

TEACHING READING NARRATIVE TEXT BY USING PARODY OF SHORT STORY

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Abstract

This research was conducted to figure out whether Parody of Short Story, as a substituting material, effective or not to teach narrative text reading. As this research was aimed to know how effective this substituting material to teach students' reading skill on Narrative text. The method used in this research was Pre-Experimental research. The population of this research was taken from the tenth-grade students of SMA Muhammadiyah 1 Pontianak and the sample of this research was taken from X IPS 3 class consisted of 35 students. The technique of data collection was measurement technique and the tools of data collection was objective test. The findings of this research shows that the use of parody of short story are able to make the students felt more encouraged and motivated, thus increasing their scores in reading the narrative text. The students' mean score of pre-test was 59,2 and the students' mean score of post-test was 78,8. It means that the students' mean score was increased by 19,6 points, proving that the use of short story parody in teaching reading on narrative text is quite effective. Using a t-list, the writer found the t-value (01,01) is lower than the t-table (2.030) with degree of freedom (df = N-1) at the level 5% (0.05), which means that the change of pre-test and post-test score is significant. Therefore, it can be concluded that the use of parody of short story in teaching reading narrative text is effective.

Keywords: *Narrative Text, Parody of Short Story, Pre-Experimental Research, Reading Skill, Substituting Material*

INTRODUCTION

Reading is one of the compulsory skills which is needed by students when they are going to master a language. Reading (intensive reading) is basically considered as a basic step for the students in acquiring English, especially if they learn English as EFL (English as Foreign Language) students. Reading a narrative text is important for students because it can help them to increase their abilities in language development and also to learn a valuable lesson from the contents of the narrative story. The main objective of reading a narrative text is to comprehend the elements of the story (plot,

setting, moral values, character and characterization).

However, comprehending a narrative text is not a simple process in which the students are merely instructed to read and merely to be able to find all of those elements of a narrative text. Based on the writer's experience after observing students of X IPS 3 of SMA Muhammadiyah 1 Pontianak, there were some problems which obstructed the students in reading the narrative text, such as: lacking of motivation, the unfamiliar words in the story, the boredom in reading, and their comprehensions over the complicated plot of the story. They tend to get bored if the reading

text which was given by the teacher was always similar and monotonous. They might also get frustrated in comprehending a text when they did not know most of the words (as well as the grammar pattern) used in the reading text. Thus, they would get bored, became less motivated to read, and would be difficult to comprehend the narrative text.

Regarding to these problems, the writer tried a method to teach reading to students of pre-intermediate level in tenth grade of Senior High School Muhammadiyah 1 Pontianak academic year 2019/2020. The writer tried to use parody, particularly parody of short story as a substituting text of the common narrative text which is usually given by the teacher in teaching reading. Parody can be useful in the teaching and learning process. Parody is basically a work of literary in which the work of an author is imitated for comic effect or in order to create a hilarious effect. Those kinds of literary works is imitated and re-created in humorous way. Through its humorous element, the writer expected that the students would be more interested and motivated in reading the narrative text, thus, improving their reading comprehension skills for narrative text. Previously, there have been some research conducted by Stoot in 1990, Stange and Wyant in 1999, and Zhu in 2010 who conducted research related to the use of parody in teaching and learning context. Based on their previous research, it is showed that the use of parody is proved effective in teaching and learning context. However, none of the previous research specifically related to the use of parody in narrative reading. Therefore, the writer is intended to fill the gap by conducting this research.

LITERATURE REVIEW

Teaching and learning Reading in EFL context

Reading is not merely a process which involves the reader to just read the text. As stated by Hunt (2004), reading could be defined as a process formed partially by the text, partially by the reader's background, and partially by the situation in which the reading happens in. The reader cannot read well without having the good situation in which the

reader do the reading and also the prior knowledge which the reader actually should have to support them while doing the reading. In reading comprehension, the students need to possess a good level of motivation and good strategies. As stated by Martin (1991), in reading comprehension, motivation, mental frameworks for holding concepts, concentration, and good study techniques are being required. The four elements are important to be possessed by the readers, so that they can read well. However, to possess all the elements is not a simple matter. It requires the readers to focus and work hard to possess them all when performing the reading.

