A classroom action research at the second year students of indonesian maritime academy aipi makassar

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Abstract: This research aimed to find out the improvement of the students' literal comprehension dealing with main ideas and sequence of details and interpretive comprehension dealing with conclusion. To explain the improvement, the researcher used a classroom action research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. The location of this research was taken at Nautical class AMI AIPI Makassar with a number of the subject was 25 students. The research findings indicated that the application of Cross Group Reporting Strategy was significant in improving the students' reading comprehension in narrative text in terms of literal comprehension and interpretive comprehension. It was proved by the mean score of cycle I was 66.4. It was classified as fairly good. Then it was improved to be 81.1 and it was classified as good in cycle II. They are higher than theme a score of diagnostic test namely 51.3 which was classified as poor. The students' mean score activeness in teaching and learning process, in cycle I is 66% and cycle II is 79.5 %. The students' improvement from the cycle I to cycle II is 13%. Based on the explanation, the researcher concluded that the application of Cross Group Reporting Strategy was improving the students' reading comprehension in narrative text in terms of literal comprehension and interpretative comprehension.

Keywords: reading narrative, comprehension, improvement, Akademi Maritim Indonesia AIPI Makassar

1. INTRODUCTION

Language as a system of communication by sound is the crucial thing in our life, which is used to share information and communicate with the other to express our idea, feelings, and willingness (Pei and Gaynor, 1954: 119). Finocchiaro, (1974: 3) state that language is a system of arbitrary, vocal, symbols which permit all people in a given a culture or other people who have learned the system of that culture, to communicate or interact. Language is also being a key to learn science and technology such as Linguistics, Sociology, Medicines, Economics, etc. In it is proportion, learning language is very important for us, especially learning English language. It is because English is an international language.

Finochiaro (1975: 10) says that, "language learners should be given insight into the place and function of various language items and skills in listening, speaking, reading, and writing activities; that is, in real communication situations". There are four skills we must comprehend. They are listening, speaking, reading, and writing. The four skills mentioned are divided into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Besides the four language skills above, reading is very important for students whose mother tongue is not English and they do not have opportunity to hear or to speak in that language. Comprehending English is a difficult thing for students if they do not have basic knowledge, especially in comprehending reading text.

Reading is one of the English skills that needs to be emphasized in teaching English program in Indonesia and language teaching program, in general. According to (Williams: 2000), Reading is a process by which one looks at and understands what has been written, whether it is at a simplest level to message such as words and sentences or at the most complex such as paragraphs passages and discourses levels, and whether it is at a simplest level of comprehension literal reading comprehension or at higher levels of comprehension interpretative or inferential and critical or applied reading comprehension. Cross group is famous use in business world. Cross group is a leading multiplatform media firm that manages an array of media on a targeted and measured basis for initiatives in humanitarian, ministry and organization. The origins of the **Cross-Group** date back to the mid19th century when two members of the Cross family in Cork

started a carriage hire and stables business in Cork city.

According to Freebairn (1977:6) Cross group reporting is a strategy in teaching and learning process to report information to the other member of group. Cross group reporting strategy is one of strategy that is used by the teacher to improve the students' reading comprehension in learning process especially in reading. Not only that, cross group reporting strategy also a strategy where the students can be shared knowledge and idea with another.

From the statement above we have found definition to understand that cross group reporting strategy is one of strategy that can be used by the teacher to improve the student comprehend and motivation in learning process especially in reading. It can be used as a follow-up of a section that has been taught recently in the course. In another hand, cross group reporting is the way a teacher to make the students' active in learning process.

Furthermore, as the researcher observed, it was found that the students of AMI AIPI Makassar have problems in reading especially in literal comprehension and interpretative. Those problems are barrier for students to improve their reading skill. Overcoming the problems, the teacher needs a new strategy of learning reading text activity, so the students become active, enjoying and comprehension about the main point of reading text. (1) How does cross group reporting strategy improve the students' literal reading comprehension in Nautical class Makassar? (2) How does cross group reporting strategy improve the students' interpretive reading comprehension in narrative text at the Nautical class AMI AIPI Makassar? The objectives of this research are to find out: (1) The

improvement of the students' literal reading comprehension in narrative text through cross group reporting strategy. (2) The improvement of the students' interpretive reading comprehension in narrative text through cross group reporting strategy.

