IMPROVING THE STUDENT'S ABILITY IN READING NARRATIVE TEXT BY USING FOLK TALE (LOCAL LEGEND)

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ABSTRAK

Penelitian ini adalah yang dilandasi dari masalah-masalah yang ditemukan dalam proses mengajar belajar teks narrative pada siswa di kelas VIII SMP Yos Sudarso Parindu. Masalah-masalah mereka dalam pelajaran membaca dan mereka memiliki motivasi yang rendah dalam belajar bahasa Inggris khususnya dalam membaca dikelas. Menimbulkan masalah yang diperoleh siswa kesulitan dalam pemahaman tata bahasa didalam teks bacaan; mereka tidak mengetahui arti dari kosa kata yang tidak umum atau biasa. Disamping itu juga materi membaca di dalam teks buku adalah tidak menyenangkan kepada mereka karena cerita selalu dari daerah yang lain atau Negara lain dan teks bacaannya tidak mendukung latar belakang siswa.
Kata kunci: Teknik Mengajar,PTK, Kemampuan Membaca

ABSTRACT

This research was conducted based on the problems which were found in the process of teaching and learning narrative text by the eighth grade class A students of SMP Yos Sudarso Parindu. The problems were that they were uninterested in reading lesson and they got low motivation in learning English especially in reading class. Consequently, the students got difficulty to understand the grammatical construction in the text they read; they did not know the meaning of unfamiliar vocabulary. Besides, the reading materials in the text book were not interesting to them because the stories often came from other countries and the reading texts were not appropriate to the student's background knowledge.
Key words: Teaching Technique, CAR, reading comprehension

Reading as one of the language skills presented in teaching learning activity takes important role in both receptive and productive language skills. It can broaden and enlarge the students' knowledge, because most of communicated in written form. Moreover reading can introduce students' new vocabularies (words, clauses, and sentences) structure and grammar which are necessary in developing other skills such as listening, speaking and writing. Specifically, reading brings students to get comprehension, which will lead them to understand and respond to what they read.

However, reading comprehension is a complex process, it does not happen automatically. First of all, the reader must be able to decode the words. McNamara (2007) said that readers can decode the words, but have not developed sufficient skills to comprehend the underlying deeper meaning of the sentences,

the paragraphs, and the entire text. To help the reader decode each word, it is necessary to read the reading materials loudly.

Many problems have happened when the writer taught reading. The writer saw that the eighth grade students of SMP Yos Sudarso Parindu, especially class A were uninterested in reading lesson and they got low motivation in learning English especially in reading class. Consequently, the students got difficulty to understand the grammatical construction in the text they read, they did not know the meaning of unfamiliar vocabulary. Besides, the reading materials in the text book were not interesting to them because the stories often came from other countries and the reading texts were not appropriate to the student's background knowledge. Hence, it was difficult for the students to comprehend the text.

Therefore, the writer chooses local legend as a teaching material that hopefully can solve the problem found. It is the more suitable choice for learning story in learning narrative text because the stories are familiar to the students, transmission of values and entertainment value. In addition, narrative provides the readers with enjoyment when they encounter the climax and resolution of the problem. This is the most exciting part of narrative.

A Local legend is usually a rumor or story based on a true, twisted, or fictional event that happened near one's own area. By reading local legend text, it is easy for the students to comprehend the narrative text and they are interested in reading narrative text because the students ever read in Indonesian form and they will learn the stories in English. Besides, they would appreciate their local stories and their local wisdom. Furthermore, reading class would become enjoyable.

In conclusion, the writer decides to conduct classroom action research to solve the problems found in reading class, especially when narrative text is the material. This research would be conducted at the eighth grade A class students of SMP Yos Sudarso Parindu. The writer decided to introduce local legends as teaching materials to improve students' reading comprehension, especially narrative text that would make reading class enjoyable. It can help the students to be interested in reading and get the advantages from reading because the material is familiar with the students and the students would appreciate their local stories and their local wisdom.

The problem of this research comes from the real problems that happen in classroom. Based on the writer and the real English teacher' (collaborator) observation in A class of the eighth grade students of SMP Yos Sudarso Parindu, found some problems. In reading class, the problem concerns with the students who lack comprehension in reading materials. This was because of the fact that students got difficulty to understand the grammatical construction in the text they read, they did not know the meaning of unfamiliar vocabulary and the material was not interesting to them. These problems also have seen from the students' worksheet.

Based on the syllabus of Kurikulum Tingkat Satuan Pendidikan (KTSP), narrative text is taught to the eighth grade students of Junior High School. It means that they have to acquire the competence in reading monolog text. Thus, to reach that stage, they must have deeper understanding. Hence, the writer together with the real English teacher at that class as her collaborator decides to conduct

classroom action research to solve the problems found in reading class by using local legends as the reading materials.

