

IMPROVING STUDENTS' READING SKILL BY USING NARRATIVE TEXT

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Abstract: The purpose of the study is to discover out whether or not the utilize of Narrative Text in reading teaching can improve student's reading skill to the third grade students. This is a quantitative research, and a reading test in multiple-choice format is use to collect data. Two narrative texts with ten multiple choice items each to consist the test. The test is using for both pretest and posttest. It was involve 35 students' third grade of SMP MTs AL-Muhajirin in the 2023/2024 academic year. The data analysis leads to the following result: calculation of mean of pretest and posttest data was done using the formula previously mentioned. Thus, with $\Sigma X = 168$, $\Sigma Y = 206$ and $n = 35$, mean of pretest was 4.8, whereas mean of the posttest was 5.9. The calculation indicates that posttest mean (5.9) is bigger than that of the pretest, 4.8. In other words, it means that students reading performance in the posttest is better than their performance before the treatment. This is due to the application of Narrative Text. Standard deviation, as pointed out earlier, was calculated using raw scoring formula. Thus, with $\Sigma X^2 = 860$, pretest mean 4.8, and $n = 35$, the standard deviation of pretest was 0,7; with $\Sigma Y^2 = 1264$, mean = 5.9, and $n = 35$, the standard deviation of posttest was 1.0. The result indicates that students reading performance in the pretest or before the treatment is more heterogeneous than their performance after the treatment.

Keywords: *Improving Students' Reading Skill, Narrative Text, English Teaching*

INTRODUCTION

English is generally known the language globally for the purpose of commerce, education, science, technology and for building relationship with people in different countries. In Indonesia, this language is regard as the first foreign language and it is taught from junior high school up to the university level throughout the country.

In Indonesian schools, pupils studying English as their first foreign language aim to become proficient in four language skills: speaking, listening, reading, and

writing. Put another way, as stated in the SMP curriculum from 2013, they anticipate being able to communicate both orally and in writing.

The process of reading is contingent upon the reader's language and the writing system used to encode it. The language system's units are included in the mental representations created from the writing system's units. The ability to recognize words, use language, and engage broad cognitive processes that put words together to form messages are particularly crucial. The process most unique to reading is visual word identification (Perfetti, 2001: 280).

Students may encounter various challenges in reading classes, such as difficulty understanding word meanings, obtaining information, and drawing conclusions from passages. Each of these issues will have an impact on the students' capacity to get it the content and their reading capability. As a result, those students require methods or approaches to get past the obstacle. Because it gives pupils access to a wealth of additional language experience and a window into the typical means of continuing their own education, reading is seen as a skill of utmost importance for learners. In addition to gaining broad knowledge, students may enhance their language proficiency Liando (2010). Volume 21, Issue 2. There was a relationship between instructor behavior and student motivation. Two key participants in the teaching and learning process were students and teachers. Less student-centered and more teacher-centered teaching methods were widely used in classrooms across all subject areas in a situation like Indonesia.

Because English is a foreign language, it is not always simple to read and comprehend an English text or paragraph. It has been shown that the majority of students had trouble understanding what they had read. As a result, the student was unable to accurately respond to the reading text's queries. Reading is a necessary skill for learners at all academic levels, from elementary school to college. Students must review required readings or any other materials linked to the course. Reading is one of the skills that understudies studying languages need to develop and is regarded as the most important as it can affect other dialect abilities (listening, speaking, and writing).

The subject that the researcher selects is the third grade of SMP MTs AL-Muhajirin. This decision is supported by a few factors. First, taking into account the disparities in their reading proficiency. Second, although junior high school students had previously studied narrative texts in first grade, at this level they will once more be instructed as an expansion of the learning handle, especially in reading classes that are indicated within the educational programs.