The aim of this research is to improve the students reading comprehension that focus on the students' improvement in literal reading comprehension and interpretative reading comprehension.

2. METHOD

In this research, the researcher used the principal working of *Classroom Action Research* (CAR) that consists of four stages; they were: Planning, Action, Observation, and Reflection to collect the data.

This research was held two cycles. Those were first and second cycle and each cycle is the series of activities which had a closed relation. Where, the realization of the second cycle was continued and repaired from the first cycle.

The researcher described the cycles through the scheme of action research phases and each of the phased was explained briefly as follows:

Cycle I

1) Planning

The researcher prepares all of the ways which needed in learning and teaching process as follows:

a. Before beginning the learning, firstly the teacher analyzes syllabus to know basic competence by using Cross Group Reporting Strategy.

b. Teacher makes lesson planning based on the curriculum, and prepare teaching material
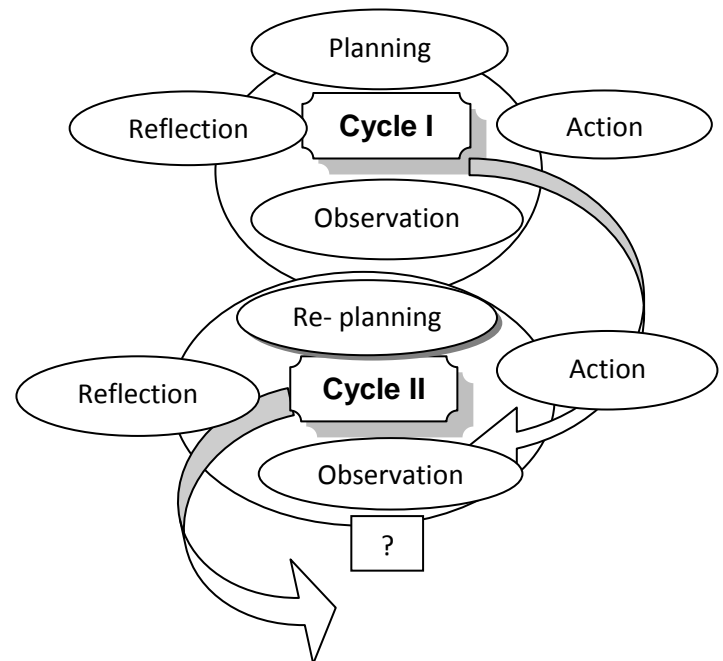
c. Teacher makes the observation check list for observing the condition of learning process. It checks in every meeting during cycle

d. Teacher prepares reading test. Reading test is the instrument of this research.

2) Action

The steps of the action were explained as follows:

a. Dividing the students into five or six groups to work on some group activity.

b. Each student in each group was given a letter A, B, C, D, and E by the researcher.

c. The researcher distributed reading text with different material, topic, or title for each group.

d. When the group activity was completed, the researcher re-formed the groups by cross group. All member of letter A went to one group, all member of letter B to another and so on.

e. After re-forming, each student in new cross-group should report the conclusion of their reading text to the other members of the group.

3) Observation

In this phase, the researcher observing the students' response, participation and everything was found during the teaching and learning process.

4) Reflection

Reflection means as analysis, understanding and making conclusion of the activities. The researcher analyzes first action as consideration matter of the cycle based on the test result of the first action. The first cycle was less successful, so the researcher continued to the second cycle.

Cycle II

1) Planning

The ways that the researcher did as follows:
a. Continuing the activities that were done in first cycle.
b. Repairing the weakness in the first cycle.
c. Re-planning the scenario refers to the lesson from the result of cycle I.

d. Repairing the action

2) Action

The steps of the action were explained as follows:
a. Dividing the students into five or six groups to work on some group activity.
b. Each student in each group was given a letter A, B, C, D, and E by the researcher.
c. The researcher distributed reading text with different material, topic, or title for each group.
d. When the group activity was completed, the researcher re-formed the groups by cross group. All member of letter A went to one group, all member of letter B to another and so on.

e. After re- forming, each student in new cross-group should report the conclusion of their reading text to the other members of the group.

