

Improving Student's Ability in Reading Narrative Text by Using Parts of Narrative Text at SMP Swasta Sinar Husni Medan

Improving Student's Ability in Reading Narrative Text by Using Parts of Narrative Text at SMP Swasta Sinar Husni Medan

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ABSTRACT

This research is aimed at finding the improvement student's ability in reading narrative text by using part of narrative text method. It was a Classroom Action Research (CAR). The subject of this research is the students at the seventh grade at SMP Swasta Sinar Husni Medan. In collecting the data, the researcher used treatment in teaching as long as six meetings. The researcher gave pretest and posttest to the students in order to know students' improvement students' ability in reading narrative text after giving treatment. The result of this research showed the improvement of the student's ability in reading narrative text was improved significantly. It was proved by the pre-test and the post-test of the students in teaching and learning process in cycle I and cycle II. In pre-test, The data suggests a positive trend in students' reading narrative text competence. In Cycle I, 57.1% of the students scored above 80 points, while in Cycle II, this percentage increased to 88.57%. This indicates an improvement in students' abilities as the teaching method or narrative text components were implemented, with more students achieving higher scores in the second cycle.

Keywords : Classroom Action Research (CAR), Narrative Text, Part of Narrative Text Method

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1. INTRODUCTION

Reading is a multifaceted process crucial for grasping the intended message in written language. According to Samsu (2013), it involves understanding words at a glance, with the meaning becoming visible. Mastery of reading skills is vital for academic success, as comprehension requirements escalate with higher grades, necessitating developed reasoning and contextual application of background knowledge.

Andrew (2008) highlights the integration of visual and non-visual information in reading. The reader combines what's on the page with internalized knowledge to derive meaning. In English language teaching in Indonesia, reading holds a pivotal role, serving as a foundation for speaking, listening, and writing skills. Levine et al. (2010) emphasize the importance of reading skills for ESL university students, not only for language intuition but also for academic achievement and task completion.

Efficient reading comprehension involves a blend of word recognition, linking new information to existing knowledge, and strategic application, such as identifying main ideas, making connections, questioning, inferring, and predicting (Samsu, 2013). Overall, reading is a fundamental skill with far-reaching implications for students, especially in a higher education context.

According to Anderson (2003), a narrative is a form of text that recounts a story, serving to entertain or inform the reader or listener. Sholimith Rimmon-Kenan, as cited in Talib (2007), defines narrative fiction as the narration of fictional events, often involving characters confronted with and motivated to solve problems, creating a sequence of unusual events in an entertaining manner.

Seymour Chatman, also in Talib (2007), characterizes narrative as a structure comprising narrative statements, inherently connected to storytelling. Narratives, whether about animals or humans, aim to amuse, entertain, and present sets of experiences from the world, whether actual or vicarious (Gerot and Wignell, 1994). In essence, the purpose of narrative text, as per Anderson (2003), is to offer a view of the world that either entertains or informs the audience.

In the Curriculum 2013 for junior high school, students are expected to comprehend various text forms, including recount, narrative, procedure, descriptive, and report, within the context of daily life. Mastering reading comprehension is emphasized to ensure academic success. Yudi (2010) emphasizes the necessity of reading skills for students, especially at the secondary level, as it is essential for acquiring knowledge and learning new information, contributing to their overall success.

However, a survey in a seventh-grade English class at SMP Swasta Sinar Husni Medan revealed challenges. Many students faced difficulties comprehending texts, particularly in narratives, and exhibited low motivation and interest in reading. Traditional and monotonous teaching methods contributed to boredom and decreased enthusiasm.

To address these issues, the researcher proposed using part of narrative texts as a teaching strategy. Narrative texts, reflecting real-life phenomena, are considered more interesting, aiming to help students comprehend texts, enjoy lessons, and enhance their overall reading experience. This approach aligns with the goal of improving students' reading skills and engagement in the learning process.

Based on phenomenon above, the purpose of this research was to improve the students' achievement in reading narrative text so that they could understand and comprehend narrative well. For this reason the researcher decided to choose a title "Improving Students' Ability in Reading Narrative Text by Using Part of Narrative Text at SMP Swasta Sinar Husni Medan".