One of the language skills that students must acquire is reading. The ability to comprehend a reading will be helpful in students' development because as long as they are still students in school, there is always activity related to reading. For example, when they will have a test, they must read the lesson. Besides, comprehension is also necessary if one wishes to learn from textbooks and manuals, enjoy great literature, or simply follow directions in a cookbook. Hence, comprehension is absolutely necessary for readers to reach the ultimate goal of reading.

However, reading comprehension is a complex process, it does not just happen. Readers need to pass some steps to reach the ultimate goal of reading. Bamberger (1975:13) indicates that 'reading is complex process which comprises various developmental stages'. Still, Bamberger adds that first of all, the readers must have a perceptual process during which symbols are recognized. In other words, the readers must be able to decode the words. After decoding process, the readers must construct meaning of those words. McNamara (2007, xi) states that 'readers can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text'. To help the reader decode each word, it is necessary to read the reading materials loudly. This is supported by Dechant and Smith (1977:136) that 'the most usual way of teaching reading is to go through the spoken word'. Moreover, Nuttall (1981:19) says that 'reading aloud is often used as one form of pronunciation teaching'. Then, McNamara (2007: xi) emphasizes that 'comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text'.

This research focused on local legends as teaching materials. To measure the students' reading comprehension in narrative text, the assessment focused on the questions about the generic structure of narratives text (orientation, complication and resolution/moral values). In order to make the clear assessment, thus the researcher made her own personal rubric which consists of those three aspects above,

METHOD

This research was conducted in an action research where the researcher paid more attention to the teaching and learning process. She searched the real problems found and analyzes the caused then decided what action should be taken to solve the problem. Then, in evaluating the changes of the action taken or treatment, the researcher reflected on her teaching after she took a note or she observed with her collaborators. Therefore, the research was such a teaching process which was divided into cycles.

Action research can be defined as a research to solve the problems found and make improvement on any plausible settings. Dawson (2002:16) remarks that 'in action research, the researcher works in close collaboration with a group of people to improve a situation in a particular setting'. Thus, both teacher and

students are required to get involved actively in classroom activity. Typically, classroom action research is research undertaken in classroom settings. Then, this research is intended to improve teaching learning process or solve the real problems happen in classroom.

Cohen, Morrison and Manion (1989:217) state, "Action research is small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention".

Research can be simply defined as one way to find answers to the questions that arise in any field of work. Mertler (2006, p. 3) claims that 'research is simply one of many means by which human beings seek answers to questions'. According to Cohen, Manion, and Morrison (2005, p. 73), 'the purposes of the research determine the methodology and design of the research'. In addition, Dawson (2002, p. 34) states that a researcher is necessary to take into consideration the purpose of his research because this will be helpful to point to the most appropriate methods that will be used. Hence, in line with the purposes of this research, the writer decides to apply classroom action research. This is reasonable because to improve and develop teaching and learning process and to solve the problems found in classroom, indeed research into classrooms is needed.

Before conducting this research, the writer investigates the real problems to know what is actually happening in the classroom, what learners are thinking, why learners are reacting in the ways they do, what aspects of the classroom the writer should focus on to develop teaching most effectively, how the writer should change in these aspects, and what the effects of such a change are. As indicated earlier, the real problems are specific; not all of the problems being investigated are also found in other classes. Thus, the solutions to the problems are specific as well and the findings of this kind of research cannot be generalized. In this research the writer intends to design classroom activity with local legends to overcome those problems.

Cohen, Manion and Morrison (2005:105) state that 'validity is an important key to effective research'. Both quantitative and qualitative data need validity as a requirement. Furthermore, they add that 'in qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher'. Therefore, to avoid bias and exaggerated subjectivity, the writer will work with a collaborator to discuss the progress of each cycle.

Subjects of research play a great important role in conducting a research. The subject of this research is the writer teaches the eighth grade students of SMP Yos Sudarso Parindu, especially Class C. It consists of 33 students. They are taken as the subjects of research after considering that the problems found in that class insist to be solved.

RESULT
In order to elaborate the research findings and provide a solution to the research problems in terms of collecting the data, then the appropriate technique

of collecting data is very important to obtain the objectives of the research. By choosing and using an appropriate technique to collect the data of research, it would guarantee that the hypothesis can be tested and the outcome of the research can be considered objectively. In this research, the researcher carried out 2 (two) techniques in collecting the data namely: Measurement and Observation. He conducted the measurement and observation when he was taking data in the classroom where the teaching learning process occurred.