3) Observation

In generally, in this section observation of the second cycle done at the cycle II was continuous in action at the first section.

4) Reflection

The value of the observation steps gathered for data, the researcher analyzed and evaluated, and then reflecting herself about the successful of action research. These data used for the next cycle.

The research subject was students in Nautical class of AMI AIPI Makassar in 2015/2016 that consisted of 25 students. There were two instruments used as follows: The observation was to watch out the situation and process of teaching and learning from the beginning to the end of each cycle. Essay test was used to know the concept of understanding achievement and mastering material of the student after following learning activities using Cross Group Reporting Strategy.

3. RESULT AND DISCUSSION

The results of the data findings found that teaching reading comprehension in narrative text through Cross Group Reporting Strategy can improve the students' achievement in reading narrative text in term of literal comprehension and it also can improve the students' achievement in reading narrative text in term of interpretive comprehension. The further interpretation of the data analysis is given below:

3.1 The Improvement of the Students' Literal Comprehension in Narrative Text

The improvement of the students' literal comprehension, which focused on main ideas and sequence of details as

indicators in Nautical class AMI AIPI Makassar as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table 1: The Improvement of the Students' Literal Comprehension in Narrative Text

No	Indicators	The Student' Score			Improvement		
		D-Test	Cycle I	Cycle II	DT→CI (%)	CI→CII (%)	DT→CII (%)
1.	Main Ideas	53.3	69.3	86.2	30%	24.4%	61.7%
2.	Sequence of details	60.3	72.8	84.6	20.7%	16.2%	40.3%
	$\sum x$	113.6	142.1	170.8	50.7%	40.6%	102%
	$\overline{X}$	56.8	71	85.4	25.4%	20.3%	51%

The table above indicates that there is improvement of the students' literal comprehension from Diagnostic-Test to cycle I and cycle II, in the Diagnostic-Test of the students' mean score achievement in literal comprehension is 56.8. After evaluation in cycle I, the students' literal comprehension was becoming 71 and 85.4 in cycle II, so the improvement of the students' literal comprehension achievement from Diagnostic-Test to cycle I was 25.4%, Cycle I to Cycle II was 20.3% and Diagnostic-Test to cycle II.
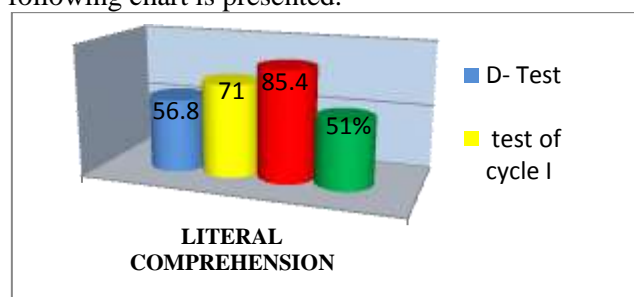
There was also a significant improvement of the students' literal comprehension from cycle I to cycle II where the students' literal comprehension in cycle I is 71 and in cycle II was 85.4. Thus, the improvement of students' literal comprehension achievement from cycle I to cycle II was 20.3%.

In the table above also shows that the achievement of students' literal comprehension in significantly, in Diagnostic-Test, the students' the main ideas achievement is 53.3. After evaluation in cycle I, the students' achievement in the main ideas became 69.3 and in cycle II became 86.2. The students' in sequence of details achievement also improves from

Diagnostic-test to cycle I namely 60.3 to 72.8 and in cycle II is 84.6.

The table above proves that the use of cross group reporting strategy in teaching and learning process is able to improve of students' literal comprehension after taking action in cycle I and cycle II in which the students' achievement in cycle II is the highest and the improvement of students' literal comprehension from diagnostic – test to cycle II is 51%.

