

DESIGNING SAMPLES OF READNG COMPREHENSION MATERIAL FOR TEACHING NARRATIVE TEXTS

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Abstract : The aim of this research was to find out the appropriate reading comprehension material samples designed for teaching narrative texts. This research was conducted to the second semester of eleventh grade students of SMAK Talino Sungai Ambawang in academic year 2014/2015. The method of this research is development research. The participants were taken from class XI IPS that consisted of 32 students and an English teacher . The data were collected by using observation, questionnaires and interview. Based on the data analysis, the result of the observation checklist showed that most of the students were motivated and involved actively during the teaching learning process. The result of the teacher's interview after implementation showed that the reading comprehension material samples designed by the writer are appropriate for the students. As the conclusion, according to the teacher's and students' feedback of the questionnaires the level of reading comprehension material samples designed by the writer had fulfilled the 3 aspects in designing the material and appropriate for the students.

Keywords: Designing, Reading Comprehension, Narrative Texts

Abstrak : Penelitian ini bertujuan untuk menemukan contoh rancangan materi tentang pemahaman membaca yang cocok dipakai dalam mengajar teks naratif. Penelitian ini dilakukan pada siswa semester dua kelas XI IPS di SMAK Talino Sungai Ambawang pada tahun akademik 2014/2015. Metode yang dipakai pada penelitian ini adalah pengembangan penelitian. Peserta dari penelitian ini di ambil dari siswa kelas XI IPS yang terdiri dari 32 siswa dan juga guru pelajaran bahasa Inggris dari sekolah tersebut. Data di peroleh dengan menggunakan pengmatan, wawancara. Berdasarkan analisis data, hasil pengamatan menunjukan bahwa siswa termotivasi dan aktif selama proses belajar mengajar. Sedangkan berdasarkan hasil wawancara terhadap guru bahasa Inggris menunjukan bahwa contoh materi pemahaman membaca yang dirancang oleh penulis cocok dipakai untuk siswa. Kesimpulannya, berdasarkan tanggapan guru dan siswa dari hasil angket yang disebarkan bahwa contoh materi yang dirancang oleh penulis telah memenuhi 3 aspek dalam merancang materi dan cocok untuk siswa.

Kata Kunci : Merancang, Pemahaman Bacaan, Teks Naratif

Reading is an important skill in human life. It becomes essential because it is one way for communication. People can enlarge their experience and enhance their ability and knowledge by reading, even find the solutions of their life problems through reading. Through printed pages, a reader communicates with great minds of the past as well as the present. Reading is just like conversation and involves the sides, writer and reader. As stated by Paran (1996:25) that reading is like conversation between the writer and the reader. It means the writer expresses his ideas in printed pages, and the readers try to catch the idea by using words. It is obvious that reading always involves the interaction between the writer and the reader. It is a sort of a communication process, initiated by the thoughts of the writer and expressed through the symbols on page.

Meanwhile, Bell & Campbell (1996:22) define that reading is recognition of printed written symbols which serve as stimuli to the recall of meaning build up through the reader's past experience. New meanings are derived through manipulation of concepts already in his possession. The organizations of these meanings are governed by purpose clearly defined by the reader". While other opinion on reading also comes from Elley & Manghubai (1993:53) say that reading involves the recognition of printed or symbols which serve as stimuli for the recall of meaning build up through readers' past experience. Based on the writer's investigation by doing the interview with the English teacher of SMAK Talino, teacher has some problem about reading.

First, teacher hard to obtain another source besides the textbooks provided. Second, teacher difficult to find the means of communication such as Dvd education cassettes, magazines, newspapers. Another problem is that English teacher hard to find the information. The books stores are in Pontianak only. The books facilitated by the government are in limited sources. Therefore, as the effect students has some problem in reading comprehension because teaching material that were used common for students and the vocabularies were difficult to be understood. It made the students were difficult to read the texts. Consequently , there were just a few students who were motivated in learning and have good reading ability.

