

**THE USE OF NARRATIVES TO DEVELOP STUDENTS' READING
COMPREHENSION SKILL: AN EXPERIMENTAL STUDY AT THE
SECOND GRADE STUDENTS OF SMPN 5 BATUKLIANG IN
ACADEMIC YEAR 2015/2016**



A Journal

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**The Use of Narratives to Develop Students' Reading Comprehension Skill:
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in Academic Year 2015/2016.**

ABSTRACT

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This study is mainly purposed to examine the effectiveness of applying narratives to develop students' reading comprehension skill. The population of this study is 52 students of the second grade students of junior high school. The sampling technique of this research was population sample. This experimental study followed a two-group design those are experimental group and control group. Each group consists of 26 students. The data were collected by using pre-test and post-test. The experimental group was treated by using narratives and the control group without any treatment. The results were analyzed using t-test and it was compared with the t-table. The findings showed that t-test value was higher than t-table. With the degree of freedom 50, the t-test value (2.867) was higher than t-table at significance level of .05/ 95% (1.684), and at significance level of .01/ 99% (2.704). Furthermore, the result of this study point out there is a significant effect of using narratives in teaching reading comprehension.

Key words: Narratives, Reading Comprehension.

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Penelitian ini bertujuan untuk menguji keefektifan narratives untuk mengembangkan kemampuan reading comprehension siswa. Populasi dari penelitian ini adalah 52 siswa kelas delapan sekolah menengah pertama. Teknik pengambilan sample dalam penelitian ini adalah menggunakan populasi sampel. Penelitian experiment ini menggunakan dua grup design yaitu grup experiment dan grup control. Setiap grup terdiri dari 26 siswa. Data dikumpulkan dengan menggunakan pre-test dan post-test. Grup eksperimen mendapat treatment menggunakan narratives dan grup control tanpa treatment. Hasil dari penelitian ini dianalisis menggunakan t-test dan telah di bandingkan dengan t-table. Hasil menunjukkan bahwa nilai t-test lebih tinggi dari pada nilai t-table pada level significant .05/95 % (1.684) dan pada level significant .01/99% (2.704). Selanjutnya, hasil dari study ini menunjukkan bahwa adanya efek yang significant dari penggunaan narrative dalam mengajarkan reading comprehension skill.

Kata Kunci: Narratives, Reading Comprehension.



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RATIFICATION

A journal entitled **The Use of Narratives to Develop Students' Reading Comprehension Skill: An Experimental Study at the Second Grade Students of SMPN 5 Batukliang in Academic Year 2015/2016** by Anisah (E1D112010) has been accepted by the board of advisors:

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1. INTRODUCTION

Reading is one of the most important skills in a language learning which is more emphasized in a traditional foreign language teaching. Reading also has become one of the hardest subjects of the four main skills in language learning. According to Anderson et al (1985:17) reading is the process of constructing meaning from written texts. In a reading activity, the readers should interpret the message of the writer and construct the meaning of the whole text. Message or meaning which is contained in the text is the active interaction between the readers and text. The readers have to understand the text and try to relate the new information with what they have already known, so that they should use their background knowledge.

Another perception about reading; reading is a difficult subject to be mastered or to be learnt. In order to do that, the readers should have what the people call it as the reading comprehension. Reading comprehension is a skill to comprehend the reading material. Reading comprehension is also described as an ability to understand what we read where words have context and texts have meaning. Grellet (1981:3) stated that reading comprehension as understanding a written text means extracting the required information from it as efficiently as possible. By having a reading comprehension skill, it can help the readers to understand and cover the whole information from the text that they read. Considering the importance of reading comprehension skill, then reading activities need to be taught intensively in learning process at school from the primary education.

Teaching English as Foreign Language (EFL) especially in reading is still one of the most challenging areas for teachers and students in learning process. It is because most of the students still have difficulties in reading and understanding the English texts. Accordingly, the main problem that happened in teaching reading is how to improve students' reading comprehension. It was the same problem that the researcher found at SMPN 5 Batukliang. The students could not read English text and mostly they read the word the way it is written. The researcher made a conclusion about the problem at SMPN 5 Batukliang in terms of reading. The conclusion was based on the result of observation to the students and the teacher. Researcher has interviewed some students and asked some information from the teacher. In the learning process, the students like to read the English text, but they did not understand the message of information of the text. The students claimed that the difficulty that they found in reading was because of having no more opportunities to practice their reading. And also, it caused a lack of motivation, a lack of vocabularies, and they did not know how to pronounce the words.

In this study, the researcher used narrative text as a media to solve the problem about reading comprehension above. Narrative is a text which contains about story, for example: fiction, nonfiction, fairy story, mystery, myth, legend, fable, folk tale, horror, and novel. The purpose of narrative is to entertain the reader and the listener. As a media, narrative is an interesting material to improve students' interest and motivate them in reading.

Based on the problem above, this study was very important to be done. It was because most students still have problems in reading. The students also need the opportunities to practice their reading. In this study, the researcher was going to investigate the use of narratives for teaching reading comprehension at SMPN 5 Batukliang.

