

## **IMPROVING STUDENTS' READING SKILLS USING NARATIVE TEXT OF TENTH GRADE AT SMA NEGERI 2 TONDANO**

**JELMIATI AMBANA, PAULA ROMBEPAJUNG, FRIDOLIN KUKUS**  
*Faculty of Languages and Arts*  
*Universitas Negeri Manado*

*Correspondence author: [paularombepajung@unima.ac.id](mailto:paularombepajung@unima.ac.id)*

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**Abstract:** The purpose of this study was to determine whether employing narrative texts could effectively improve the reading abilities of students in SMA Negeri 2 Tondano's tenth grade. This study employed a pre-experimental design with pre- and post-tests conducted on two groups, and a make a match treatment. As a result, post-test scores were better than pre-test scores. The post-test result was better than the pre-test since the mean score for the pre-test was 4.85 and the mean score for the post-test was 7.25. It may be said that SMA Negeri 2 Tondano students have strong reading abilities in the tenth grade. Even with a little treatment it can make them active in responding to a number of things that need to be improved in narrative text skills. So, the tenth grade pupils at SMA Negeri 2 Tondano were able to read more fluently thanks to narrative text, even just using a small treatment in the middle of learning.

**Keywords:** *Reading, Skills, Narrative text, Tenth Grade Students*

### **INTRODUCTION**

Language is a useful and articulate system of sound symbols (produced by speech organs) that are arbitrary and conventional, which are used as a means of communication by a group of people to express human feelings and thoughts (Mackey, 1986; Wibowo, 2001). The majority of people use English, which is one of several global languages. People are expected to be fluent in English in today's globalized world in order to communicate with those who reside abroad. People who live in a nation such as Indonesia that employs English as a foreign language should learn it as a means of international communication. The Indonesian government includes English as one of the required topics beginning in junior high school in order to help the Indonesian people be able to communicate with people throughout the world. Thus, it is envisaged that

Indonesian learners will have a fantastic opportunity to enhance their proficiency in English communication. There are certain components to learning a language. The linguistic component, which includes grammar, vocabulary, pronunciation, organization, and other topics, is one of the crucial factors. In addition to these factors, language learners must also become fluent in speaking, writing, reading, and listening. It should be noted, though, that those abilities cannot be acquired separately. Students learning English should combine those skills into their studies.

Reading allows us to add to our vocabulary, knowledge of grammar, text helps structure. This, in turn, helps us improve our oral and written skills. The acquisition of new knowledge is highly dependent on the understanding of reading (Kukus 2021). Reading comprehension is the ability to compose text, understand the meaning of the text and not what readers or people read (Rombapajung 2022). You know. Reading is a very complex process, complex to learn and complex to teach. (Carnine, Silbert, and Kameenui: 1990), so they must have techniques that can help them read effectively and enjoy. Teaching comprehension strategies have been shown to be seen as a possible approach to solving problems faced by students. In this case, the writer tries to find interesting and effective ways for students and teachers so that they can do reading activities properly and correctly.

A wide range of abilities, including reading comprehension, can be applied in all facets of life. Strong reading skills may help you decipher and make sense of what you read, and as you keep honing them, you can expand your capacity for effective written communication. The pupils' knowledge and familiarity with what the teacher has discussed in the context are intended to help them with their reading skills. It implies that after understanding the reading material, students should be able to communicate the text's or passage's topic more effectively. To learn something from the book is the reason reading is done.

Students as a result struggled to read and comprehend English literature. Being able to read and comprehend texts is crucial for students in order to learn the information they contain. To help not only in English courses but also to increase the quality of students' knowledge overall, it is necessary to improve the quality of English in coordination with students' reading comprehension. Accurate and effective comprehension

of written texts depends greatly on reading ability.

As a result, it should be the main focus of English instruction. From the issues listed above, the author is interested in researching about Improving Students' Reading Skills Using Narrative Text of Tenth Grade at SMA Negeri 2 Tondano.

## **RESEARCH METHOD**

The researcher employed a quantitative research approach for this investigation. In quantitative research, the data were used to make statistical measurements that determined the conclusion. Quantitative research was pre-experimental, similar to how reading materials were used in classroom instruction. With one group test, the author utilized a design for the before and after tests. to evaluate the pupils' development following the use of a specific educational method, in this situation the researcher used reading media, pre-tests were given to the students before the treatment, post-tests were given to the students after the treatment, and post-tests were given to the students after treatment. As stated by Hatch and Farhady (1982). Pre-tests are administered prior to treatment, and post-tests are administered following treatment.