In the context of teaching and learning for ESL / EFL learners, intensive reading is the most appropriate reading activity for them to learn a text. As the ESL / EFL learners are not native English learner, therefore they need to focus on the features of language and reading strategies in a text. As stated by Nation (2009), intensive study of reading texts is aimed to extend learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. He also added that there are eight aspects which are targeted in intensive reading, they are: comprehension, vocabulary, grammar, cohesion, information structure, genre features, strategies, and regular/irregular sound-spelling relations (Nation, 2009). Regarding to the main focus of this research (reading comprehension), only three out of those eight aspects were focused in teaching reading to the students in this research. The three aspects were comprehension, vocabulary, and cohesion.

(1) Comprehension

According to Durkin, Comprehension is the essence of reading and the dynamic progression of constructing meaning from text (1993). Basically, the aim of comprehension is to understand a particular text. In specific, the aspects which are going to be comprehended are the main ideas and the specific information, thus they would be able to make an inference (conclusion) of the particular text.

(2) Vocabulary

Vocabulary structure frequently occurs through reading; nevertheless, in the foreign language course due to the heavy concept load involved in reading a second language, it is improbable that students will obtain the important vocabulary needed to comprehend the content and information they encounter in several texts (Keits, 2009). One of the major roles of the teacher is to assist students to learn vocabulary as well as to prepare them with strategies for learning words.

(3) Lexical Cohesion

As stated by Nation, through the lexical cohesion in the text, learners can practice to interpret what pronouns refer to in a text, what conjunction relations between sentences are, and how different words are used to denote to the same concept (2009). Within the reading process of the text the students were also focused to learn about the pronoun, conjunction, and reference within the text in order to them comprehending the text better.

Genre Based Approach

In conducting this research, the writer used the text as the main source in the learning process, thus genre-based approach would be taken as the approach of learning. Genre-based approach is an approach in teaching and learning which perceives communicative skill as connecting the mastery of different types of texts (Richard, 2006). Briefly, it can be defined as an approach which emphasizes on the use of texts in the teaching and learning process. According to Feez and Joyce (1998), as cited in Richards (2006), genre-based approach is based on an approach to teaching language which involves:

1. Teaching explicitly about the structures and grammatical features of spoken and written texts.
2. Designing units of work which focus on developing skills in relation to whole texts.
3. Providing students with guided practice as they develop language skills for

meaningful communication through whole texts

Narrative Text

Narrative text is one of the texts which is included in Genre-Based Approach in teaching and learning. It is a type of text which mainly focused on telling a story, and it can be real (non-fiction) or unreal (non-fiction). As stated by Rugayamanan (2012) a narrative text is a kind of text which communicates a story with the purpose is to amuse / entertain and deal with some of the problems that led to the climax and then turn into a solution for this problem. So, the main aim of narrative text is to present a story that amuses or informs the listener or reader.

Furthermore, Bushel (2011) explained that narrative describes an event, feeling or experience in story form or in the order the details of the event happened. It is also explained by Cronon (1992) that narratives are basically teleological forms, where an event is described by the previous events or causes that lead up to it. Thus, a narrative story is a chain of events causing complications for the main character.

Narrative text also has some language features. According to Nugroho and Afrizon (2009), the language features which are commonly found in narrative text are specific characters, time words, verbs, and descriptive words. These language features are included in the text of narrative as its element.

Collaborative Learning

In conducting this research, the writer used Collaborative learning theory, because in the process of giving the treatment to the students, the writer asked them to work in group to do a task given by the teacher. The collaborative learning activities are centered on the students' processes of investigation, discovery, and application, not only on the teacher's presentation about the material (Smith and MacGregor, 1992).

Parody

Parody is known for its humorous element in the literary work. According to Merriam-Webster dictionary (2017), parody is

a work of literature wherein an author's style or work is imitated in ridicule / humorous way for comic effect. According to Bintz (2012) "a parody is not designed to be critical or hurtful, but it is created to be humorous, entertaining, and informative" (p. 73). Making a parody does not mean to disfigure a literary work of an author. By making a parody, it means that people try to modify or re-create someone's literary work in order to make that literary work become more entertaining, humorous, but still enlightening. Thus, it can gain more interests from the readers.