"Utilizing Quipper School for Improving Reading Comprehension of Recount Text" by Siti Mariam et.al, (2022) is the first prior study that the author uses. The purpose of this study was to characterize the students' usage of digital media and to clarify how Quiepper School was implemented to improve reading comprehension of recount texts. Qualitative descriptive methods were used in this study. Documentation and interviews were the methods used to collect the data. Data reduction was employed in the data analysis. These studies are comparable because they are qualitative in nature. For a single goal, both studies employed qualitative descriptive research designs. Research and the digital medium being used are currently examining the distinctions between these queries.

Muhammad Fajri Handy's (2017) research, "The Effect Of Using Digital Storytelling On Students' Reading Comprehension and Listening Comprehension," was published in a publication. It is the second prior study of its kind. The purpose of this study was to determine how adopting a digital storytelling method affected students' ability to understand both reading and listening. Pre- and post-tests were part of the quasi-experimental research design. These studies are similar in that they both use qualitative research designs. Research design, however, is what separates these studies from one another. In order to determine whether using digital storytelling improves students' reading comprehension, a qualitative descriptive research approach was employed in the prior study, as opposed to a quasi-experimental one.

This is the third prior study. The journal "The Implementation Of Scientific Approach Through Digital Storytelling In Teaching Reading Narrative Text" was conducted by Ainun Nuraeti et.al, (2022). The study's objectives are to outline how a scientific method is applied to teaching students to interpret narrative texts

through digital storytelling. Qualitative descriptive research was used in this design. The study's findings demonstrated that the teacher used a scientific approach to teach reading by going through a number of steps, including inquiring, experimenting, associating, and sharing.

RESEARCH METHOD

Pre-experimental design with a single group pre- and post-testing makes this study quantifiable. The test that children will take before to receiving treatment is called a pretest. A posttest is an exam that students take following therapy or after being taught a particular skill, such reading narrative texts. "One group pretest and Posttest design is like a single-shot case study," claim Hatch and Farhady (192:20). The two tests are what make them different. X is a treatment symbol, and T1 and T2 are the pre- and post-tests, respectively. The pretest is given before to receiving education or medical care.

The design can be seen in the following paradigm:

Pre-test	Treatment	Post-test
T ₁	X	T ₂

The procedures of this design are as follow:

- (1) Administer T1 the pretest, to measure the mean of the reading test to the single group before exposure to new teaching method.
- (2) Expose subject to X, the new technique, for a given period.
- (3) After being exposed to X, administer posttest T2 to determine the reading comprehension test's mean. To find out if the exposure to X has changed anything, compare T1 and T2.
- (4) Use a suitable statistical test to ascertain the significance of the difference. The design above shows that the teacher gives them pretest before using the technique, then gives them post-test after the treatment.

The subject of the study will be only one class of third grade of SMP MTs AL-Muhajirin. The number of the sample is 35 students in academic year 2023/2024 at SMP MTs AL-Muhajirin

A written, objective test is the research tool used in this study. The two groups took this test together. The exam was created using the content that was taught to the students in accordance with the principles of microteaching, a concept in learning that is well-known to educators. To provide a meaningful teaching and learning process, a variety of techniques can be used. Ultimately, the most important thing that can be accomplished is to reap more rewards from it. Providing pupils with material that can be applied and executed effectively is one of them. There is no doubt that the outcomes will be even better. (Rohmah 2021:2)

The process for gathering data is as follows: Pretest the writer offers the students a pretest before starting treatment. The researcher assigns the reading test, which consists of readings that are pertinent to the curriculum's subject matter. Treatment following the pretest, the writer sees the students for four sessions, lasting 45 minutes each. The way the procedure is treatment is: 1) Read the narrative text, 2) give the question to students relate to the materials with theme, 3) Reading instruction includes asking the class questions aloud and requiring them to respond with information about the theme. Posttest following treatment, the researcher administers a posttest to determine the effectiveness of the intervention and whether or not the posttest results outperform the pretest results. The pretest and posttest have the same content. To examine the data, the writer employs the formula as follows: Calculating the mean and standard deviation Calculation of the mean was done using this formula:

(Dunning & Hyde, 2008:20-33)

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

Where:

\bar{X} = Mean Score

$\sum X$ = Total Score

N = Total Respondent

The following Raw Score Method will be used to calculate the standard deviation, represented by the symbol s (Moore, 1983:251).

$$s = \sqrt{\frac{\sum x^2}{N} - \bar{X}^2}$$

Where:

s = standard deviation

\bar{X} = mean

N = number of subjects

FINDINGS AND DISCUSSION

This is a quantitative research, and a reading test in multiple-choice format is used to collect data. Two narrative texts with ten multiple choice items each to consist the test. The test is used for both pretest and posttest, and the results of which are presented in Table 1

Table 1 Data

No	Pretest Data (X)	Posttest Data (Y)
1	4	5
2	3	4
3	5	5
4	4	6
5	6	8
6	4	7
7	7	8
8	5	6
9	4	5
10	7	8
11	6	6
12	4	6
13	6	7
14	3	3
15	6	7
16	6	6
17	4	5
18	5	5
19	3	4
20	5	5
21	6	8
22	5	6
23	5	6
24	6	7
25	5	5
26	5	7
27	4	5

28	4	6
29	3	4
30	4	4
31	5	6
32	2	3
33	6	8
34	4	7
35	7	8

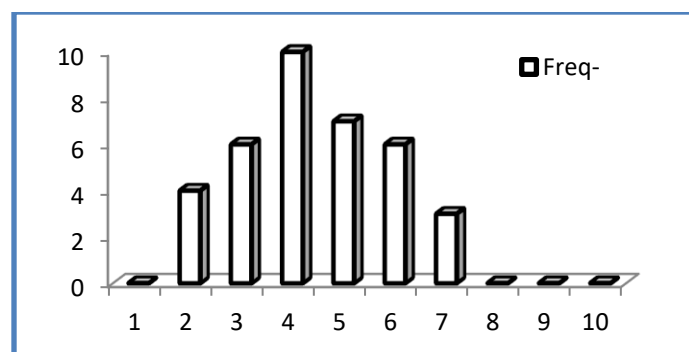
The data mentioned above were statistically analyzed using descriptive statistics. The analysis included calculation of frequency distribution, mean and standard deviation of both pretest and posttest data.

Based on the data mentioned above, frequency distributions of pretest scores were calculated. Results of the calculation are shown in Table 2.

Table 2 Frequency Distribution of Pretest Scores

Score	Tally	Freq-	Freq- %	Cum-prop-	Cum- %
7	III	3	8	35	100
6	IIII III	8	23	32	92
5	IIII IIII	9	26	24	69
4	IIII IIII	10	28	15	43
3	IIII	4	11	5	15
2	I	1	3	1	4

As shown in Table 2, of 35 participants, 3 (or 8%) got a 7 as the highest score; 8 (or 23%) got a six; 9 (or 26%) got a five; 10 (or 26%) got a four; 4 (or 11%) got a three; and 1 (or 3%) got a two as the lowest score. Visually, the distribution of the pretest scores is presented.



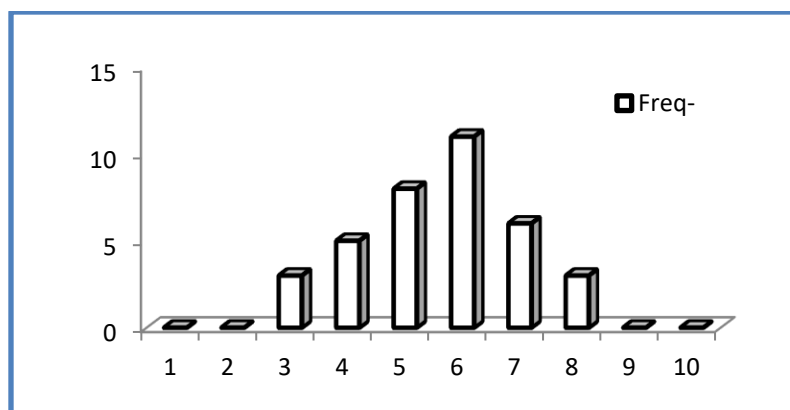
Graph 1 Frequency Distribution of Pretest Scores

As with that in the pretest, frequency distributions of posttest score were also calculating on the basic of the data. Results of the calculation were presenting in Table 3.

