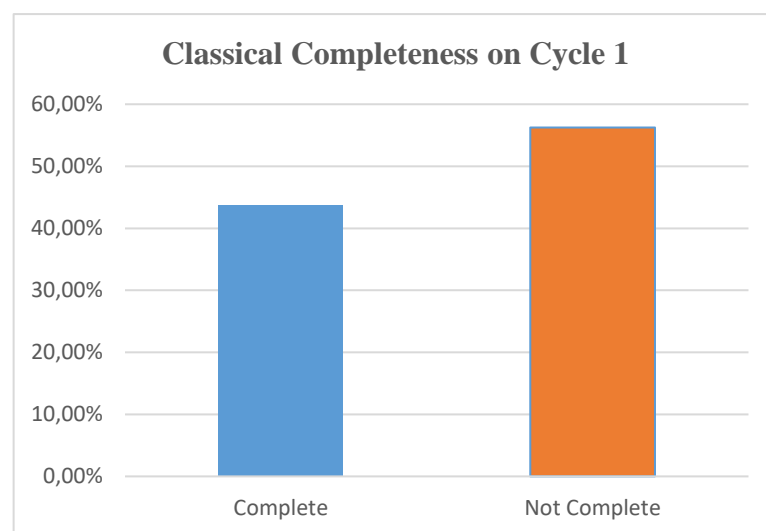
## 2. Result of students' test on cycle I

The test is used to measure students' comprehension of reading comprehension during the learning process. The results of students' tests were done at the end of the meeting on the first cycle. Based on tests given to students is got results of students' scores as follows. It can be seen in the table below.

**Table 3. The Percentage of students' outcomes on the first cycle**

No	KKM	Total of students	Percentage of students' outcomes	Information
1	75	7	43,75%	Complete
2	75	9	56,25%	Not complete

Based on the table above, it can be known that among 16 students who got scores above than the standard criteria minimum is 7 students or 43,75%, meanwhile, students who do not complete yet are 9 students or 56,25%. The results show that there are still many students who do not reach complete scores and thus it needs to improve. The result of students classical completeness can be seen in the table below:



**Figure 1. the Classical Completeness on Cycle 1**

### c. Observation

This observation was done by observer together the learning process to see students' outcomes. During the learning process, the observer did observation based on the observation sheet provided by using a checklist (√) to see the improvement. Data of observation sheet on cycle 1 can be seen as follows:

**Tabel 4. Result of Teacher's Observation Sheet on Cycle I**

No	Cycle I	Total	Percentage	Informaton
1	Meeting I	22	39,2 %	Middle
2	Meeting II	25	44,6%	Middle
3	Meeting III	31	55,3%	Good

**Tabel 5. Result of Students' Observation Sheet on cycle 1**

No	Siklus I	Jumlah	persentase	keterangan
1	Meeting I	36	60 %	Good
2	Meeting II	43	71,66 %	Good
3	Meeting III	45	75 %	Good

Referring to the tables above, it can be seen that the learning process through the multipass strategy on cycle 1 has improved but it does not work well.

#### d. Reflection

After conducting cycle 1, the researcher evaluated the teaching and learning activities through the instruments used. Then, the researcher evaluated the data by analyzing the students' scores of reading comprehension tests and observation sheets.

The quantitative data of students' tests of this cycle were analyzed by the researcher and the collaborator based on the components of reading comprehension. The classical completeness of students' scores on cycle 1 was 43,75% and the average score was 71.25.

In this cycle, there were some problems during the action: at the beginning of the learning process students got difficulty applying the multipass strategy, students did not understand to answer the questions provided. Based on the reflection above, it needs some improvements to fix on cycle 2 as follows:

- 1) Making the learning process more conducive and giving motivation to students
- 2) Guiding for students who get difficulty
- 3) Practicing multipass strategy over and over.

## 2. Description of doing action on cycle 2

In this cycle 2, 4 phases are conducted, namely planning, acting, observing, and reflecting.