When people talk about parody, it also means that people talk about imitation. According to Dentith (2000) in his book of parody, "Imitation is the way in which we learn to speak, taking in, as we do so, not only a grammar and a vocabulary, but a whole repertoire of manners, attitudes, and ways of speaking" (p. 2). He also states that "parodic imitation of another's words is merely one possibility among the whole range of rejoinders that make up human discourse, and parodic imitation can itself take many forms" (Dentith, 2000, p. 2). Therefore, doing an imitation is not merely focusing on the structure and the vocabulary which is used and going to be used, but it also has to include broader things (act of manners, attitudes, and ways of speaking). There are many kinds of parody, and parodic imitation of someone's work is merely one of those many kinds that the author focuses on.

Short Story Parody as Reading Material

In order to apply the short story parody in teaching and learning, especially in narrative text reading, the teacher has to be creative in modifying the common narrative text by adding the humorous element in it. By doing this, it might be able to gain the students interests in reading and to help them comprehending the narrative text better. Gray (2005) explains that techniques like parody do not utilize the reader; instead, it invites the reader inside the world of the text without devising the feeling like a typical lesson. Shelton (2014) added that through parody, satire, as well as a creative and innovative teacher, students will be engaged in new and

exciting ways of learning. It can be inferred that the use of parody as well as the role of a creative teacher as the one who provide it will create such conducive learning environment for the students.

Additionally, in term of educating the students, Shelton (2014) added that through parody, students will be engaged in new and exciting ways of learning. Parody can be reputed as a new, innovative, and creative way of teaching in educational context (especially in reading). Here is an example of a short story parody:

Once Upon a Parody: Rapunzel

Once upon a time there was a big, tall tower. It stood a thousand feet tall, with a spire that cut clouds in half. In this tower was a princess to save, a witch to cook, and a dragon to slay who lived outside.

Every day, the witch would climb a thousand stairs to bring the princess her food and sleeping potion, for without it she could not sleep. The dragon would then sit on its haunches and read to her, its head right outside her large window. Then the witch would go downstairs, and conjure up a big meal for the dragon, and eat a poisoned apple. Then they would play cards till midnight, and go to sleep. They did this every day.

One day, Prince Charming came, riding up the road on a big brown horse. He tried to slay the foul dragon by cutting its head off with his sword, but his sword merely bounced off the dragon's thick hide. The next day he tried arrows, but they bounced off like the sword. On the third day, Prince Charming discovered that even a dragon will blow up to tiny bits if you shoot it with a bazooka.

Then he tried to kill the witch with his sword, but the witch turned to vapor and the prince ran away. The next day, he tried killing the mage with his bazooka, but that didn't work either. Then he simply gave the witch an unpoisoned apple, the only thing that can really kill a witch.

Then the prince ordered his workers to build an elevator, because he didn't want to climb a thousand steps just to kiss his bride awake. When the elevator was finally done and he rode up, he discovered the princess had

starved to death. The prince went home happier anyway—the princess in the next kingdom over was much prettier than the dead one in the tower.

(Adapted from Arluanna, 2011)

METHODOLOGY

In conducting this research, the writer used pre-experimental design. The writer used pre-experimental design because the main objective of conducting this research is to test whether the technique that the writer was going to apply is effective or not. Particularly the writer used *one-group pre-test-post-test design*. This design consists of a pre-test measure followed by a treatment and then a post-test for a single group (Creswell, 2009).

Table 1. One Group Pre-test and Post-Test Design

Pre-Test	Treatment	Post-Test
O1	X	O2

According to Campbell and Stanley (1963) cited in Creswell (2009), “X” represents a disclosure of a group to an experimental variable, the effects of which are to be measured. Therefore, it is termed as treatment. Meanwhile “O” represents an observation / measurement recorded on an instrument (test).

Population and Sample of The Research

The population of this research was taken from the tenth-grade students of Senior High School Muhammadiyah 1 Pontianak in academic year 2019/2020. The total students of the tenth-grade students of Senior High School Muhammadiyah 1 are 246 and they are divided into 7 classes. Meanwhile The sample contains of 35 students from X IPS 3 in Senior High School Muhammadiyah 1 Pontianak academic year 2019/2020.