To see clearly the improvement of the students' literal comprehension, the following chart is presented:

Figure 1: The Improvement of the Students' Literal Comprehension in Narrative Text

The chart above shows the improvement of the students' literal comprehension in which cycle II is higher (85.4) than that in cycle I (71) and Diagnostic -Test (56.8). It also shows that the result of Diagnostic-Test is the lowest mean score achievement. The students' achievement in D- test which categorized as fair. After evaluation in cycle I and cycle II, there is significant improvement of the students' literal comprehension where the result of cycle I is categorized as fairly good and cycle II categorized as good. The improvement is shown clearly in the chart above that is 51%.

3.2 The Improvement of the Students' Interpretive Comprehension in Narrative Text

The improvement of the students' interpretive comprehension, which focused on the conclusion as the indicator in

Nautical class AMI AIPI Makassar as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

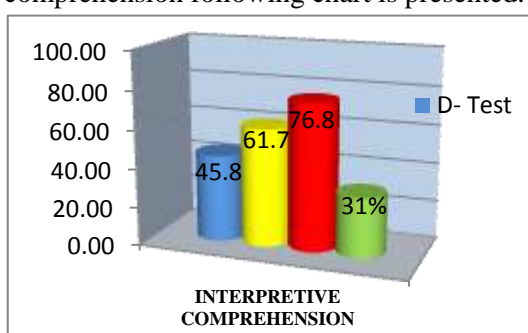**Table 2: The Improvement of the Students' Interpretive Comprehension in Narrative Text**

No	Indicators	The Student' Score			Improvement		
		D-Test	Cycle I	Cycle II	DT CI→ %	CI CII→ %	DT CII→ %
1	Conclusion	45.8	61.7	76.8	15.9%	15.1%	31%
	$\sum x$	45.8	61.7	76.8	15.9%	15.1%	31%

The table above indicates that there is improvement of the students' interpretive comprehension from D-Test to cycle I and cycle II. in the D-Test the students' score achievement in interpretive comprehension was 45.8. After evaluation in cycle I the students' interpretive comprehension became 61.7 and 76.8 in cycle II, so the improvement of students' interpretive comprehension achievement from D-Test to cycle I was 15.9%, cycle I to cycle was II 15.1% and D-Test to cycle II was 31 %.

There is also a significant improvement of students' interpretive comprehension from cycle I to cycle II where the students' interpretive comprehension in cycle I is 61.7 and in cycle II is 76.8. Thus, the improvement of students' interpretive comprehension achievement from cycle I to cycle II is 15.1%.

The table above also shows that there is a significant improvement of students' interpretive comprehension after taking action in cycle I and cycle II through the application of cross group reporting strategy. The improvement of students' interpretive comprehension from diagnostic – test to cycle II is 31%.

To see clearly the percentage score improvement of the students' interpretive comprehension following chart is presented:

Figure 2: The Improvement of the Students' Interpretive Comprehension in Narrative Text

The chart above shows the improvement of the students' interpretive reading comprehension in cycle II is higher (76.8) than that in cycle I (61.7) and D-Test (45.8). It also shows that the result of D-Test is the lowest achievement. After evaluation in cycle I and cycle II, there is significant improvement of the students' interpretive reading comprehension that shown clearly in the chart after taking an action in cycle through cross group reporting strategy that is 31%.

3.3 The Improvement of the Students' Reading Comprehension in Narrative Text

The improvement of the students' reading comprehension in narrative text, which focused on literal comprehension and interpretive comprehension as variable at Nautical Class of AMI AIPI Makassar as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table3: The Improvement of the Students' Reading Comprehension in Narrative Text

| No	Indicators	The Student' Score			Improvement		
		D-Test	Cycle I	Cycle II	DT CI→ %	CI CII→ %	DT CII→ %
1	Literal	56.8	71	85.4	25.4%	20.3%	51%
2	Interpretive	45.8	61.7	76.8	15.9%	15.1%	31%
	$\sum x$	102.6	132.7	162.2	41.3%	35.4%	82%
	$\bar{x}$	51.3	66.4	81.1	20.7%	17.7%	41%

The table above shows that there is improvement of the students' reading comprehension from D-Test to cycle I and cycle II, which in D-Test the students' mean score achievement in reading comprehension is 51.3, it is categorized as poor achievement. After evaluation in cycle

I the students' reading comprehension becomes 66.4, it is categorized as fairly good. Thus, the improvement of students' reading comprehension achievement from D-Test to cycle I is 20.7%.