For helping the students to solve their problems in learning, the teacher should be more creative to design the material to motivate the students in learning reading comprehension; one of the ways is by designing sample of reading comprehension material for teaching narrative texts. The materials are not only based on the syllabus but also based on students' real life experiences. Bern and Erickson (2001:1) state: "Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matters content to real world situations" and *motivates* students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. The students in junior high school need enjoyable, interesting and appropriate teaching material.

It indicates that there should be appropriate material for teaching reading comprehension. The teacher should be creative to attract students' motivation in teaching reading comprehension. It has been a custom of teaching reading comprehension that uses common narrative texts. The narrative texts that are used already familiar among the students. Besides of that, the choosing of narrative texts influence the classroom activity to comprehend the narrative text. Therefore,

the teacher should consider the interesting narrative texts and appropriate teaching material that can make students enjoy and curious in reading the narrative text.

A Narrative text or story is a construct created in a suitable format (written, spoken, poetry, prose, images, songs, theater or dance) that describe a sequence of fictional or non-fictional events (Muller and Reynolds, 1990: 157). Along with exposition, argumentation, description and narration, broadly defined, is one of four rhetorical modes of discourse. More narrowly, it is the fiction writing mode whereby the narrator communicates directly to the reader. Stories to be the important aspect of culture. Many works of arts, and most works of literature, tell stories; indeed, most humanities involve stories. Stories are of ancient origin, existing in ancient Egyptian, ancient Greek, Chinese, Indian and Indonesian culture. Stories are also ubiquitous component of human communication used as parables and examples to illustrate points. Storytelling was probably one of the earliest forms of entertainment. Narrative may also refer to psychological processes in self- identity, memory and meaning-making. In this research the researcher will design narrative texts as the supplementary material.

The basic purpose of narrative text is to amuse or entertain and to deal with actual experiences in different ways, to gain and hold a readers' interest. However narratives can also be written to teach or to inform, to change attitude. Before developing During Reading strategies for narrative text, you'll need to know the structure, or elements, of it first. The elements of narrative text are: vocabulary, character, plot, setting, theme. When the reader wants to read the narrative text, she/he can use some information of features, generic structures and also grammatical structures as the way to recognize it. The following information relates to narrative text, they are: Features: character which defines personalities or identities, dialogue often included-tense may change to the present or future, descriptive language to create images in the readers' mind and enhance the story. Generic structure: orientation: Introducing the characters of the story, the time and the place the story happened (who, what, when, where). Complication: A series of events in which the main character attempts to solve the problem. Resolution: The ending of the story containing the problem solution. Grammatical features: focus specific and usually individual participants, uses of material process, behavioral and verbal processes

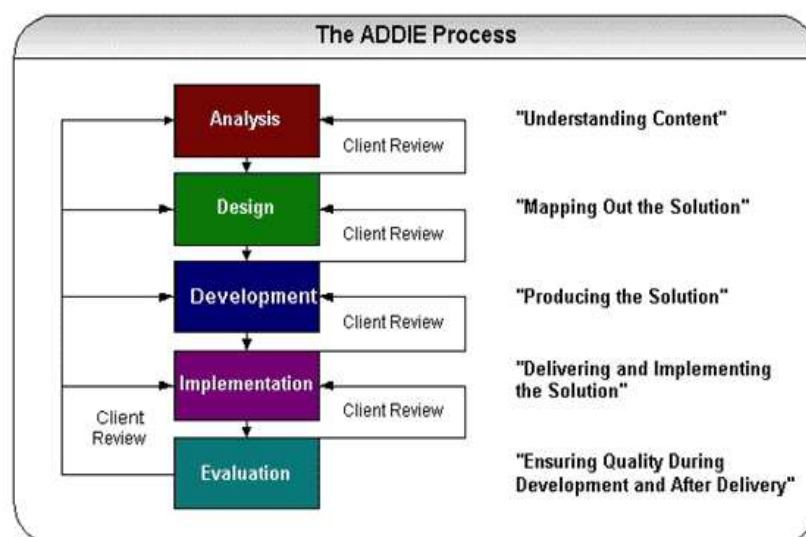
There are many types of narrative. They can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, and legends, historical narrative, ballads, slice of life, personal experiences. In the following part the writer will explain the folklores in more details, especially about the form of folklores. This description is very beneficial to give the easiness to the learner or reader if they want to determine the form of the folklores. According to William R. Bas Comin Danandjaya, (2000:31), folklores is divided into three major groups, namely: (1) myth (2) legend (3) folk tale. Teaching is a process carried by a teacher in the classroom. Which is aimed to transfer the knowledge and skills to the students. According to Brown (2003:7), " Teaching refers to showing or helping someone to learn how to do something, giving instruction, guiding knowledge, and causing to know or understand." In foreign language, the skills that must be developed are listening, speaking, writing and reading.