Technique and Instrument of Data Collection

Research Procedures

In this research, the writer used measurement technique (quantitative method) to measure the students’ achievements of

reading comprehension. The procedures of conducting this research by using pre-experimental design was divided in three sections (pre-test, treatment, post-test).

1. Pre-test

At the first stage, the writer gave the pre-test in order to measure the students’ preliminary abilities before the treatment was going to be given by the writer. The pre-test was in form of objective test.

2. Treatment

After having the pre-test, the next day, the students were having the treatment given by the writer. The writer took the setting as the usual teaching and learning process. In the beginning, the writer explained briefly about the nature of narrative text and parody, as well as reading. After that the writer showed the students an example of a short story parody and then taught them how to read properly using a simple parody of a short story. After that the students were asked to work in group and tried to identify a simple parody of a short story given by the teacher. Each group were asked to analyze (comprehend) the short story parody that they got. The writer tried to be involved in each group by giving a little help to guide them. At the end of the treatment, the students would then be asked to present their works (their identification/comprehension of the text) in front of the class.

3. Post-test

After the treatment has been given to the students, the writer gave the post-test to the students. The students were asked to work on an objective (multiple choices) test, given by the writer. This test used parody as the reading text. It covered about finding main ideas and detailed information in the story, vocabulary building, structures and elements of narrative text.

Instrument of Data Collection

The writer collected the data for this research by giving the students written test (pre-test and post-test). Form of the test was in multiple choices (objective) test. It would be

used in the pre-test and post-test. The test was designed by the writer to be able to measure the improvement of students' reading comprehension skills on narrative text by the use of short story parody. The results of these tests were measured, and the result of the measurement was taken as the data for this research. Here is a Specification table of the test items constructed by the writer to know content validity of the test:

Table 2. Table Specification of Test Items

No.	Measured Aspects Of Reading	Objectives	Number of test items
1.	Comprehension	Identifying main ideas in the text	1, 10
2.	Comprehension	Identifying supporting details in the text	2, 3, 8, 9, 11, 12, 13
3.	Cohesion	Identifying reference (pronoun) used in the text	4, 5
4.	Vocabulary Building	Identifying vocabularies used in the text	6, 7
5	Comprehension	Discovering moral values of the text	14, 15

Table 3. Table of Reliability Coefficient of the Test Score

Coefficient	Test Reliability
0,00-0,19	Negligible
0,20-0,39	Low
0,40-0,59	Moderate
0,60-0,79	Substantial
0,80-1,0	High to very high

Before the test was going to be given to the subject (sample) of this research, it was

tested on the X IPS class in Senior High School Al -Ishlah Pontianak academic year 2019/2020. There are 25 students who participated in doing the reliability test for the instrument that was going to be used in conducting the research. Based on the data that has been measured by using the KR21 formula, it was found that the reliability test result of the test instrument is 0,95, in which according to the table of reliability coefficient of the test score, categorized as high. Thus, making the test instrument reliable to be used in conducting the research.

RESEARCH FINDINGS AND DISCUSSION Findings

The sum of students' pre-test individual scores is 2081. The number of students who have followed the pre-test is 35 students. Therefore, the mean scores of students' pre-test is 59,2. The sum of students' post-test individual scores is 1759. The number of students who have followed the post-test is 35 students. Therefore, the mean scores of students' post-test is 78,2. It was found that the interval score of students' pre-test and post-test is 19,6, meanwhile the significance score of students' pre-test and post-test is determined to be 1,01.

Before calculating the effect size, it is required to calculate the standard deviation. From the result of calculation, it was found that the standard deviation of pre-test score is 25,1, meanwhile the standard deviation of post-test score is 28,7. After finding the standard deviation of pre-test and post-test score, the standard deviation is found to be 26,96. After getting the standard deviation of the test, mean score of pre-tests, and mean score of post-tests, the effectiveness of treatment is determined to be 0,73.