There is also a significant improvement of students reading comprehension from cycle I to cycle II where the students' reading comprehension in cycle I is 66.4, and in cycle II is 81.1. The students' achievement in cycle II is categorized as good, so the improvement of students' reading comprehension achievement from cycle I to cycle II is 17.7%.

The table above proves that the use of cross group reporting strategy in teaching and learning process is able to improvement of students' reading comprehension after taking action in cycle I and cycle II where the students' achievement in cycle II is the highest and the improvement of students' reading comprehension from diagnostic – test to cycle II is 41%.

To see clearly the improvement of the students' reading comprehension, following chart is presented:
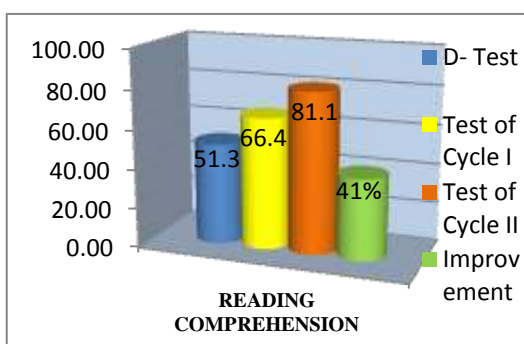
Figure 3: The Improvement of the Students' Reading Comprehension in Narrative Text

The chart above shows the improvement of the students' reading comprehension in cycle II is higher (81.1) than that in cycle I (66.4) and D-Test 51.3. It also shows that the result of Diagnostic -Test is the lowest achievement. The students' achievement in Diagnostic test is categorized as poor. After evaluation in

cycle I and cycle II, there is significant improvement of the students' reading comprehension where the result of cycle I is categorized as fairly good and cycle II categorized as good. The improvement is shown clearly in the chart above that is 41%.

3.4 The Observation Result of the Students 'Activeness in Teaching and Learning Process

The result of observation of the students' activeness in teaching and learning process toward the application Cross Group Reporting Strategy in improving the students' reading comprehension in narrative text at the second-year students of Nautical class of AMI AIPI Makassar which was conducted in 2 cycles during 8 meetings by the research through observation carried out. It can be seen clearly through the following table:

Table 4: The ObservationResult of the Students' Activeness in Teaching Learning Process.

Cycle	Meetings				Average Score	Improvement
	I	II	III	IV		
I	60%	63%	69%	72%	66%	13%
II	78%	79%	80%	81%	79.5%	

The table above is formulated based on the technique of data analysis and the students' scores that are collected through observation. From the table above, it the students' scores it shows that in cycle I the students' activeness in each meeting improves significantly. It can be seen clearly in table that the students' activeness in the fourth meeting is higher than the first, the second and the third meeting. The first meeting in cycle I, the students' activeness was 60% and it improves to 63% in the second meeting, and then students' activeness in the third meeting is 69% improves to 72% in the fourth meeting. So, the average of the students' activeness in cycle I is 66%.

In cycle II the improvement of the students' activeness is up. Where in the first meeting in cycle II the students' activeness is 78% to 79% in the second meeting, and

then students' activeness in the third meeting is 80% improves to 81% in the fourth meeting. This improvement of the students' activeness is caused by the strategy that used and teaching material is really interesting for the students. So, the average of the students' activeness in cycle II is 79.5%. Later, the result is presented in the chart below that shows the average of student' activeness in the first cycle and the second cycle.
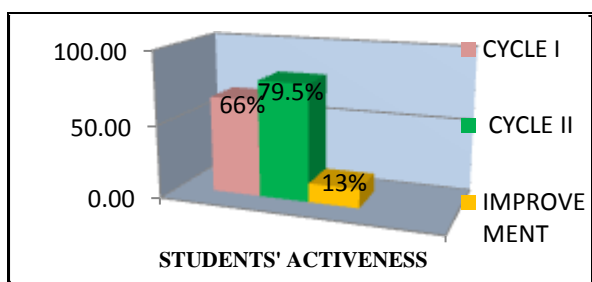
Figure 4: The Improvement of the Students' Activeness

The chart above shows that there is improvement of students' activeness in teaching and learning process where in cycle I is (66%) lower than cycle II, but after conducting cycle II the students' activeness in learning process becomes 79.5%. The improvement of students' activeness is 13%.