### a. Planning

The researcher researched cycle 2 and expected that there was an improvement of students' reading narrative text achievement better than before by revising the plan. In this cycle, the researcher continued the classroom action research. The reseracher still focused on improving students' skills in reading comprehension. Therefore, the researcher prepared the lesson plans and materials in teaching reading comprehension for two meetings by applying Multipass Strategy. Then, the researcher prepared instruments for gathering quantitative and qualitative data, such as tasks, tests, and observation sheets. researcher arranged the schedule of the research as shown in the following table:

**Table 6. The Schedule of the Research in Cycle 2**

Meeting	Date	Activities
1 <sup>st</sup>	Mei 21 <sup>nd</sup> , 2019	Applying Multipass Strategy
2 <sup>nd</sup>	Mei 22 <sup>th</sup> , 2019	Applying Multipass Strategy
4 <sup>th</sup>	Mei 23 <sup>th</sup> , 2019	Doing the reading comprehension test

#### **b. Acting**

To conduct the action test and the observation of the research, the researcher still divided the cycle into two meetings. From the first up to the third meeting, the actions were divided into three series of teaching activities (pre-, whilst, and post-teaching). In the third meeting, the action was focused on giving a reading comprehension test to the students. The researcher observed the students and the teacher's activities during the learning process taking place in the classroom.

##### **1) The First Meeting on Cycle II**

The first meeting of cycle 2 was conducted on Mei, 21<sup>nd</sup>, 2019. The researcher opened the class by greeting and checking the students' attendance. Before starting the lesson, he gave some questions dealing with the previous topic. It was aimed to check the students' understanding of the materials they had learned. He distributed narrative text to the students. The students followed the researcher's instructions. They applied the stages of the Multipass Strategy. They started to survey the text to identify the main idea of each paragraph and the organization of the text. Then, they continued to the size-up pass. They skimmed the whole text to gain specific information on the text without reading the text from beginning to end. After that, they tried to immediately answer the available questions at the end of the text. If they could not, they skimmed a certain location to answer the questions.

In this meeting, This reading comprehension has to be improved because the students' reading scores were less than the standard minimum criteria in the previous cycle. Therefore, the researcher gave motivation to the students by explaining the components and their difficulties in comprehending the text.

At the end of the meeting, the researcher asked the students to answer completely the question from the text.

##### **2) The Second Meeting on Cycle II**

The researcher continued teaching for the second meeting. It was conducted on Mei 22<sup>th</sup>, 2019. The researcher did the learning activities based on the lesson plan. As usual, he opened the class by greeting the students. Then, he checked the students' attendance. After that, he reviewed the previous lesson by giving some questions to the students. And the students responded by answering the researcher questions as far as their prior knowledge.

Furthermore, the researcher distributed material for the students to be discussed. He asked the students to comprehend the text by applying Multipass Strategy. The students were enthusiastic to do his instruction. They applied the three steps of Multipass Strategy started from survey, size-up, and sort out respectively. They used a survey step to identify the main idea and organization of the text. They used a size-up step to find the specific information of the text without reading the text from beginning to end. And they used a sort-out step to evaluate their comprehension of the text.

To close the activities, the researcher gave the chance to the students asking about the lesson whether they had difficulty or not. Then, he summed up the lesson together with

the students about applying Multipass Strategy in reading comprehension. Finally, he asked the students to do the task that was written in the students' handout material and submitted it before the class was dismissed.

### 3) The Third Meeting Cycle II

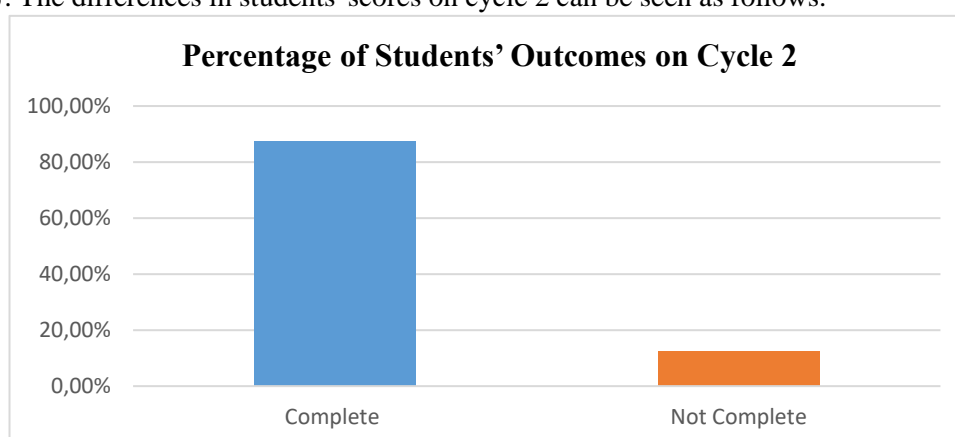
The third meeting was conducted on May 23rd, 2019. In this meeting, the researcher gave a test for students. This test contained a reading comprehension test. This test was used to know the students' achievement in comprehending text.