2. LITERATURE REVIEW

a. Reading

According to Harmer (2004:70) stated that reading is an active occupation that the reader should deal with all the elements within such as understands the arguments and the meaning of the words. Besides, Hornby in Yulita (2014:8) stated that reading is an action of a person who reads or a way in which it is interpreted or understood. In a reading activity, the reader should interpret the message of the writer and construct the meaning of the text. It means that the reader has to understand the text and try to get the information contain by using their background knowledge. Besides, the reader also has to use their competence in connecting the text to the context.

b. Reading Comprehension

Reading comprehension is an ability to combine some information in a passage with the basic knowledge in order to construct the meaning. According to Grellet (1981:3) stated reading comprehension as “understanding a written text by extracting the required information from it as efficiently as possible”. By having a

reading comprehension skill, it can help the readers to understand and cover the whole information from the text they read.

Nuttal (1998:127) explained two technical approaches in teaching reading comprehension, as follow:

- a. Developing types of question and technique used that are primarily intended to teach rather than to test.
- b. Developing other techniques for helping students in developing their own strategies for making a sense of the texts.

Reading comprehension is very important. Without comprehension, the reading process is not truly reading and there is no meaning that we can get from the text.

- c. Narrative

In this study, the researcher used narratives as a media to develop students' reading comprehension skill. According to Stahl (2009) mentioned the narrative as one of the effective text to teach reading comprehension after expository text. Narrative is a text that tells a story to entertain the reader or the listener. Narrative is one of English text types. As it is stated in school-based curriculum (KTSP) of junior high school for the eighth grade, narrative is one kind of text types that the students should achieve. So that, narrative is very important to be taught in order to help the students to acquire the competence in reading monolog text.

As a media in teaching reading comprehension, narrative narratives made the students enjoy while reading the text and they were exited to know what will

happen next. In this way, narrative can help increase students' motivation to read the English text, particularly. Besides, the students also got many vocabularies from narratives so that their vocabulary increased. In addition, by using narratives the students can look at the story and see similarities and differences with their own lives and narratives bring human element to the lesson.

d. Teaching Reading by Using Narrative

There are some activities for teaching reading by using narratives:

1. Pre-reading

Pre-reading activities happen before reading activity. Teacher help students relate background information to reading, gently correct misperceptions, and mention something students might enjoy or learn from the material. As Hadfield (2008:95) stated that in this stage teacher can engage readers' interest, introduce the topic and context, active learners' background knowledge and encourage the learners to predict what happen next.

2. Whilst reading

In this stage, the teacher encourages silent reading. Harmer (2001) stated that using efficient silent reading technique is one of strategies for reading comprehension. Then, after they have read it, the teacher gives some questions to the students related to the text. Doff (1988:175) pointed out two main purposes in asking question on a text:

1. To check comprehension: to show the teacher and the students themselves how well the students have understood the text, and what need to be more fully explained.
2. To help the students read the text. It helps the students to focus on the main points of the text and leads them to think about the meaning of the text.
3. Post-reading

Post-reading activity occurs after students have finished reading the text. In this activity, the teacher checks the students if the students can explain what happened at the beginning, middle, and the end of the text by using their own words.

3. RESEARCH METHOD

a. Research Design

This research was experimental research and applied in SMPN 5 Batukliang, Central Lombok. The subject of this research was the second grade students at SMPN 5 Batukliang in academic year 2015/2016. This research used two groups designs, those are; experimental group and control group.

b. Population and Sample

The population of this research was the second grade students at SMPN 5 Batukliang. It consists of 52 students and are divided into two classes VIII A and VIII B. Because the population is less than one hundred, the researcher took all of

the population as the sample, and divided into two groups design. VIII A as the experimental group, while VIII B as the control group.

c. Method of Collecting Data

In this research, the researcher used pre-test and post-test to collect the data. The reading material for the pre-test and post-test were similar, in which the reading material was taken from the book that was used by the English teacher at that school. The number of question in both pre-test and post-test was 20. That consist of 15 questions multiple choice and 5 question true false question.

d. Procedure of Data Analysis

In collecting the data, the researcher used quantitative method. After collecting the data, the researcher analyzed the scores by using t-test to calculate individual score for both of the group through the following steps:

- a. Identifying the sample score of experimental class of pre-test (x_1), post-test (x_2) scores and control class of pre-test (y_1) and post-test (y_2).
- b. The students' scores were inserted to the data tables
- c. Identifying students individual deviation scores (post-test result) to pre-test scores.