3.2 DISCUSSION

In this part, the discussion dealing with the interpretation of findings derived from the result of findings about the observation result of the students' reading comprehension in narrative text in terms of the result of the students' activeness in teaching and learning process, literal comprehension dealing with the main ideas and sequence of details and interpretive comprehension dealing with conclusion.

3.2.1 The Improvement of the Students' Literal Comprehension in Narrative Text dealing with the Main Ideas and Sequence of the Details.
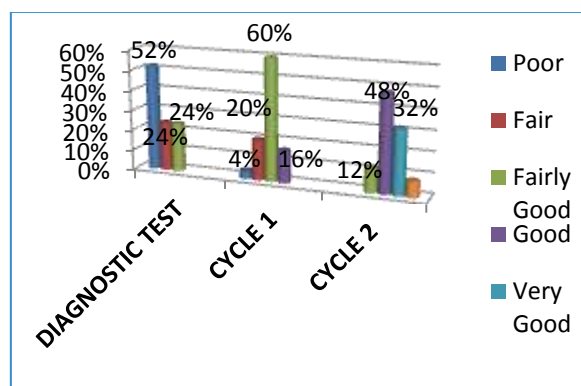
a. Main Ideas

The application of Cross Group Reporting Strategy in improving the students' literal comprehension in terms of main ideas can be seen the difference by considering the result of the students' Diagnostic Test and the students' achievement after taking action in cycle I and II through the application of Cross Group Reporting Strategy in teaching and learning process

Table 5: The Percentage of the Students' Main Ideas in Literal Comprehension.

No	Classification	Range	Non CGRS		The Application of CGRS			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	96-100	0	0	0	0	2	8%
2	Very good	86-95	0	0	0	0	8	32%
3	Good	76-85	0	0	4	16%	12	48%
4	Fairly good	66-75	6	24%	15	60%	3	12%
5	Fair	56-65	6	24%	5	20%	0	0
6	Poor	36-55	13	52%	1	4%	0	0
7	Very poor	0-35	0	0	0	0	0	0
Total			25	100	25	100	25	100

To know the percentage of the students' achievement in main ideas clearly, following chart is presented:

Figure 5: The Percentage of the Students' Main Ideas in Reading

The table and the chart above shows the percentage of the students' main ideas in literal comprehension Diagnostic Test indicates that 13 students (52%) get poor, 6 students (24%) get fair, 6 students (24%) get fairly good and none of students for the other classification.

After taking an action in cycle I by Cross Group Reporting Strategy, the percentage of the students' main ideas is 4 students (16%) get good, 15 students (60%)

get fairly good, 5 students (20%) get fair, 1 student (4%) get poor and none of the students for the other classification.

In cycle II, the percentage of the students' main ideas in literal comprehension is 3 students (12%) get fairly good, 12 students (48%) get good, 8 students (32%) get very good, 2 students (8%) get excellent and none of the students for the other classification. The result above proves that the use of Cross Group Reporting Strategy is able to improve the students' literal comprehension in the main ideas where result of Cycle II is higher than cycle I and Diagnostic test.
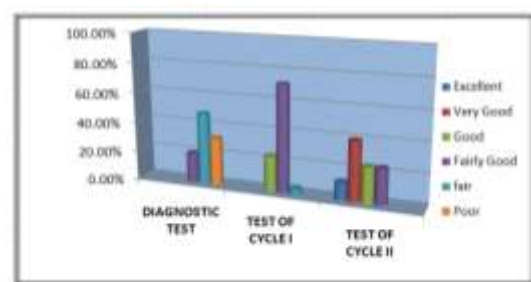
f. Sequence of Details

The application of Cross Group Reporting Strategy in improving the students' literal comprehension in terms of sequence of details can be seen the difference by considering the result of the students' Diagnostic- Test and the students' achievement after taking action in cycles through the application of Cross Group Reporting Strategy in teaching and learning process.