Table 3 Frequency Distribution of Posttest Scores

Score	Tally	Freq-	Freq- %	Cum- prop-	Cum- %
8	IIII I	6	17	35	100
7	IIII I	6	17	29	83
6	IIII IIII	9	26	29	66
5	IIII III	8	23	20	40
4	IIII	4	11	12	17
3	II	2	6	8	6

As seen in Table 3, there were 35 participants took part in the posttest. Of these participants, 6 (or 17%) got an eight as the highest in the posttest; 6 (or 17%) got a seven; 9 (or 26%) got a six; 8 (or 23%) got a five; 4 (or 11%) got a four, and 3 (6%) got a three as the lowest in the test. The frequency distribution is visually shown below.



Graph 2 Frequency Distribution of Pretest Scores

In order to calculate the mean and standard deviation, it is necessary to the firstly calculate the sums, symbolized as Σ , of X , X^2 , Y and Y^2 . The calculations yielded results presented in Table 4.

Table 4 The Sums of X, X², Y and Y²

No	Pretest Data (X)	X ²	Posttest Data (Y)	Y ²
1	4	16	5	25
2	3	9	4	16
3	5	25	5	25
4	4	16	6	16
5	6	36	8	64
6	4	16	7	49
7	7	49	8	64
8	5	25	6	36
9	4	16	5	25
10	7	49	8	64
11	6	36	6	36
12	4	16	6	36
13	6	36	7	49
14	3	9	3	9
15	6	36	7	49
16	6	36	6	36
17	4	16	5	25
18	5	25	5	25
19	3	9	4	16
20	5	25	5	25
21	6	36	8	64
22	5	25	6	36
23	5	25	6	36
24	6	36	7	49
25	5	25	5	25
26	5	25	7	49
27	4	16	5	25
28	4	16	6	36
29	3	9	4	16
30	4	16	4	16
31	5	25	6	36
32	2	4	3	9
33	6	36	8	64
34	4	16	7	49
35	7	49	8	64
N = 35	ΣX = 168	ΣX² = 860	ΣY = 206	ΣY² = 1264

Based on the results of calculation of the sums of X and Y, calculation of mean of pretest and posttest data was done using the formula previously mentioned. Thus, with $\Sigma X = 168$, $\Sigma Y = 206$ and $n = 35$, mean of pretest was 4.8, whereas mean of the posttest was 206. The calculation indicates that posttest mean (5.9) is bigger than that of the pretest, (4.8). In other words, it means that students

reading performance in the posttest is better than their performance before the treatment. This is due to the application of Narrative Text.

As previously mentioned, the raw scoring system was used to compute the standard deviation. Hence, the standard deviation of the pretest was 0.7 with $\sum X^2 = 860$, mean = 24.5, and $n = 35$; the standard deviation of the posttest was 1.0 with $\sum Y^2 = 1264$, mean = 36.1, and $n = 35$. The standard deviation computation yields a result that shows how more varied the reading performance of the pupils was before the therapy, or during the pretest. Discussion of the Finding The data analysis leads to the following results:

- 1) In the pretest, the highest score was seven, and the lowest two, whereas In the posttest, the highest score was eight, and the lowest was three.
- 2) The mean of the posttest, 5.9, is larger than that of the pretest, 4.8. In other words, it means that students reading performance in the posttest is better than their performance before the treatment.
- 3) This is due to the application of Narrative Text and Standard deviation calculation of pretest is 0,7 and posttest is 1.0 from this result indicates that students reading performance in the pretest or before the treatment is more heterogeneous than their performance after the treatment.

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