Table 4. Classification of Effect Size

Effect Size	Criteria
ES < 0,2	Low
0,2 < ES < 0,8	Moderate
ES > 0,8	High

Discussion

Based on the result, the significant score of the effect size is classified as “moderate”, effect size is 0,73. It shows that the use of short story parody in teaching reading gives a quite significant effect to improve students’ reading skill, specifically on reading narrative text. The data result shown above indicates that the difference between pre-tests and post-tests scores is quite significant (moderate). This finding has also been proven by the mean score of students’ tests that initially was 59,2 in the pre-test, then increased 19,6 points, into 78,8 in the post test. This shows that the use of short story parody in teaching reading narrative text is effective. Based on the calculation of t-test, it indicates that the obtained of t-value (0,95) is smaller than the t-table (2,030 > 1,01) with degree of freedom (df = N-1) at the level 5% (0.05). The mean score of post-test (78,8) was higher than the mean score of pre-test (59,2). According to this finding, the Null Hypothesis (Ho) that said parody of short story is not effective to teach students reading comprehension skills for narrative text was rejected. On the contrary, the Directional Hypothesis (Ha) that said parody of short story is effective to teach students reading comprehension skills on narrative text was accepted.

From the result above it can also be inferred that the use of short story parody is also effective to teach in the area of skills other than the ones that have been found by the other previous research (in context of teaching and learning in general and writing skill in specific) as mentioned in this research. From the data analysis, the use of parody of short story in teaching reading were able to influence the students’ achievement in reading.

Parody of short story has some advantages for the students as observed by the writer when the teaching learning (research conduction) process was going. First, short story parody made good first impression at the beginning of the meeting. It could attract the students’ intention to read because of its uniqueness. This substitution material also made the students able to perform the reading

well. There was also shortage during the implementation of this substitution material. Not all the students could find this material amusing for them like the other students. It was possibly because their lacking of knowledge of the text essence, or their sense humour was not up to it. However, the teacher could possibly overcome this kind of shortage by some adaptive strategies.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings of the research and analysis of the students’ test result, the conclusions can be drawn as follows:

1. Teaching reading narrative text by using parody of short story is effective to extend students’ reading skill at the tenth-grade students of SMA Muhammadiyah 1 Pontianak in academic year 2019/2020. It is indicated by the students’ mean score of post-test that is higher than the pre-test. The mean score of post-test is 59,2, while the mean score of pre-test is 78,8. It means the mean score is increased by 19,6 points.
2. The significant difference of this attainment can also be proven by the *t-value* (1,01) that is a lower than *t-table* (2,030) with degree of freedom (df = N-1) at the level 5% (0.05). It means the effectiveness of the use of parody of short story in teaching reading narrative text is below average according to formula used.
3. The alternative hypothesis (Ha) that aforesaid parody of short story is effective to teach students’ reading comprehension skill on narrative text is accepted. It is based on the proof that the value of the significant effect of the treatment is 0,73 ($0,2 < ES \leq 0,8$) which is classified as moderately effective. The high result was obtained as a result of the parody of short story being quite amusing and interesting to the students. The students showed good enthusiasm and tried their best to follow the activity throughout the conductivity of the research. It was also found that the parody of short story were able to make the students perform the reading well.

4. Based on the research findings, it can be concluded that the use of parody of short story to teach reading narrative text in the tenth-grade students of SMA Muhammadiyah 1 Pontianak in academic year 2019/2020 is effective.

Suggestions

Based on the result and findings of this research, the writer would like to provide some suggestions as follows:

1. The writer suggest that the teacher can use parody of short story as the substitution material in teaching reading narrative text to the students. Based on the findings of this research, parody of short story as a substitution material is effective to extend students' reading skill on narrative text. It is also able to make the students become more enthusiast and enjoyable in the teaching learning process.
2. The writer suggests the teacher to make a parody of short story by him/herself, so that the material can be variative and

adaptive to the students' level. The material can also be searched in the internet; however, it needs the teacher to filter the story and also the language used in the short story parody.

3. The writer suggests that the teacher use joint activity (group activity) in using this material. Thus, the students who has more capability can help those who are lacking in this material. it can also make the learning process more active for the students.
4. The teacher may also be suggested to develop or variate the material into a wider extent, such as writing parody of short story together in group by the students, then doing proofreading together afterwards, and may also be any other extent.

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