The formula of deviation as follows:

1. Deviation of the experimental class (x)

$$dx = x_2 - x_1$$

2. Deviation of control class (y)

$$dy = y_2 - y_1$$

d. Identifying the mean deviation of each class by using the following formula:

1. Formula for experimental group

$$Mx = \frac{\Sigma dx}{N}$$

2. Formula for control group

$$My = \frac{\Sigma dy}{N}$$

Note:

Mx = the mean score of experimental group

My = the mean score of control group

Σdx = the sum of deviation score of pre-test and post-test for experimental group

Σdy = the sum of deviation score of pre-test and post-test for control group

N = the number of sample

Then the researcher computed the differences of the two scores whether it is significant or not. The formula as follows:

$$t\text{-test} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum dx^2 + \sum dy^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Note:

t-test = the degree of differences

M_x = the mean score of experimental group

M_y = the mean score of control group

$\sum dx^2$ = the square deviation of experimental group

$\sum dy^2$ = the square deviation of control group

N_x = the number of sample of experimental group

N_y = the number of sample of control group

To find the degree of freedom, this study used the formula as follows:

$$df = (N_x + N_y) - 2$$

df : degree of freedom

N_x : number of sample of experimental group

N_y : number of sample of control group

4. Testing Hypothesis:

In this study, there are two kinds of formula to test hypothesis:

1. If $t\text{-test} \geq t\text{-table}$ at the significance level of .05 and .01, the null hypothesis (H_0) "there is no effect of using narratives to develop students' reading comprehension skill" will be rejected.

2. If $t\text{-test} \leq t\text{-table}$ at the significance level of .05 and .01, the null hypothesis (H_0) “there is no effect of using narratives to develop students’ reading comprehension skill” will be accepted.

4. OBJECTIVE OF STUDY

The aims of conducting this research are:

1. To examine the effectiveness of using narratives to develop students’ reading comprehension.
2. To find out the significant effect of using narratives to develop students’ reading comprehension.

5. RESULT

- a. The General Result of Applying Narratives in Teaching Reading Comprehension

Based on the result of this study, the researcher found that that narrative can improve students’ reading comprehension skill. Narratives also gave the significant effect in teaching reading comprehension. The general result of applying narrative in teaching reading is: in pre-test the maximum score of experimental group was 75 and the minimum score was 45. While the maximum score in pre-test for the control group was 75 and the minimum score was 30. Furthermore, in post-test the maximum score for experimental group was 90 and the minimum score was 60, while for the control group the maximum score was 80 and the minimum score was 25.

b. The Mean Deviation Score of The Experimental Group and Control Group

1. The mean deviation score for the Experimental group

$$\begin{aligned} My &= \frac{\sum dx}{N} \\ &= \frac{335}{26} = 12.88 \end{aligned}$$

2. The mean deviation score for the control group

$$\begin{aligned} My &= \frac{\sum dy}{N} \\ &= \frac{60}{26} = 2.30 \end{aligned}$$

The mean deviation for the experimental group was 12.88, while the mean deviation for the control group was 2.30. It means that the mean deviation for the experimental group and control group was different. The mean deviation of the experimental group was higher than the mean deviation of control group.

c. The Significance Effect of The Deviation of Two Mean Scores

In order to know if the two groups were significantly different, further the researcher used a t-test statistical computation. The computation of a t-test value calculated as follow:

T-test value

$$\begin{aligned} \text{t-test} &= \frac{Mx - My}{\sqrt{\left(\frac{\sum dx^2 + \sum dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} \\ \text{t-test} &= \frac{12.88 - 2.30}{\sqrt{\left(\frac{5425 + 3450}{26 + 26 - 2}\right)\left(\frac{1}{26} + \frac{1}{26}\right)}} \end{aligned}$$

$$\text{t-test} = \frac{10.58}{\sqrt{\left(\frac{8875}{50}\right) \left(\frac{2}{26}\right)}}$$

$$\text{t-test} = \frac{10.58}{\sqrt{\left(\frac{17750}{1300}\right)}}$$

$$\text{t-test} = \frac{10.58}{\sqrt{13.65}}$$

$$\text{t-test} = \frac{10.58}{3.69}$$

$$\text{t-test} = 2.867$$

Based on the computation above, it was clear that the result of the t-test computation was 2.867 and it was compared by using t-table.

Finding the degree of freedom:

$$\text{Df} = N_x + N_y - 2$$

$$= 26 + 26 - 2$$

$$= 52 - 2$$

$$= 50$$

d. The Comparison Between t-test and t-table

t-test	t- table		
	Df	.05	.01
2.867	50	1.684	2.704

The table above shows the comparison between the t-test and t-table value in which the degree of freedom was 50. Based on the table, it can be seen that the t-test scores was 2.867 and it was higher than the t-table at the significance level

.05 (95%) and .01 (99%). The significance level of .05 is 1.684 and the significance level of .01 (99 %) is 2.704. Thus, it can be calculated that, narratives have a positive effect in teaching reading comprehension.

Furthermore, the null hypothesis (Ho) which stated that “there is no effect of using narratives to develop students’ reading comprehension“ is rejected. While, the alternate hypothesis (Ha) which stated that “there is a significant effect of using narratives to develop students’ reading comprehension“ is accepted.

6. CONCLUSION

This section states all of the research results in general. Based on this study on the use of narratives to develop students’ reading comprehension, conclusion can be made. Two points are very clear standing out that narratives are effective to faster students’ learning and also show significant effect to develop students’ reading comprehension.

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