In the meantime, Chausan (1993:12) states that teaching is a process organized to achieve some predetermined goal in systematic ways such as learner, teacher, curriculum, and other variables are arranged in a system that works well. In additional, in according to Gimble and Germedy (1993:7), teaching is showing or help someone to do something, giving instruction, providing the knowledge causing to know or understand. In other words, it is a process of attempting to change behavior through dynamic and a creative way.

Teaching technique is on important thing in teaching learning process. The teacher must find the suitable technique, when they want to make English subject being attractive for students. Therefore, the teacher has to find out the various techniques which are suitable to be applied in teaching English. Those will help the students face their boredom and problems in learning. One of the problems of the students is that they can not comprehend the text optimally when they read. These are because of some reasons such as the students do not understand many of the difficult vocabularies of the texts, especially when the reading texts are long. The other problem is their laciness of grammatical knowledge. To solve the problems, the accurate teaching technique and appropriate material is needed. Therefore, the alternative way is by designing reading comprehension material for teaching narrative text.

METHOD

Since the purpose of this research was to find out the appropriate reading comprehension material samples designed for teaching narrative texts for the eleventh grade students of SMAK Talino Sungai Ambwang in academic year 2014/2015, the researcher used Development Research which was appropriate method to be used to solve the problem of this research. According to Branch (2009: 3), the process in conducting development research is as follows:



Schema

Branch (2009: 3), the process in conducting development research

FINDINGS AND DISCUSSION

Findings

The problem of this research is” what are the appropriate reading comprehension material samples designed for teaching narrative texts for eleventh grade students of SMAK Talino Sungai Ambawang in academic year 2014/2015?”. To answer the problem, the following discussion is focused on the observation, the analysis of the teacher’s interview the finding of English teacher’s questionnaire analyzing and students’ questionnaire analyzing.

From the result of the observation, writer found that all students already have basic knowledge of what they going to learn. They actively participated in answering the questions given. They also paid good attention to the teacher’s explanation about the lesson. They discussed and shared opinion with each other. Most of the students could answer the questions correctly and could find the specific information of the text, only the rest of them got confused finding the specific meaning of the text.

There were some students who were active because the kept rising their hands when teacher asked them questions. But, on the contrary, there were also some students who mostly silence during the teaching learning process. From the result of the teacher’s interview it showed that reading comprehension material samples designed by the writer had fulfilled 3 aspects in designing the material and appropriate for the students. From the result of the questionnaire, the writer found that the teacher strongly agreed with the reading comprehension materials designed by the writer and had fulfilled the 3 aspects in designing the material and very appropriate for the students.

Discussion

From the observation, the writer found that all students already have basic knowledge of what they going to learn. They actively participated in answering the questions given. They also paid good attention to the teacher’s explanation about the lesson. They discussed and shared opinion with each other. Most of the students could answer the questions correctly and could find the specific information of the text, only the rest of them got confused finding the specific meaning of the text. There were some students who were active because the kept rising their hands when teacher asked them questions. But, on the contrary, there were also some students who mostly silence during the teaching learning process.