2. LITERATURE REVIEW

A. Reading

Reading, as highlighted by Deborah (cited in Ningsih, 2017), is a form of two-way communication using written language or symbols, involving interpretation and understanding. According to Smith (cited in Sari, 2017), reading is a purposeful, selective, anticipatory, and comprehension-based activity that requires the reader to exercise control. Reading habits develop over time, influenced by factors like motivation and reading skills.

The definition of reading by Harris (cited in Sari, 2013) emphasizes it as a form of communication between writers and readers. This exchange of information and ideas contributes to the reader's understanding, potentially creating new knowledge or providing entertainment. Reading is viewed as a process of reconstructing ideas presented by the author, playing a vital role in the intellectual and knowledge development of individuals, contributing to progress and the formation of a golden generation.

- The Advantages of Reading
 - a. Reduce Anxiety

First, it turns out that reading can reduce anxiety. The context of reading in this case can be broad. It can be interpreted that reading the holy book (according to the teachings of each religion) can also be any book.

b. Make the Brain Develop

The second benefit is that our brains are much more developed. It is different when the brain is accustomed to reading. It feels like the brain becomes more active in thinking and is trained to do small analysis. At least from this little habit will affect you in spilling ideas, speaking words and so on. At least your way of thinking is clearer and more developed.

The habit of thinking analytically also stimulates the brain to be more open to receiving opinions and knowledge from others. One indication can be seen that you often learn from other people's experiences, rather than blaming other people or making up other people's mistakes.

c. Increase Knowledge

Reading is effective in increasing your knowledge. Not only that, your brain is better at remembering things too. Every time you have a problem or problem, you can use the knowledge you have to solve the problem that is right in front of you.

d. Become a Critical Thinking Person

The fourth benefit of reading is to help you become a simpler thinking person in dealing with problems. People who have good thinking skills have their own ways and solutions. Where the solution decision is taken as a reflection that there are many simple solutions. Problems should be addressed wisely, easily, and not overly thought. Or what we more familiarly call an attempt to simplify the problem.

Unfortunately, not everyone can simplify their problems. That is why, many people are stressed but they are not aware of their stress. Many also end up running away, which in my opinion is a symptom that there is a problem that cannot be treated.

e. Play a role as a Comforter

For some people, the benefits of reading books are not only to broaden their horizons, but also to seek pleasure, entertainment, or enlightenment from any existing problems. Moreover, humorous books, novels, or books that are interesting but funny will make readers feel entertained. At least smile yourself with the book he is holding.

f. Improving Memory

Reading will train the brain to stay active, the cells in the brain will be active and get used to seeing something new (words) in a fast time. At the time of reading, we will read the words in a short time right.

B. Part of Narrative Text

Understanding a narrative text involves considering its generic structure and language features. Anderson (2003) outlines the steps in constructing a narrative, including an orientation, complication, sequence of events, resolution, and coda, providing a moral or comment based on the story.

Language features commonly found in narratives, according to Anderson (2003), include past tense, adverbs of time (e.g., once upon a time), specific characters, time words connecting events, verbs depicting actions, and descriptive words portraying characters and settings.

Additionally, Gerrot and Wignell (1994) note specific language features in narrative texts, such as individualized participants, material processes illustrating actions, relational processes identifying qualities, mental processes indicating sensing, temporal conjunction, temporal circumstances describing time and place, and the use of past tense. These features collectively contribute to the unique and engaging nature of narrative texts.

According to Ruetten and Pavlik in Diniarti (2019) gave definitions about narrative, they said, "To narrate is to tell a story or describe and incident. In academic writing, an incident is often used to

illustrate a larger point.” In addition, Beatrice S. Mikulecky said that narrative can be in the form of an unreal incident, you can find this in fiction books. He stated that “Fiction books are not true stories. Reading fiction is helpful in learning English because in fiction you will find many examples of how people use the language in everyday life.”

From above statement the researcher conclude that narrative text is a type of English text that has an interconnected chronological flow. This type of text is used to entertain readers. Narrative text can contain both imaginary and factual stories.

3. METHOD

This reasearch is a Classroom Action Research (CAR). It used to improve students' ability in reading narrative text on seventh grade students' at SMP Swasta Sinar Husni Medan by using part of narrative text. Classroom Action Research (CAR) is research that is conducted in the class. According to Kunandar (2008), there are elements in CAR: (1) Research is an activity to improve an object by using an appropriate methodology rule for getting data and information and then analyze to solve problem. (2) Acting is an activity that is done for certain purpose, in cycle sequence form activity. (3) Class is group of students when at the same time, receive same lesson from their teacher.

