

THE EFFECT OF NARRATIVE TEXT ON STUDENT'S ENGLISH READING COMPREHENSION

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Abstract

This study is aimed to study the effect of narrative text on student's English reading comprehension. In this study, there are two research problems. The first, is there any effect of using narrative text on students' reading comprehension in eight grade in SMPN 1 Pragaan Sumenep. The second, how significance does using narrative text effect on students' reading comprehension in eight grade in SMPN 1 Pragaan Sumenep.

The research population of this study is the eight grade students in SMPN 1 Pragaan Sumenep. It is containing 26 students. The writer takes all of the population as the sample of this study, namely 26 students. This study used test as main instrument. The tests were divided into pre-test and post-test. The supporting instruments are observation and documentation. The writer used statistical analysis as data analysis. The statistical formula which was used was t-test which was suitable with the research design, and it is one group pretest-posttest design.

The research result shows that using narrative text effects the students' reading comprehension in eight grade in SMPN 1 Pragaan Sumenep with sufficient significance. It is proven by the higher of value of t_0 (4,7580) than the value of $t_{(2,06)}$. It is also proven that the significance effect of using narrative text on students' reading comprehension in eight grade in SMPN 1 Pragaan Sumenep is 95%, because the writer took the significant level of 5%.

Based on the result of study, it can be concluded that using narrative text as a media in reading learning is very effective, especially in reading class. It is because the social function of narrative text is to amuse, and to entertain the reader. Then, it will make the readers enjoyable, and interested in reading, especially in junior high school.

Keywords : Narrative text, students' reading comprehension.

Abstrak

Penelitian ini bertujuan untuk meneliti tentang pengaruh "narrative text" terhadap hasil pembelajaran Bahasa Inggris. Dalam penelitian ini, ada 2 masalah penelitian. Pertama, apakah ada pengaruh penggunaan "narrative text" terhadap hasil pembelajaran Bahasa Inggris kelas VIII SMPN 1 Pragaan Sumenep. Kedua, seberapa besar pengaruh penggunaan naratif text terhadap hasil pembelajaran Bahasa Inggris siswa kelas VIII SMPN 1 Pragaan.

Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 1 Pragaan Sumenep. Ini terdiri dari 26 siswa. Penulis mengambil semua populasi sebagai sample, yaitu 26 siswa. Penelitian ini menggunakan test sebagai instrumen utama. Test dibagi menjadi pre-test dan post-test. Instrumen pelengkap adalah observasi dan dokumentasi. Penulis menggunakan analisa statistik sebagai teknik analisa data. Formula statistik yang digunakan adalah t-test yang mana sesuai dengan bentuk penelitian, dan yang digunakan adalah one group pre-test post-test design.

Dan hasil penelitian ini menunjukkan bahwa penggunaan "narrative text" berpengaruh kepada peningkatan hasil pembelajaran di kelas VIII SMPN 1 Pragaan Sumenep dengan pengaruh yang cukup tinggi.

Ini bisa dibuktikan dengan lebih tingginya nilai dari t_0 (4,7580) dari nilai $t_{(2,06)}$. Ini juga terbukti bahwa besar pengaruh dari penggunaan “narrative text” terhadap hasil pembelajaran Bahasa Inggris adalah 95, karena penulis menggunakan signifikan level 5%.

Dari hasil dari penelitian tersebut bisa disimpulkan bahwa penggunaan “narrative text” sebagai media dalam pembelajaran Bahasa Inggris itu sangat efektif, khususnya dalam kelas reading. Hal ini disebabkan tujuan dari “narrative text” itu sendiri adalah untuk menghibur dan menyenangkan pembaca. Maka dari itu, ini akan membuat pembaca nyaman dan tertarik untuk membaca, lebih khususnya siswa kelas menengah (SMP/ Mts).

Kata Kunci: Naratif teks, Hasil Pembelajaran Siswa

INTRODUCTION

Nowadays, English becomes international language. There are many countries in the world assumes that English is the most important language. It is used by many countries in the world. English is not only used as a means of communication but also used for many aspects such as business, computer, science. So that, English is used in too many schools especially in Indonesia.