Field note was a note constructed by the teacher when she used local legends to the students. The researcher who acted as the teacher did this work after the teaching learning process has finished. Field notes are the main way of recording the data.

According to Dawson (2002:106), field notes can be defined as the practical details about events, times, dates and places or they can be considered as the methodological notes concerning the researcher's role, the researcher's influence on the encounter, the researcher's relationship with the subjects of research and so forth. In short, keeping field note was a way of reporting an action, observation, reflections and reactions to classroom.

To score the students' worksheet, holistic scoring will be used. Van Blerkom (2009:82) states that when using a holistic scoring strategy, the teacher will look the answer as a whole and much more focus on the students' intended meanings rather than the way they construct the answers. Each answer has its own scale to score. Each answer will be scored holistically but the answer with correct structure will be more appreciated. This will be explained in the rubric score.

X = total points of appropriate answers
Note: X = Individual score

To compute the class performance, the writer will use the formula of mean score. All individual scores will be summed and divided by the number of students in the class.

$$M = \frac{\sum X}{S}$$

Note: M = *mean score*
$\sum X$ = *sum of individual score*
S = *number of students*

Then, to classify the data, the writer provides the criteria of the students' mean score as follows:

To conduct this research, the writer applied classroom action research. This method of research was intended to solve the problems found in reading class. The problem was the students' poor understanding of reading materials. The material was not interesting to them because the stories often came from other countries. It was caused by the students' lack of vocabulary and the students'

insufficient basic about English structure, especially simple past tense. In other words, the students only had superficial understanding of narrative text. These problems resulted in. In this research, the materials are local legends; which referred to narrative text. Students might acquire the literal comprehension, but they were still had matter in interpretative comprehension; that was to gain the message or moral values of the story. The teaching material applied in this research was to improve both the students' literal comprehension and interpretative comprehension.

This research was conducted in three cycles. During using the material, the writer and the collaborator cooperated to record the process–what actually happened in classroom through observation checklist table. The collaborator's view of the process was very important to avoid the subjectivity of the writer. After giving the students' worksheet, the writer computed the students' score and classified the mean score into the qualification. All those steps were done to obtain the research findings.

Each answer will be scored holistically but the answer with correct structure will be more appreciated. This formula was used to get individual score:

Figure 2
Overall Finding
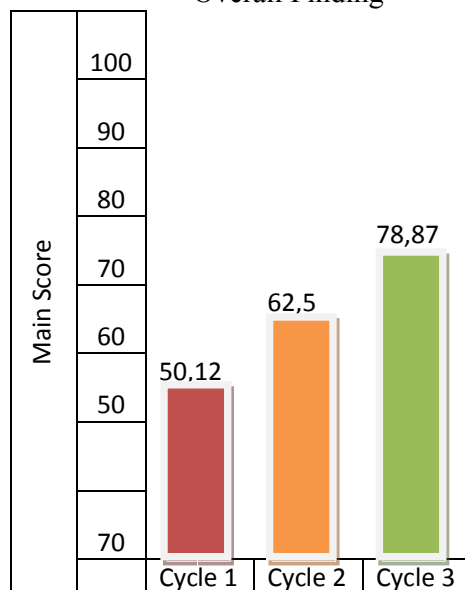
In this part, the writer elaborated the stages of the implementation of classroom action research:

During doing her observation at SMP Yos Sudarso Parindu; especially in A class of the Eighth grade students, the writer found some problems that happened in reading class. As indicated earlier, the problems were the students' poor understanding of reading materials. The material was not interesting to them because the stories often came from other countries. Besides, they were not

attracted and motivated to engage in reading class because they lack vocabulary and English grammar. These problems made the students become poor reader; they could not comprehend the literal and interpretative meanings. Moreover, when narrative text was the materials, moral values were not discussed in the textbook.

Then, the writer prepared the lesson plan, teaching material, observation checklist table, and the form of field notes. The lesson plan and teaching material were constructed in such a way to make an effort so that the students got involved in the teaching-learning process.

The acting stage was conducted on 15 January 2013. On that day, all students were present. All activity followed the rules as written in the lesson plan. The writer greeted the students, introduced the materials, and inquired the student to attract them in the teaching-learning process. The writer showed the legend text and distributed to the students. The students looked so enthusiastic to know the story. The most important part was to get the students interested and involved in the following activity.

Then, the writer read the story and the students were required to listen carefully. Again, there were some students who were talking and laughing to their friends at the back seats. This condition disturbed the other students to listen to the story. Then, the teacher came to the back seat to ask what the problems. After the class became quiet, the writer read the story for the second time. Next, the writer explains the local legend, the generic structure of narrative text and grammatical features of narrative text in the story. Afterwards, the students identify the generic structure of a story by mapping the elements of the text. Then, the students identify grammatical features of narrative text by highlighting the words/phrase in the story.