The study was conducted at SMP Swasta Sinar Husni Medan. The subjects of this study were seventh grade in academic years 2022/2023, it consists of 35 students they are 17 male and 18 female. The seventh grade of class was used as the subject of the study because this class had difficulty in comprehending reading, especially in narrative text. To get the data, the researcher used the instruments as follows: (1) Test. The researcher used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test will do before implementing an action learning strategy. It is used to measure students' ability in reading narative text at first. Meanwhile, the post-test is implementation after using the parts of narrative. (2) Observation. The researcher observes the objects by watching the teaching-learning process in the classroom. The comment based on what the researcher has seen is written in the observation sheet. (3) Interview. The researcher makes a list of questions that was asked of the English teachers in the school to know their difficulties in teaching English especially in improving the student's reading ability. The question also was prepared to acquire some information related to their problems and motivation in learning English. (4) Documentation. Documentation is a proof of the researcher when doing research in a school by collecting anything related to the research. But in this research, the research supports the data of students, the students' reading record, and photos that related to research focusing.

4. FINDINGS AND DISCUSSION

A. *Research Finding*

1. Qualitative Data

- The First Cycle

a). Planning

Based on the results of the pre-test conducted beforehand, it was evident that the students' achievement level in narrative text was low. Anticipated issues included classroom noise, an environment not conducive to learning, difficulties in comprehending the text, and a general sense of boredom. Additionally, the students' reading proficiency was notably lacking, with only two students passing the pre-test.

To address these challenges, part of the narrative text was chosen as an instructional method to enhance students' reading abilities. The researcher assumed the role of the teacher, with the English teacher serving as a collaborator, observing the teaching-learning process during the implementation of the narrative text. A detailed lesson plan, including a teaching scenario, was prepared, focusing on narrative text as the teaching material. A single topic was selected for exploration across three meetings in the first cycle. The research instruments, such as observation sheets and interviews, were also readied for data collection during the teaching sessions.

b). Action

After revealing the pre-test results, indicating low reading comprehension ability, the researcher motivated the students to improve. The first cycle focused on teaching students how to comprehend narrative text, following the prepared lesson plan, and implementing part of the narrative text during the second to fourth meetings.

In the second meeting, the researcher initiated a brainstorming session to gauge students' understanding of narrative text. Material on the social function and generic structures of narrative text was explained, supported by examples. An exercise followed to assess comprehension.

During the third meeting, the researcher reviewed the previous material, prompting students to articulate their understanding. Part of the narrative text was introduced, teaching students how to comprehend it effectively.

In the fourth meeting, the researcher reinforced the previous material by having students explain the steps of part of the narrative text. The session concluded with the administration of Post-Test I to evaluate the impact of the teaching interventions on students' reading comprehension.

c). Observation

In the initial phase of the first cycle, the classroom faced challenges with students making noise during the material explanation. However, as part of the narrative text was implemented, the teaching-learning process improved significantly. The students became more attentive, and the overall atmosphere became conducive for learning. They not only controlled their noise but also actively participated in reading their narrative texts, displaying seriousness and seeking assistance when needed. The students' interaction with the researcher was positive, and they responded well to the questions posed.

During this cycle, a reading test was conducted, and students engaged in discussions based on the topic provided, utilizing part of the narrative text. Despite some students not taking the evaluation seriously, with instances of cheating and whispering, the teaching-learning process, in general, ran smoothly.

Observations indicated an improvement in the teaching-learning process, with growing student interest and motivation. Their focus on the explained material improved with each meeting, highlighting that the implementation of part of the narrative text contributed to creating a favorable learning environment.

d). Reflection

In the first cycle, the researcher identified several challenges among the students, including disruptive noises during the initial meeting. However, these disruptions gradually diminished as the researcher addressed the class and shared their evaluation I scores. The students started paying attention, realizing the importance of reading skills and the advantages it brings. The material on narrative text aimed to enhance their understanding, and the researcher's efforts were successful. The students demonstrated enthusiasm and interest in exercises and questions related to narrative text, showcasing an improved understanding.