Table 6 The Percentage of the Students' Sequence of Details in Reading.

No	Classification	Range	Non CGRS		The Application of CGRS			
			D - Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	96 – 10	0	0	0	0	3	12%
2	Very good	86 – 95	0	0	0	0	10	40%
3	Good	76 – 85	0	0	6	24%	6	24%
4	Fairly good	66 – 75	5	20%	18	72%	6	24%
5	Fair	56 – 65	12	48%	1	4%	0	0
6	Poor	38 – 55	8	32%	0	0	0	0
7	Very poor	0 – 35	0	0	0	0	0	0
Total			25	100	25	100	25	100

To see the percentage of the improvement of the students' sequence of details in literal comprehension clearly, the following chart is presented:

Figure 6: The Percentage of the Students' Sequence of Details in Reading

The table and the chart above shows the percentage of the students' sequence of details achievement in Diagnostic Test indicates that 5 students (20%) get fairly good, 12 students (48 %) get fair, 8 students (32 %) get poor and none of students for the other classification. After taking action in cycle I by using Cross Group Reporting Strategy, the percentage of the students' sequence of details achievement improves where 6 students (24%) get good, 18 students (72%) get fairly good, 1students (4%) get fair, and none of the students for the other classification. In cycle II, the percentage of the students' achievement in sequence of details is higher than cycle I where 3 students (12%) get excellent, 10 students (40%) get very good, 6 students (24%) get good, 6 students (24%) get fairly good, and none of the students for the other classification.

The result above proves that the use of Cross Group Reporting Strategy is able to improve the students' sequence of details in reading where result of Cycle II is higher than cycle I and Diagnostic test.

3.2.2 The Improvement of the Students' Interpretive Comprehension in Narrative Text dealing with Conclusion.
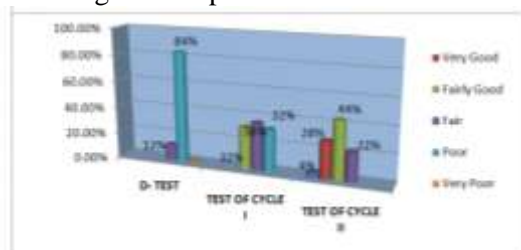
a. Conclusion

The application of Cross Group Reporting strategy in improving the students' interpretive comprehension in terms of conclusion can be seen the difference clearly by considering the result of the students' diagnostic test and result of

the students' test in cycle I and II after using Cross Group Reporting strategy.

Table 7: The Percentage of the Students' Conclusion in Reading

No	Classification	Range	Non CGRS				The Application of CGRS			
			D-Test		Cycle I		Cycle II			
			Freq	%	Freq	%	Freq	%		
1	Excellent	96 – 100	0	0	0	0	1	4%		
2	Very good	86 – 95	0	0	0	0	7	28%		
3	Good	76 – 85	0	0	0	0	0	0		
4	Fairly good	66 – 75	0	0	8	32%	11	44%		
5	Fair	56 – 65	3	12%	9	36%	6	24%		
6	Poor	36 – 55	21	84%	8	32%	0	0		
7	Very poor	0 – 35	1	4%	0	0	0	0		
	Total		25	100	25	100	25	100		

To see the percentage of the improvement of the students' sequence of details in literal comprehension clearly, the following chart is presented:

Figure 6: The Percentage of the Students' Conclusion in Reading

The table and the chart above shows the percentage of the students' conclusion in Diagnostic -Test indicates that 3 students (12%) get fair, 21 students (84%) get poor, 1 student (4%) get very poor, and none of students for the other classification.

After taking action in cycle I by using Cross Group Reporting Strategy, the percentage of the students reading test in conclusion is 8 students (32%) get fairly good, 9 students (36%) get fair, 8 students (32%) get poor and none of the students for the other classification.