English is not only taught in kindergarten or elementary school, but also taught in junior high school, senior high school, and college school. This study especially in junior high school. Junior high school is between elementary and senior high school. To study a research in junior high school is also important because in junior high school children still have a good intelligence and big motivation. And junior high is classified to children, in order that children can learn foreign language better than adults.

Beside speaking, listening, and writing, one of English teaching learning is reading. According to David Nunan reading is same as listening that reading is sometimes viewed as passive skill.¹ But something that different between reading and listening that listening is anything but passive and reading is anything but passive as well.

According to David reading involves the processing of written language. He also said that it is important to make reading purpose. For example when we read announcement or brochure, the purpose is curiosity. When we read newspaper, we want to know about the world truth. And when we read a story, such as narrative text, is to entertain and to amuse the reader.

Then, the social function of narrative text is to amuse, entertain, and to deal with actual or vicarious experience in different ways.² It means that narrative text is story that is to entertain and to amuse the reader. So that, narrative text must be interesting to the reader. It maybe like funny story; such as Abu Nawas, Nasruddin, etc, or legend; such as Sangkuriang, Malin Kundang, etc, or fairy tale; such as Cinderella, Snow White, etc. In that case, students will get many positive functions of it.

In Martin Mcquillan's statement that a narrative text is a text that tells a story.³ Narrative text can take a variety of forms. From personal anecdotes to full-length novel. Most of narrative texts have in common

¹ David Nunan., (1999). *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publisher, hal 249

² Taken from book linked to world grade XI, P. 20.

³ Margot Kinberg. (2007). *Teaching Reading In The Content Areas for Elementary Teachers*. USA: Shell Education, 2007, P. 76

certain elements such as characters, setting, and plot. Structurally, narrative texts have a beginning, a middle, and an end.

In wikipedia a narrative is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. Narrative text is not always fictional literature, but it is also non-fictional literature. It is a literature that made and compose by the writer step by step and plot by plot.

Every text made has a purpose. According to Barwick a narrative releases a realistic, imagined or fictitious story.⁴ He also states that narrative is written to entertain amuse and interest the reader but simultaneously teaches, explains, or informs. Spoken or written texts describes or explore human experiences. The reader or listener responds in a reflective, imaginative, or emotional manner.

Dealing with narrative text, as we know from the social function of narrative text. The social function of narrative text is to amuse, entertain, and to deal with actual or vicarious experience in different ways. In other words that narrative text is an interesting, entertaining, and amusing text. The reader will interest the text and makes their zeal and enthusiastic increase and it will also increase their comprehension in learning English. It will give positive effect to students' comprehension. It is because students will interest to read narrative text. That's why in their school they are taught much narrative text.

⁴ John Barwick. (1999). *Narrative, Poetry, Drama - Upper Primary Targeting Text Series* develops the comprehension and writing skills of students using real text, 1999, P. 4

In this study the researcher formulates the problems as follows. First, is there any effect of using narrative text on students' English reading comprehension in eight grade of SMPN 1 Pragaan? The second, how significance does using narrative text effect the students' English reading comprehension in eight grade of SMPN 1 Pragaan?

In this study also, the researcher formulates the study objectives. The first, to find any effect of using narrative text on students' English reading comprehension in eight grade of SMPN 1 Pragaan? The second, to identify how significance is using narrative text effect students' English reading comprehension in eight grade of SMPN 1 Pragaan?

There is a tentative solution of the problem which is tested in this study. The hypothesis which is used in this study is working hypothesis (H_a). There is an effect of using narrative text on students' English reading comprehension class VIII of SMPN 1 Pragaan.

Beside working hypothesis, this research also uses null hypothesis (H_o). There is not an effect of using narrative text on students' English reading comprehension class VIII of SMPN 1 Pragaan.