Upon correcting the students' reading, notable improvements were observed compared to the pre-test scores. Both the orientation test and the scores in cycle I indicated progress. However, only 11 students (33.33%) achieved the standard score of 70, as some students struggled with reading in well-structured sentences and lacked vocabulary. Common errors in reading products included issues with vocabulary, organization, and capitalization. To address these issues, the second cycle was deemed necessary, focusing on teaching students how to identify the main idea using part of the narrative text.

- The Second Cycle

a). Planning

In the first cycle, the researcher identified several challenges among students, including difficulties in comprehending the text, grasping the main idea, and reading overall. Vocabulary issues also affected their reading performance, as some students lacked a solid understanding of English vocabulary. To address these challenges, the researcher implemented a strategy in the second cycle, focusing on teaching students how to comprehend text using part of the narrative text.

In this cycle, students were given opportunities to read and it was expected that the percentage of students scoring above 80 would increase. The researcher aimed to enhance interaction by being more active in asking and responding to questions and providing clear explanations. Effective time management was also emphasized to ensure efficient use of instructional time. These strategies were implemented with the goal of addressing the identified problems and improving the overall reading skills of the students.

b). Action

In the second cycle, the focus was on teaching students how to comprehend narrative text. The researcher followed the lesson plan, starting in the fifth meeting by emphasizing the importance of producing well-constructed sentences for clear communication of ideas. An exercise related to the material was given to gauge students' understanding. Evaluation of students' reading in this cycle revealed errors in spelling, vocabulary, punctuation, and capitalization, prompting the researcher to address these issues.

During the sixth meeting, the researcher reviewed the material from the previous session, inviting students to explain the steps of part of the narrative text in reading. Reading evaluation II was then administered, where students read a paragraph using part of the narrative text. Following this, students worked on their individual reading evaluation III (Post-Test II). The researcher remained actively engaged in every meeting, providing guidance and motivation to help students produce effective reading skills.

c). Observation

In the second cycle, the students' interest in reading demonstrated consistent growth. The majority of students showed high enthusiasm and seriousness once they grasped how to read narrative text using the materials provided by the researcher. The classroom environment became noticeably quiet and focused, with students actively engaged in their work. Although occasional errors in capitalization and punctuation persisted, the researcher prompted students to correct these mistakes. The students also became more proactive in asking questions, showcasing an improved level of interaction.

The researcher successfully enhanced engagement, responded effectively to questions, and managed time efficiently. The observation results indicated a well-functioning teaching-learning process in the second cycle. The students' motivation continued to increase, and their focus on the material improved with each meeting. Notably, the last two meetings of the cycle showed even better results than the first meeting, affirming that the implementation of part of the narrative text contributed to creating a positive and effective learning environment.

d). Reflection

In general, all students successfully applied the method, resulting in the production of high-quality descriptions. There was a notable improvement in students' reading skills. They approached translation with care to avoid misunderstandings and were adept at identifying errors in their translations. While a few students persisted with similar errors, the overall progress was significant.

In the second cycle, the classroom maintained a conducive atmosphere, with students actively engaging in reading using part of the narrative text. After correcting their readings, the mean of students who achieved standard scores increased. Impressively, 87.88% of students received satisfying scores, indicating a substantial enhancement in their ability to read narrative texts. This outcome demonstrates the effectiveness of the teaching approach and the positive impact of incorporating part of the narrative text in the learning process.

2. Quantitative Data

Table 1. The Result of Pre Test, Post Test I and Post Test II

No	Subject	Pre Test	Post Test I	Post Test II
1	MF	40	60	85
2	VA	40	75	90
3	AM	50	85	95
4	MAR	50	85	95
5	FKS	45	50	75
6	RP	45	85	95
7	RR	80	95	100
8	NSC	75	85	100
9	MS	35	60	75
10	KA	75	85	90
11	AFRP	50	85	90
12	FZ	35	50	75
13	PRS	50	85	95
14	S	35	60	95
15	AI	60	75	85
16	KS	45	85	90
17	MRP	45	75	85
17	DP	45	75	90
19	MSH	40	75	85
20	AS	50	75	85
21	R	40	80	85
22	MS	55	85	90
23	AR	60	80	85
24	S	45	80	85
25	AA	40	60	75
26	MP	40	75	85
27	LA	45	85	95
28	LSK	40	75	85
29	MA	80	95	100
30	SZPB	55	85	90
31	IAP	40	85	95
32	RMP	45	75	85
33	NNF	50	85	90