From the interview from the teacher it showed that teaching material that was designed by the writer had fulfilled the 3 aspects in designing the material and appropriate for the students. Based on the result of the questionnaire, the research question “ what are the appropriate reading comprehension material samples designed for teaching narrative texts for the eleventh grade students of SMAK Talino Sungai Ambawang in academic year 2014/2015?” had been answered. Both result from teacher’s and students’ questionnaire showed that the reading comprehension material samples designed had fulfilled the 3 aspects in designing the material and appropriate for the students.

As it is in table 7, all of the teacher’s answers are strongly agree. The total score of the questionnaire result is $4 \times 12 = 48$ which is the maximum score. The average score is 48 divided by 12 is 4. Based on the calculation of the average

score is 4 or 100%. As the conclusion, the level of reading comprehension material is very appropriate. It means, according to the teacher the reading comprehension material samples designed by the writer had fulfilled the 3 aspects in designing the material.

From the result of the questionnaire, the writer found that most of the students are agree that reading comprehension material designed by the writer had fulfilled the 3 factors in designing the material and appropriate for the students. The result of the questionnaire can be seen in the following table.

Based on the table 8 above, the total score is 1269 and the mean score is 105.75 (82.617%). According to the mean score the level of students' feedback is very appropriate. It means the reading comprehension materials designed by the write had fulfilled the 3 factors in designing the material and appropriate for the students. For the detail, the writer describes the questionnaire result for each component below:

The table 9 shows that statement number 1 there are 19 students (59.375%) are strongly agree, 12 students (37.5%) are agree, 1 student (3.125%) is disagree and no one is strongly disagree. For statement number 3 there are 19 students (59.375%) are agree, 12 students (37.5%) are strongly agree, 1 student (3.125%) is disagree and no student is strongly disagree. However, for statement number 4 there are 19 students (59.375%) who are strongly agree, 12 students (37.5%) are agree, 1 student (3.125%) is disagree and no one is strongly disagree. The result of statement number 5 shows that there are 16 students (50%) are strongly agree, 14 students (43.75%) are agree, 2 students (2.65%) are disagree and no student is strongly disagree.

According to table 10, 22 students (68.75%) are agree for statement number 7. There are also 9 students (28.125%) who are strongly agree and 1 student (3.125%) is disagree. But no one is strongly disagree. For statement number 8, there are also 22 students (68.75%) agree. Students who are strongly agree are 9 (28.125%). There is only one student who is disagree. But no student is strongly disagree. And for the statement number 11, there are 22 students (68.75%) who are agree, 7 students (21.875%) are strongly agree, 3 students are disagree and no one is strongly disagree.

From table 11, statement number 2 most of the students (22:68.75%) are agree. There are 4 students (12.5%) are strongly agree. And only 6 students (18.75%) are disagree. No student is strongly disagree. Based on the table 11, for statement 6 there are 18 students (56.25%) who are agree, 8 students (25%) who are strongly agree, 5 students (15.625%) are disagree and 1 student (3.125%) is strongly disagree.

Table 10 clearly said that for statement 9, 16 students (50%) are strongly agree. There are 14 students (43.75%) who are agree, 2 students (6.25%) are disagree and no one is strongly disagree. For statement 10 there are 18 students (56.25%) who are strongly agree, 13 students (40.625%) are agree and 1 student (3.125%) is disagree and no student is strongly disagree. As it can be seen that 16 students (50%) are agree with statement number 12. There are 15 students (46.875%) are strongly agree, 1 student (3.125%) is disagree and no one is strongly disagree

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the result of the research, the writer believes that the problem of this research had been answered. Reading comprehension material samples designed for teaching narrative texts by the writer had fulfilled the 3 factors in designing the materials and appropriate for the students.

Suggestions

From the conclusion of the research, the writer suggests some opinion to be considered, they are as follows: (1) Teachers should considerate to design and develop their own English reading comprehension material that relevant for the students. The relevant and appropriate material will give the students more motivation in Learning English. (2) It is important for the teacher to provide the students with the appropriate reading material to encourage them to read more and serve more information. (3) For further study, it is recommended to continue designing the teaching materials for the other English skill with appropriate approach, technique, and method. For instance, designing speaking skill with Communicative Language Teaching (CLT) approach.

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