Related to this test, the researcher had prepared twenty questions of reading comprehension in multiple-choice forms. The students only had fifty minutes to finish the test.

**Tabel 7. Percentage of Students' Outcomes in Cycle 2**

No	KKM	Total of students	Percentage of students' outcomes	Information
1	75	14	87,50%.	Complete
2	75	2	12,50%	Not complete

Based on the table above, it can be seen that total students who got scores completeness were 14 students with 87,50%, meanwhile, students who got low scores were 2 students with 12,50%. The differences in students' scores on cycle 2 can be seen as follows:



**Figure 2 Percentage of Students' Outcomes in Cycle 2**

Based on the results above, it can be seen that learning narrative text through multipass strategy at 10<sup>th</sup> grade of SMK STAR UP DARA JINGGA can increase average scores on earlier scores 74,69 to 84,81 on cycle 2 and classical completeness 50% to 87,50% on cycle 2. The whole process can be seen as a table follows:

**Table 8. Comparative Results of Students' Outcomes**

No	Note	Before Acting	Cycle 1	Cycle II
1	Total Scores	1942	1140	1260
2	Everage Scores	74,69	77,69	84,81
3	Percentage of completeness	50%	43,7 %	87,5%
4	Percentage of Not Completeness	50%	56,3%	12,5%

Based on the tables above, it can be seen that reading comprehension through multipass strategy at 10th grade of SMK STAR UP DARA JINGGA on earlier condition is 74,69 increases to 84,81 on cycle 2 and classical completeness students also increase that is 50% on an earlier condition to 87,5% on cycle 2. This improvement can be seen as follows:

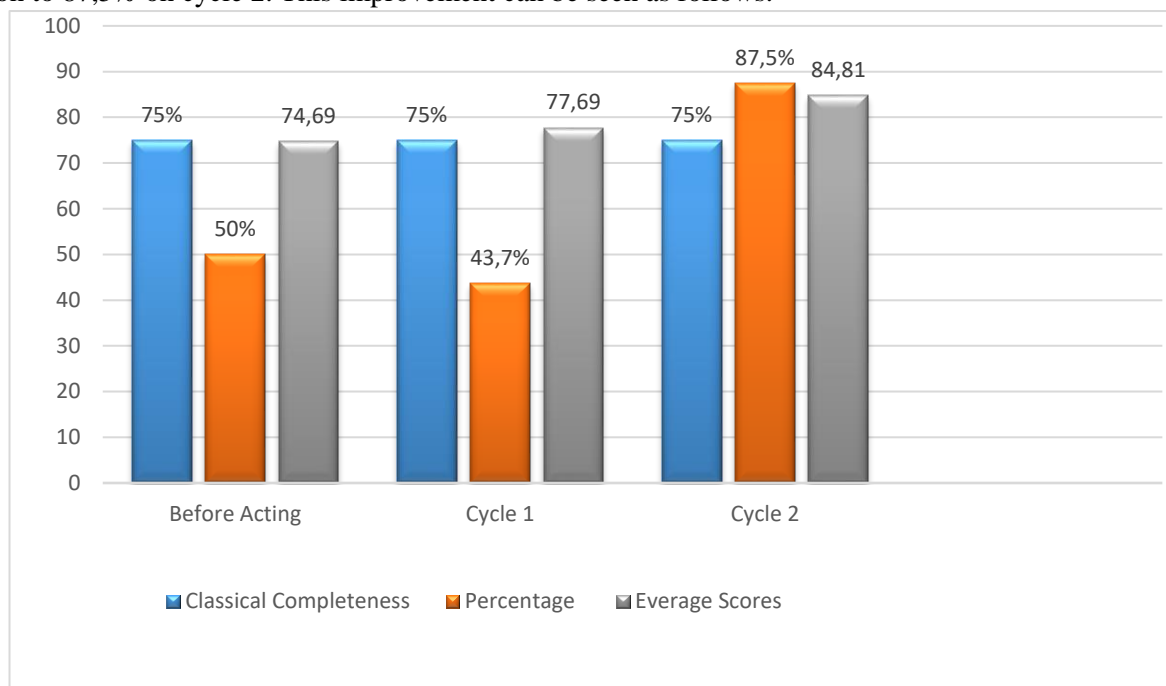


Figure 3. Comparative Results of Students' Outcomes

#### c. Observing

At this stage, the observer observed the learning process done by the researcher. The observer gave a checklist (✓) to see the improvement of the learning process. Data of the observation can be seen in the following table below.

**Table 9. Result of Teacher's Observation on Cycle II**

No	Cycle II	Total	Percentage	Note
1	Meeting I	36	64,20 %	Baik
2	Meeting II	39	69,60 %	Baik

**Table 10 Result of Students' Observation on Cycle II**

No	Cycle II	Total	Percentage	Note
1	Meeting I	23	57,5 %	Baik
2	Metting II	26	65 %	Baik

Based on the tables above, it can be seen that the learning process through the multipass strategy on cycle II has improved both teacher and students' activities. It can be seen from the total scores got for each meeting.

#### d. Reflecting

Reflection on this research is done after the learning process. Based on the result of the test on cycle II shows that there are improvement scores. Scores on cycle 1 were better than cycle II. Classical completeness also improved, it can be proved on cycle I, students' score was

43,75% and the average score was 77,69 and on cycle II was 87,50% and average score was 84,81.

## Discussion

This classroom action research focuses on improving students' skills in reading comprehension by using Multipass Strategy at tenth grade of SMK STAR UP DARA JINGGA in the academic year 2018/2019. Before conducting the research, the researcher has conducted observations through the teaching learning process. Based on the observation, there are 50% of students who do not achieve the standard minimum criteria of reading achievement (75). The data mentioned that 8 students are failed among 16 students. Furthermore, the researcher conducts action research to solve the students' problems in reading comprehension. The research is conducted in two cycles, which contained three meetings in each cycle. The researcher treats the students by using Multipass Strategy in reading comprehension. Multipass Strategy is a relevant strategy that is used to solve student's difficulty in reading comprehension as suggested by Kumara and Srivastava as cited by (Jailani 2019) states that multipass strategy are divided into three systematic steps; survey, size-up, and sort-out pass. The Multipass Strategy enables the students to comprehend the text well after applying continuously.

The result of the research shows the significant improvement of students' skills in reading comprehension after using Multipass Strategy. It is proved by the students' test result that is conducted in every cycle. Cycle 1 is 77,69. Cycle 2 is 84,81. The students' achievement increase from the first cycle to the second cycle. In short, Multipass Strategy improves the students' skills in reading comprehension.

Besides students' outcomes, classroom activity is also another factor that influences the improvement of students' skills in reading comprehension. The student-centered classroom activity enables to improve the students' achievement in reading comprehension. The learning activity involves the students to be more active and enthusiastic to learn. They enjoy their learning when they actively applied Multipass Strategy in comprehending text or working together in a group to discuss their lesson. Since the classroom activity gives the students chance to be more creative, it helps them easier in comprehending text, as (Richards, 2006) reveals that classroom activity helps the learners to understand the purposes of learning. The activities that are done during the teaching in the classroom contributed more opportunities to the learner to enhance his knowledge in learning.

In conclusion, Multipass Strategy is an effective strategy to improve students' skills in reading comprehension. Improving students' skills in reading comprehension is commonly affected by the teacher's perspective. the teacher plays important roles to make his class more exciting and meaningful for the students who are learning. By experiencing exciting and meaningful learning, the students are motivated to learn more seriously and it certainly influenced the result of students' achievement in reading comprehension.

## Conclusion

Reffering to the data got, it can be said that Multipass Startegy is able to improve students understanding through narrative texts. It can be proved by the results show of students' scores that improve gardually in every meeting and tasks and it can reach the indicator of criteria of minimun standard of the class.

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