34	NSC	60	80	90
35	FKS	50	80	90
Total Score		1735	2710	3100
Mean Score		49,6	77,4	88,6

In this research, the criterion for successful achievement in narrative text was set as students obtaining a score of 80 or above in their reading evaluations, aligning with the English passing grade at the school. In reading evaluation I, only 2 students (5.71%) achieved this benchmark. However, the application of part of the narrative text led to a progressive increase in students' reading competence. In the first cycle, 20 students (57.1%) attained scores above 80, and in the second cycle, this percentage significantly rose to 88.57%. This indicates that the implementation of part of the narrative text was effective and efficient in aiding students to enhance their reading comprehension in narrative texts. For a clearer representation of the data, please refer to the chart below:

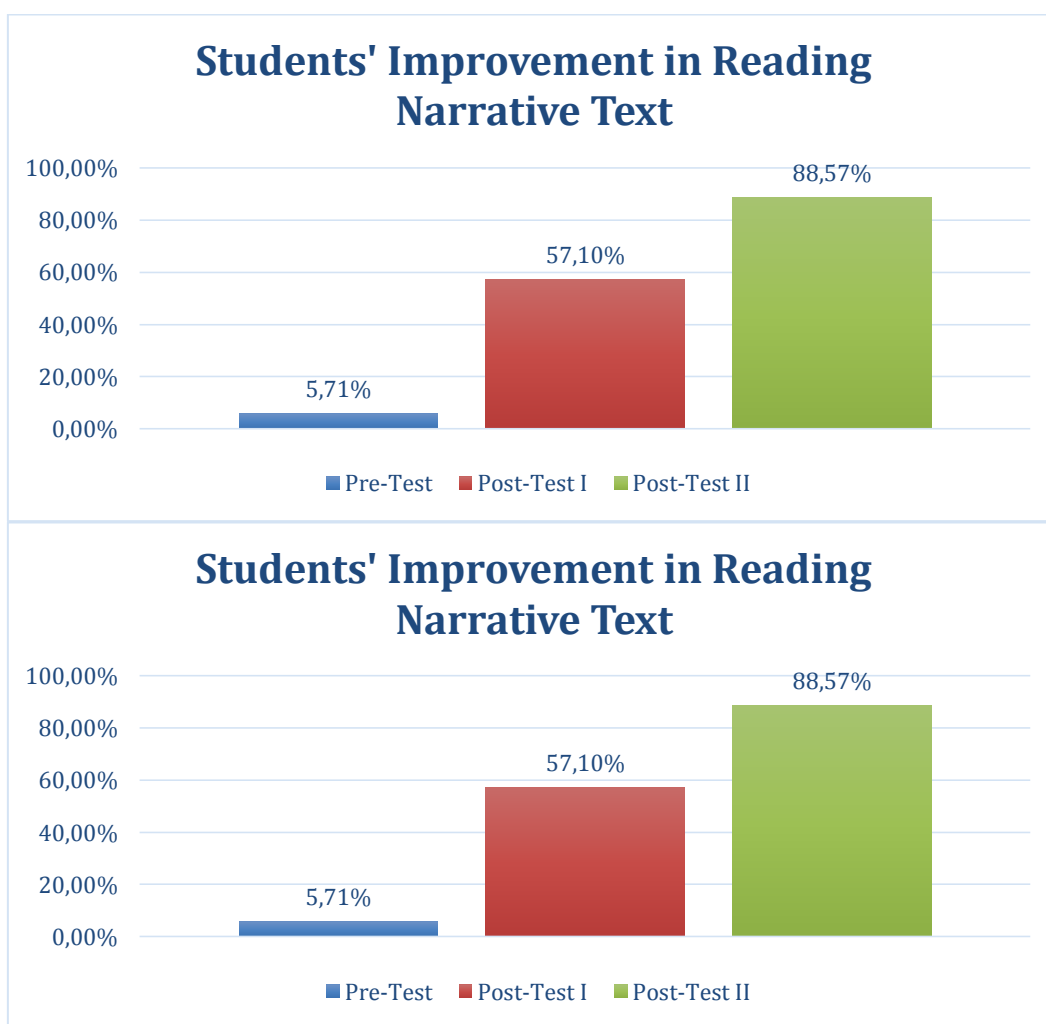


Figure 4.1. Students' Improvement in Reading Narrative Text

B. Discussion

The data analysis reveals distinct differences between cycle I and cycle II in teaching and learning processes, showcasing an improvement in students' ability to read narrative text. The results indicate higher learning outcomes and completeness in cycle II compared to cycle I.