The significance of this study is to make a better teaching learning process. In other words, to help students and teacher in improvement in future. The significance of study can be broken down as follows:

The first is theoretical. The findings of this study will give some useful contribution to the means of english teaching learning in English teaching learning class, especially reading. The second, the result of this

study will improve the writers and readers' knowledge about English teaching learning.

Since there are four language skills in English, the researcher takes reading skill as a scope in this study. The study will be conducted in class VIII of SMPN 1 Pragaan. Since comprehending reading is influenced by several factors, the researcher takes narrative text as limitation in this study.

RESEARCH METHOD

According to Arikunto experimental research is a research which has a purpose to investigate whether there is an effect or not on something that has been treated.⁵ It means that experimental research tries to observe that the treatment caused an effect or not. It can compare one or more experimental groups that was given a treatment with the control groups which was not given a treatment.

In this research, the researcher wants to make a condition and situation and then tries to find the effect. It means that experiment is a way to find out the cause and effect between two factors and that are intentionally aroused by researcher by eliminating or decreasing or separating the factors that may disturb. It is conducted to know the effect of treatment.

This research is experimental research, and the data will be analyzed in the forms of quantitative. This research uses one group pretest-

⁵ Suharsimi Arikunto. (1993). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, P. 137.

posttest design, because one group pre-test post-test design is more accurate than pre-experimental design. It is because we can compare the condition before the treatment and after the treatment.⁶

Experimental research describes what will happen when one of variable are carefully controlled or manipulated. Here, the researcher wants to use narrative text on teaching reading as a treatment. So, the researcher wants to investigate whether using narrative text can effect students' reading comprehension.

As mentioned above this research uses quantitative research in form of experimental research. In experimental research, there are many types there are pre-experimental design and true experimental design.⁷ This research uses pre-experimental design. In pre-experimental design there are three types of design, one shot case study, one group pretest-posttest design, and static group comparison.⁸ This research uses one group pretest-posttest design. In this research, the writer uses two kind of test, namely pretest and posttest. To know the significant effect of using narrative text on students' reading comprehension, the writer uses statistical method, namely t-test.

To measure the condition before treatment, the researcher gave a pre-test. Next, the treatment was given to the both classes. The treatments

⁶ Sugiyono. (2008). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta, P. 74.

⁷ Suharsimi Arikunto. (1993). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, P. 84.

⁸ Ibid, P., 85

were given for both classes after giving pre-test. After finishing the treatments, the test was given to both classes as a post-test.

Population is the large group about which the generalization is made. In this case, population that will be researched is the eight grades of SMPN 1 Pragaan.

While a sample is small group that is observed.⁹ In this case, the writer took all population as sample. It means, this research is research is research population, because the writer took all population as sample.¹⁰ The population in this study is the eight grade of SMPN 1 Pragaan. The number of students are 26 students. They are divided into two classes, class A are 12 students, and class B are 14 students. Eight grades were chosen by the writer because eight grades are more mature than seventh grades. The writer didn't choose ninth grades because they will face the final examination (UAN).

Research instrument is tool that used by researcher to collect data.¹¹ In this study, the writer uses two kinds of instrument. They are, primary and secondary instrument. The primary instrument that is used is test. The writer uses two kinds of test, they are pre-test and post-test. Pre-test is used to recognize the students' reading comprehension before using narrative text. Post-test is given to know the students' reading comprehension after using narrative text.

⁹ Donald Ary, et all. (1979). *Introduction to Research in Education*. Newyork: holt, Rinehart and Winston. P. 129

¹⁰ Tim Penyusun Pedoman Penulisan Karya Ilmiah Sekolah Tinggi Agama Islam Negeri. P. 22

¹¹ Ibid

In this the writer uses test instrument. In this study, the writer use two kinds of test, they are:

Pre-test. The test was given for eight grade in SMPN 1 Pragaan. The test used in this research is pre-test on reading comprehension to know students' reading comprehension before treatment. The test consists of 10 questions in multiple choice form.