This study focused on 20 students in the tenth grade at SMA Negeri 2 Tondano during the academic year 2022–2023. In this study, the researcher made use of Make a Match as the technique for this research in order to effective to teach reading to tenth grade or not. There are pre-test and post-testing is used In this investigation, the researcher utilized, and the testing arranged based on the teaching materials. Pre-test (students reading a short story) after students read a story, students write their understanding of the stories they have read before. Like the story tells about what and what happened in that story. was used to determine the students' achievement before applying Make a Match and post test (students reading again one short story) after reading, students write down their understanding of the story that has been read, and determine the 3 textual narrative frameworks, which become the direction, difficulty, and resolution of the story that was read. to see final results, or changes to students grades. Before the researcher give a short story, and students read the story, The pre-test was administered by the researcher for the benefit of the students and the test's intended use, After The

researcher treated the students after the pre-test. The Therapy is Make a Match, The pupils take a post-test. read a story and write down their understand.

## **FINDINGS AND DISCUSSION**

The researcher performed the treatment after administering the pre-test. In the treatment, the students were play while learning with Make a match in Narrative text. researcher formed 2 groups namely the questions and answers group. After that, each student was distributed cards that had been prepared by the researcher. Who gets the question cars looks for the card or his friend who holds the answer cards and so on until all are found and of course the questions and answers on the card relate to narrative text to improve students' reading skills. And the researcher led the students in the process. With this students are interested in learning and can understand the lessons that are being applied. With a little playing like this, it can improve students' creativity and interest in learning, especially learning English. Because there are some students who actually can, but they are not interested or even bored with learning methods that are so. And it results in a lack of knowledge of English or reading skills.

***Table 1. Students' Scores in T1 (Pre-test) and T2 (Post-test)***

<b>Number of Students</b>	<b>Pre-Test</b>	<b>Post-Test</b>
<b>1</b>	<b>5</b>	<b>8</b>
<b>2</b>	<b>7</b>	<b>9</b>
<b>3</b>	<b>4</b>	<b>7</b>
<b>4</b>	<b>3</b>	<b>6</b>
<b>5</b>	<b>6</b>	<b>8</b>
<b>6</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>7</b>	<b>9</b>
<b>8</b>	<b>5</b>	<b>7</b>
<b>9</b>	<b>6</b>	<b>7</b>
<b>10</b>	<b>5</b>	<b>8</b>
<b>11</b>	<b>3</b>	<b>5</b>
<b>12</b>	<b>6</b>	<b>8</b>

<b>13</b>	<b>5</b>	<b>7</b>
<b>14</b>	<b>4</b>	<b>8</b>
<b>15</b>	<b>3</b>	<b>5</b>
<b>16</b>	<b>5</b>	<b>8</b>
<b>17</b>	<b>4</b>	<b>6</b>
<b>18</b>	<b>5</b>	<b>8</b>
<b>19</b>	<b>4</b>	<b>6</b>
<b>20</b>	<b>5</b>	<b>9</b>
<b>TOTAL</b>	<b>97</b>	<b>145</b>
<b>MEAN</b>	<b>4.85</b>	<b>7.25</b>

***Table 2. Data frequency of T1(Pre-test)***

<b>Scores</b>	<b>Freq</b>	<b>Presentage%</b>
<b>7</b>	<b>2</b>	<b>10%</b>
<b>6</b>	<b>3</b>	<b>15%</b>
<b>5</b>	<b>8</b>	<b>40%</b>
<b>4</b>	<b>4</b>	<b>20%</b>
<b>3</b>	<b>3</b>	<b>15%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

***Table 3. Data Frequency of T2 (Post-test)***

<b>Score</b>	<b>Freq</b>	<b>Presentage%</b>
<b>9</b>	<b>3</b>	<b>15%</b>
<b>8</b>	<b>7</b>	<b>35%</b>
<b>7</b>	<b>4</b>	<b>20%</b>
<b>6</b>	<b>4</b>	<b>20%</b>
<b>5</b>	<b>2</b>	<b>10%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

**Table 4. T1 (pre-test) and its recapitulation (Post-test)**

<b>Result Of</b>	<b>Pre-test</b>	<b>Post-test</b>
<b>indicate</b>	<b>4.58</b>	<b>7.25</b>
<b>style</b>	<b>5</b>	<b>8</b>
<b>minimal</b>	<b>3</b>	<b>5</b>
<b>level</b>		
<b>optimum</b>	<b>5</b>	<b>9</b>
<b>total</b>	<b>97</b>	<b>145</b>

According to the table above, the mean score in T1 (Pre-test) is 4.85, with the maximum score obtained by 8 students being 5. (5). The lowest score was three, which was earned by three students, while the highest score was seven, which was earned by two students. In contrast, the mean score on T2 (Post-test) was 7.25. Seven (7) pupils had the highest score of eight (8), two (2) received the lowest score of five (5), and three (3) received the highest score of nine (9) overall. As a result, the mean post-test score (7.25) was greater than the mean pre-test score (4.85).

$$x = \frac{\sum x}{N}$$

**N**

(Hatch and Farhady, 1982, p. 30)

Where:

x: = The mean scores of student

$\sum x$  = The total number pf students

**N** = The whole student body

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