In cycle I, during the first meeting, the researcher introduced the material "Cinderella." Some students struggled with questions and conclusions due to unfamiliarity with vocabulary, leading to low enthusiasm. Motivational efforts were employed by the researcher. In the second meeting, a new material titled "The Prince and His Best Friends" was introduced, with increased student participation compared to the first meeting.

In contrast, in cycle II, most students displayed enthusiasm and readiness to learn. The researcher employed a warming-up strategy by providing information related to the text, activating students' prior knowledge. This resulted in higher interest and readiness to learn, indicating the success of the strategy.

During the implementation of the part of the narrative text method in cycle I, 20 students (57.1%) achieved scores above 80. Recognizing the difficulties faced, the researcher revised the lesson plan for cycle II, focusing on clearer explanations, encouraging student questions, and providing better guidance. In cycle II, significant improvement was observed, with 31 students (88.57%) scoring above 80 out of 35 students.

In conclusion, the learning completeness in cycle I was 57.1%, whereas the mean score in cycle II was 88.57%, indicating the successful achievement of the target set in chapter I. In other words, teaching reading comprehension of narrative text using the part of narrative text method effectively improved the seventh-grade students' achievement at SMP Swasta Sinar Husni Medan.

The results of this study are in line with research by Nikmah (2020) with research title "Improving Students' Reading Comprehension on Narrative Text Through Direct Reading Think Pair Share (TPS) at Madrasah Aliyah", the researcher concludes that the data analysis results indicate a noticeable increase in the mean score throughout the cycles. The mean score in the pre-test was 63.33%, which rose to 74.33% in cycle 1, and further increased to 84.17% in cycle 2. Additionally, there was a substantial growth in the number of students scoring above 75. In the pre-test, only 5 out of 30 students (16.67%) achieved this benchmark. After cycle 1, this number significantly improved to 17 students (56.67%), reflecting a 40% increase. In the post-test of cycle 2, 24 out of 30 students (80%) scored above 75, representing a further improvement of 23.33%.

The overall improvement in students' scores from the pre-test to the post-test of cycle 2 was 63.33%. These results affirm that the Directed-reading and Think Pair Share (TPS) strategy significantly enhanced students' reading comprehension skills in narrative text.

Besides that, the results of this study are in line with research by Dongoran (2018) with research title "Improving Students' Reading Comprehension on Narrative Text Through KWL at Eight Grade of SMP Negeri 8 Rambah", The finding showed an improvement in students' reading comprehension of narrative text the average students' score in basic test 42%, cycle 1 was 50,8% and cycle 2 was 72,51%.

5. CONCLUSION

A. Conclusion

Based on the findings and discussions in the previous chapter, the researchers conclude that the improvement of students' ability in reading narrative text among seventh-grade students at SMP Swasta Sinar Husni Medan, using the part of the narrative text method, was significant. This conclusion is

supported by the pre-test and post-test results during the teaching and learning process in cycle I and cycle II.

In the pre-test, only 2 students (5.71%) achieved scores above 80. However, the percentage of students demonstrating competence in reading narrative text increased significantly with the application of the part of the narrative text method. In cycle I, 20 students (57.1%) achieved scores above 80, and in cycle II, this number rose to 31 students (88.57%). These results indicate a clear and notable improvement in students' reading comprehension skills when exposed to the part of the narrative text method.

1. Readers: This research serves as an informative resource for readers interested in understanding the teaching and learning process of reading, particularly in the context of narrative text comprehension. Readers can gain insights into effective methods, such as the part of the narrative text, that contribute to enhancing students' reading abilities.

2. Students: The findings of this research emphasize the positive impact of the part of the narrative text method on improving reading comprehension. Students are encouraged to explore and adopt similar strategies to enhance their skills in understanding narrative texts. Actively engaging with these methods can contribute to overall improvement in reading abilities.

3. Other Researchers: For researchers with an interest in the field of teaching reading comprehension, especially those exploring innovative methods like the part of the narrative text, this study provides valuable insights. The results and methodology presented here can guide future research efforts, allowing for further exploration and refinement of effective strategies to enhance students' reading skills across different educational settings.

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