Next, the writer asked some students distributed the text of the story and the test that students had to answer individually. The writer gave a chance for the students to ask whether there were still any unfamiliar words. There were no students asked. Again, there were still some students who cheated or asked their friends about the answers. It seemed that the students did not understand the story well. Some students did the test smoothly, but there were some students at the back seat who still did not write anything on their answer sheet. When the bell rang, all students submitted the answer sheet. However, there was no time anymore to ask the students' difficulties during the teaching-learning process and to conclude the materials. During the teaching-learning process, the collaborator, who sat at the back seat, wrote down all process happened.

This was the time for both the writer and the collaborator discussed about the meeting. The writer and the collaborator checked the students' answer and gave score. However, the result was still not satisfying even there were some students who did not finish their answers. The following was the score of the individual student:

The result of students' mean score was categorized C. This was qualified into poor to average. Based on the indicator of success, this result was still unsatisfying. While correcting the students' answer sheet, both the writer and the

collaborator found many grammar mistakes, especially when they were to answer the question about complication and resolution. This question required the students to make inferences and express their opinions or ideas about the message or moral values that they got from reading the story. Furthermore, most of them were able to answer the questions about orientation rather than complication and resolution questions. Most students tended to copy the answer from the text.

The percentage of students' achievement of each question was presented as follow: Based on KKM (Kriteria Ketuntasan Minimum) of English subject is this school, 27.5% of students passed the criteria and 72.5% of students were still below the criteria.

Based on the discussion between the writer and the collaborator, it could be concluded that the first cycle was not satisfying and it still needed much effort to accomplish the goal of the material applied. It meant that second cycle was waiting for being conducted. The improvements are as follows:

The writer had to monitor all the students before starting the lessons to ensure them to keep silent and encourage them to pay attention to the following activity during the teaching-learning process.

The writer had to rearrange the students' seat. Those who were always joking at the back seat moved to the front. This was done to minimize the crowd in the classroom.

The writer had to manage the time carefully. It took quite long time to finish the individual test that the time to do the worksheet was not enough. There were some students who had not finished their answers when the time was over.

The writer had to pay more attention to action stage–whether it had been in line with the planning stage. There were some activities–giving students chance to ask some questions and concluding the materials–in the post-activity that were not done because the time was not enough to finish them.

Based on the result of reflection in the first cycle, the writer and the collaborator found some new problems. The problems were some students got disturbed because the others made noise. Then, during the teaching-learning process, some students at the back seat kept talking and laughing and their voice disturbed the other students. Thus, the teacher had to talk louder and louder to warn them.

Therefore, the writer and the collaborator attempted to cover the shortcomings happened in the previous meeting. The writer prepared the lesson plan, teaching material, observation checklist table and the form of field notes.

On 19 January 2013, no students were absent. The writer came into classroom and greeted the students. Before starting the lesson, the writer checked the students' uniform and made sure that all students would pay attention. Then, the writer asked the students who sat at the back seats to change with those who sat at the front. After the class got silent, the writer introduced the materials and inquired the students.

The writer distributed the story and the students were required to mention the unfamiliar vocabulary. Before reading the story, the writer made sure that all students had been ready and would focus listening to the story. Then, the writer read the story for the students to help them decode each word they listened to.

Next, the writer explained the local legend, the generic structure of narrative text and grammatical features of narrative text in the story. Afterwards, the students identify the generic structure of a story by mapping the elements of the text. Then, the students identified grammatical features of narrative text by highlighting the words/phrase in the story.

Next, the writer asked some students distributed the text of the story and the test that students had to answer individually. The writer gave a chance for the students to ask whether there were still any unfamiliar words. There were no students asked. Before starting to answer the questions, the writer emphasized to the students that they should be confident with their own answers and if they still had difficulties they could ask the writer. Next, the students did the test individually. But, there were more students who were asking their friends or cheating. During the teaching-learning process, the collaborator, who sat at the back seat, wrote down all process happened.

This was the time for both the writer and the collaborator discussed about the meeting. The writer and the collaborator checked the students answer and gave the score. The result was not satisfying because most of the students still below the criteria in their individual score. The following was the score of the individual students:

The result of students' mean score was categorized B. This was qualified into average to good. Based on the indicator of success, this result was satisfying. While correcting the students' answer sheet, both the writer and the collaborator still found many grammar mistakes. Furthermore, most of them were able to answer literal questions rather than interpretative questions. Most students tended to copy the answer from the text. However, there were some improvements in this cycle.