Post-test. The test was given to both classes. The test used in this research is post-test on reading comprehension. This test was held after giving treatment to both classes. It's purpose is to know the effect of using narrative text to the students' reading comprehension. The result will be explained in the next chapter.

This research uses observation. Since this study is an experimental research, it needs some observation or monitoring to the object of this research. The observation was held after giving the pre-test.

In this study, the writer uses also documentation to get students' name list that becomes the object of the study. It is also to get lesson plan that used in the eight grade of SMPN 1 Pragaan.

The research data will be analyzed by using statistical method. The statistical analysis is suitable with quantitative data characteristic, namely numerical form. In this study, the writer used t-test to know whether using narrative text effect students' reading comprehension in SMPN 1 Pragaan

or not. The formula is suitable with the kind of experimental research, namely one group pretest-posttest design. The formula used as follow:¹²

$$t = \frac{\bar{Md}}{\sqrt{\frac{\sum x^2d}{N(N-1)}}}$$

Where:

Md : Mean of difference

Xd : Deviation of each subject

X²d : The sum of quadrate deviation

N : Sample of subject

Then, to conclude the result of statistic analysis above, the writer take an interpretation using tt (t critics value table) as the appointment:

- If t_0 is lower than t_r , the alternative hypothesis is unaccepted or rejected.
- If t_0 is higher than t_r , the alternative hypothesis is accepted.

RESEARCH FINDING AND DISCUSSION

THE RESULT OF THE STUDY

In previous chapter, the writer stated that the main instruments in this study is the test. Because of this study is quantitative research, so that the data which were obtained from the test will be analyzed by using statistical method.

¹² Suharsimi Arikunto. (1993). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. P. 306

As we know that the data that was obtained by using the test is not in numeric form. Because the data will be analyzed by using statistical method, the writer changed the data in to numerical form. So that, the writer changed the data in to numerical form by giving score of the test.

The test were presented in pre-test and post-test form. In every test are ten questions. The writer gave a score 10 for the right answer and 0 for the wrong answer. Then, if students can answer all of questions they will get 100 score of the test.

After we know the reliability of the pre-test and post-test, the writer measured the reliability of two both tests, namely pre-test and post-test.

According to Saifuddin Azwar in his book “realibilitas dan validitas” he states that test-retest approach can be done by giving students the test and the retest. The retest is given in another period of time.¹³ In this case, the writer combined the two tests, namely pre-test and post-test. The pre-test was given first, and the post-test given in another period of time after the treatments. Then, the writer split the pre-test and post-test. The pretest became variable X and the posttest became variable Y. The two split-half of two both pre-test and post-test can be seen in the following table.

Table of The Pre-test and Post-test Score

No. Respondent	Pre-test	Post-test	Difference
1	80	90	10

¹³ Saifuddin Azwar. (2009). *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Pelajar, P. 55.

2	30	50	20
3	70	60	-10
4	70	80	10
5	70	80	10
6	60	80	20
7	40	50	10
8	80	80	0
9	60	70	10
10	80	90	10
11	70	80	10
12	70	70	0
13	50	60	10
14	70	80	10
15	70	80	10
16	50	50	0
17	40	60	20
18	80	70	-10
19	60	70	10
20	70	70	0
21	60	80	20
22	40	80	40
23	50	80	30
24	70	90	20

25	70	80	10
26	80	80	0

Then, to help the writer to make the reliability of instrument, the writer makes the table of preparation to find the co-efficiency of product moment as follow:

Table of The Computation Of The Correlation Between Two Split Half (Odd-Even) Of Pretest And Postest

No Respondent	X	Y	X	Y	xy	x ²	y ²
1	80	90	16,924	16,539	279,906	286,421	273,538
2	30	50	-33,076	-23,461	775,996	1094,021	550,418
3	70	60	6,924	-13,461	-93,203	47,941	181,198
4	70	80	6,924	6,539	45,276	47,941	42,758
5	70	80	6,924	6,539	45,276	47,941	42,758
6	60	80	-3,076	6,539	-20,113	9,461	42,758
7	40	50	-23,076	-23,461	541,386	532,501	550,418
8	80	80	16,924	6,539	110,666	286,421	42,758
9	60	70	-3,076	-3,461	10,646	9,461	11,978
10	80	90	16,924	16,539	279,906	286,421	273,538
11	70	80	6,924	6,539	45,276	47,941	42,758