In cycle II, the percentage of the students' reading test in conclusion is 1 students (4%) get excellent, 28 students (28%) get very good, 11 students (44%) get fairly good, 6 students (24%) get fair, and none of the students get good.

The result above proves that the use of Cross Group Reporting Strategy is able to improve the students' interpretative comprehension in terms of conclusion in reading.

3.2.3 The Improvement of the Students' Reading Comprehension in Narrative Text dealing with the Students' Literal Reading Comprehension and Students' Interpretive Reading Comprehension.

The result of the data analysis through the reading test shows the students' reading comprehension in terms of literal and interpretive improves significantly. It is indicated by the mean score of result of the students' D-Test is 51.3 it is classified as poor achievement. It is also lower than the mean score of the students' reading test in cycle I that is 66.4 that is classified as fairly good and cycle II is 81.1 it is classified as good. Those scores are got from the result test of the students' literal reading comprehension and interpretive reading comprehension.

a. The students' literal reading comprehension in narrative text at the second-year students' of SMA Negeri 18 Makassar, class XI – IPA 4 in 2012/2013 academic year through Cross Group Reporting Strategy.

The indicator of the main ideas of the students' literal reading comprehension in the first cycle has improved from Diagnostic test. The improvement can be seen after testing and observing the students where the improvement of the students' main ideas is 30% and the students' main ideas mean score is 69.3. It is classified as fairly good. In cycle II, the students' main ideas also improve from cycle I to cycle II where the improvement is 24.4% and the students' mean score is 86.2 that is classified as very good classification. The classification shows that the improvement of the students' understanding main ideas in cycle II is lower than the improvement from Diagnostic test to cycle I. Although the

improvement in cycle II is lower than cycle I, the research is not continued to the third cycle because the target score has been achieved in cycle II.

In the first cycle, the students' sequence of details in reading is not bad than the other indicators, like main ideas. The result of the students' sequence of details can be seen after testing and observing (reading test of first cycle), where the students sequence of details is 20.7% and the mean score achievement is 72.8. It is classified as fairly good classification. After testing and observing in the second cycle, the student' sequence of details really has a good improvement where the improvement is about 16.2% and the students' mean score is 84.6 that is classified as good classification. Because of the target score has been achieved in cycle II, so the researcher is not continued to the third cycle.

b. The students' interpretive reading comprehension in narrative text at the second-year students of Nautical at AMI AIPI Makassar, through Cross Group Reporting Strategy.

The indicator of conclusion of the students' interpretive reading comprehension in the first cycle has improved from Diagnostic test. The improvement can be seen after testing and observing the students where the improvement of the students' conclusion is 15.9% and the students' conclusion mean score is 61.7. It is classified as fair. In cycle II, the students' conclusion also improves from cycle I to cycle II where the improvement is 15.1% and the students' mean score is 76.8 that is classified as good classification. Because of the target score has been achieved in cycle II, the research is not continued to the third cycle.

The Observation Result of the Students' Activeness in Teaching and Learning Process

The result of the students' observation in teaching and learning process improved significantly through Cross Group Reporting Strategy in improving the students' reading comprehension in narrative text. It is proved by the improvement of the students' participation the first meeting of cycle I was 60% and in the last meeting of cycle II students' participation became 81%. It is indicated that the application of Cross Group Reporting Strategy can stimulate the students' activeness in teaching and learning process.

4. CONCLUSION

Based on the explanation above, the researcher concludes that the application of Cross Group Reporting Strategy in teaching reading comprehension could improve the students' ability in literal comprehension and interpretative comprehension significantly. So, the target that was stated in the background to improve the students' mean score until 75 could be successfully achieved. In the other hand, teaching reading comprehension in narrative text through Cross Group Reporting Strategy is able to improve the students' achievement of Nautical class at AMI AIPI Makassar.

It is suggested that the English teachers must use Cross Group Reporting Strategy in teaching and learning process, because it is effective to improve the students' achievement especially in reading.

1. For the teachers, they can attempt to call up the entire ability to increase the learning process by doing or using Classroom Action Research in other classes.
2. For next researchers, they must do the best research from the researcher before by using Cross Group Reporting Strategy in the other variables or teaching material.

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