The percentage of students' achievement of each question was presented as follow: Based on KKM (Kriteria Ketuntasan Minimum) of English subject is this school, 55% of students passed the criteria and 45% of students were still below the criteria.

Based on the discussion between the writer and the collaborator, it could be concluded that the second cycle was satisfying and the students' means score was improved. More importantly, the shortcomings happened in the first cycle had been able to be minimized in this cycle. Also, the teaching-learning process was better than the first cycle. But, there are many students were still below the criteria because there were many students still difficult to answer the complication question. It meant that third cycle was waiting for being conducted. It should be focus on the improvement of students' individual score. The writer should help them to construct the complication and the resolution of the story. So, the students can answer the questions about the problems and find the moral values in the text.

Therefore, the writer and the collaborator attempted to cover the shortcomings happened in the previous meeting. The writer prepared the lesson plan, teaching material, observation checklist table and the form of field notes.

On 21 January 2013, no students were absent. The writer came into classroom and greeted the students. Before starting the lesson, the writer checked

the students' readiness and ensures all students focused on the teacher. Then, the writer introduced the materials and inquired the students.

The writer distributed the story and the students are required to mention the unfamiliar vocabulary. Before reading the story, the writer made sure that all students had been ready and would focus listening to the story. Next, the writer explains the local legend, the generic structure of narrative text and grammatical features of narrative text in the story. In this case, the writer explains more about the complication and the resolution of the story. So, the students can easy to find the problems and gets moral values from the story.

Next, the writer asks some students distributed the text of the story and the test that students had to answer individually. The writer gave a chance for the students to ask whether there were still any unfamiliar words. Before starting to answer the questions, the writer emphasized to the students that they should be confident with their own answers and if they still had difficulties they could ask the writer. Next, the students did the test individually. There were no more students who were asking their friends nor cheating. They did the test quietly, when they found difficulties they asked the teacher instead of interrupting their friends. In this meeting, all students had done the entire test; no one's answer sheet was blank. In this cycle, all students show interested and enjoyable in reading narrative text. During the teaching-learning process, the collaborator, who sat at the back seat, wrote down all process happened.

This was the time for both the writer and the collaborator discussed about the meeting. The writer and the collaborator checked the students answer and gave the score. The result was satisfying because most of the students show improvement in their individual score. The following was the score of the individual students:

The result of students' mean score was categorized B. This was qualified into average to good. Based on the indicator of success, this result was satisfying. While correcting the students' worksheet, both the writer and the collaborator found some grammar mistakes, especially when they were to answer the question of complication and resolution. This question required the students to make inferences and express their opinions or ideas about the message or moral values that they got from reading the story. However, there were some improvements in this cycle.

The percentage of students' achievement of each question was presented as follows: Based on KKM (Kriteria Ketuntasan Minimum) of English subject is this school, 100% of students passed the criteria.

In this stage, both the writer and the collaborator concluded that the third cycle had been successful. The students were able to comprehend the story. So, they were able to answer the questions and the students' mean score was improved. More importantly, the shortcomings happened in the second cycle had been able to be minimized in the third cycle. Also, the teaching-learning process was better than the first and the second cycle. It meant that the cycle could be stopped.

CONCLUSION

This session puts forward the conclusions as the answer of the research problems. Based on the results of the discussion obtained from the data analysis presented in previous session, some conclusions are then formulated. The conclusions are developed on the basis of research analysis and findings taken from reading comprehension test, field note and observation sheet.

The researcher found out that the implementation of Reciprocal Teaching Strategy in teaching reading hortatory exposition texts could improve students' reading comprehension. By predicting, students could improve their reading comprehension in understanding thesis statement of hortatory exposition text. Predicting the text helped the students understand what issue addressed by the author. In predicting the thesis, the students analyzed the topic of the first paragraph, seeing the title, looking at the picture if any, and skimming the paragraph to get the general description of the text. Students also could improve their reading comprehension in understanding argument. Through questioning the students could use 5W1H (what, who, where, when, why, and how) question words to help them understood the arguments of hortatory exposition text. Clarifying helped students to comprehend the use of simple present tense, modal, and connective words in hortatory exposition text. Through summarizing, students could improve their reading comprehension in understanding hortatory exposition text. The students summarized hortatory exposition text by pointing out the important information, analyzing the author suggestion or solution of the issue presented in the text.

In addition, RTS could engage students' motivation in teaching and learning process, particularly in reading activity. It also encouraged students to be more active in the teaching learning process. The students worked cooperatively with the others. The students work in group and learn through the interaction.

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