12	70	70	6,924	-3,461	23,963	47,941	11,978
13	50	60	-13,076	-13,461	176,016	170,981	181,198
14	70	80	6,924	6,539	45,276	47,941	42,758
15	70	80	6,924	6,539	45,276	47,941	42,758
16	50	50	-13,076	-23,461	306,776	170,981	550,418
17	40	60	-23,076	-13,461	310,626	532,501	181,198
18	80	70	16,924	-3,461	58,573	286,421	11,978
19	60	70	-3,076	-3,461	10,646	9,461	11,978
20	70	70	6,924	-3,461	-23,963	47,941	11,978
21	60	80	-3,076	6,539	-20,113	9,461	42,758
22	40	80	-23,076	6,539	-150,893	532,501	42,758
23	50	80	-13,076	6,539	-85,503	170,981	42,758
24	70	90	6,924	16,539	114,516	47,941	273,538
25	70	80	6,924	6,539	45,276	47,941	42,758
26	80	80	16,924	6,539	110,666	286,421	42,758
	1640	1910			2988,156	5153,826	3588,448

Based on the table above, we know that:

$$N = 26$$

$$\sum X = 1640$$

$$\sum Y = 1910$$

$$\text{Mean } X = \bar{X} = \frac{\sum X}{N} = 1640:26 = 63,076$$

N

$$\text{Mean } Y = \bar{Y} = \frac{\sum Y}{N} = 1910/26 = 73,461$$

$$\begin{aligned}
 & N \\
 \sum x^2 &= 5153,826 \\
 \sum y^2 &= 3588,448 \\
 \sum xy &= 2988,156
 \end{aligned}$$

From the data above, the researcher analyzes by using product moment. The analyzing of data is as follow:

$$\begin{aligned}
 r_{xy} &= \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \\
 &= \frac{2988,156}{\sqrt{5153,826)(3588,448)}} \\
 &= \frac{2988,156}{\sqrt{18494236,602}} \\
 &= \frac{2988,156}{4300,492} \\
 &= 0,6948
 \end{aligned}$$

Then, we can conclude from statistical data above that the reliability of pre-test and post-test is high reliability.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the study the writer can conclude that:

1. Using narrative text effects students' reading comprehension in SMPN 1 Pragaan, and especially in eight grade students. That's why using narrative text is more easier and understandable and it makes students interested to reading the text. It is because the social function of narrative text is to amuse and to entertain the readers.
2. The statement above is supported by the result of this study that proves that using narrative text effects students' reading comprehension in SMPN 1 Pragaan. It can be proved by the higher value of t_o (4.7580) is higher than value of t_t in significant level of 5%, and it is 2.06.
3. It also can be proved that the significant effect of using narrative text on students' reading comprehension in SMPN 1 Pragaan is 95%. Because in significant level of 5%, the value of t_o is higher than the value of t_t .

Suggestion

1. This study was conducted to find a better media in teaching reading especially for junior high school students. The writer believes that there are many media in teaching reading that more effective, easier to practice, and amusing. In teaching reading, the teacher should select a

- more effective, efficient, and economical media which can create an enjoyable teaching reading practice.
2. When the teacher uses a narrative text as media, he could choose the appropriate text for the students' capability and intellectual. He must choose different text when he teaches junior high school students or senior high school students. It is because even if the story is the same, sometimes the text is more difficult to comprehend.
 3. When the teacher uses a narrative text as media, the students also could bring a dictionary to be easier to comprehend the material. They also must comprehend it sentence by sentence. It is because the sentences in narratives are important. There is no unimportant sentence in narrative. If they could not understand one sentence, they could not understand the text at all.

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Text book linked to the world grade VIII.

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