Exploring Students' Reading Ability in An Extensive Reading Class Through Constructivism of Narrative Text

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Article Info	Abstract
	The level of understanding of reading English narrative texts at the junior high school level still needs to be given extra learning. There are many factors that prevent students from understanding the narrative text, one of which is students who have difficulty understanding English words in narrative texts. This study uses the theory of constructivism, namely two-way learning carried out by the teacher and the students in the class. This research uses a qualitative method, in which the researcher uses research by means of classroom observations, and interviews in an effort to obtain data at school. The participants in this study were eighth grade students in one of the public schools in Bekasi Regency, West Java. The selected students are representatives of several students in the learning group. The results of this study are, there are some students who still do not master and understand the narrative legend text using constructivism techniques.

Artikel Info	Abstrak
	Tingkat pemahaman membaca teks naratif bahasa inggris pada jenjang sekolah menengah pertama masih perlu diberikan pembelajaran ekstra. Banyak sekali faktor-faktor yang menghambat siswa untuk memahami teks naratif tersebut, salah satunya yaitu siswa sulit memahami kosa kata bahasa inggris dalam teks naratif. Penelitian ini menggunakan teori konstraktifisme yaitu pembelajaran dua arah yang dilakukan oleh peneliti sebagai guru dan para siswa di kelas tersebut. Penelitian kali ini menggunakan metode kualitatif, yang mana peneliti menggunakan penelitian dengan cara observasi kelas, dan wawancara dalam upaya mendapatkan data di sekolah. Partisipan dalam penelitian kali ini yaitu para siswa kelas delapan di salah satu sekolah negeri yang ada di Kabupeten Bekasi, Jawa Barat. Siswa yang dipilih merupakan perwakilan dari beberapa siswa yang ada di dalam kelompok pembelajaran. Hasil dari penelitian kali ini yaitu, terdapat beberapa siswa yang masih belum menguasai dan memahami teks legenda naratif dengan menggunakan teknik konstraktivisme.

I. INTRODUCTION

Knowledge of science in studying English must be needed along with the development of modern times every day. Learning to read is also very meaningful to learn and understand at every school level. Reading is an activity that has different levels of understanding. Reading is a term for various skills related to extracting meaning from reading texts. In the Indonesian context, Indonesian citizens should learn English skillfully. The effort to overwhelm the English language significantly is by reading English sources. Unfortunately, the influx in learning English language subjects is still inept in written grammatical. The emphasis on grammatical ability causes other language skills subjects to seem trivial. The reading learning process cannot be escaped as an essential point in language teaching in the classroom. So, reading is vital for students to master. The learning can be untangled that reading can affect other vocabularies, spelling, and writing (Handayani et al., 2021). Teaching and learning a reading process to students in the classroom need time and method. To solidify students' English capability is required reading skills; they should make a reasonable effort to learn reading subjects independently outside the classroom. Instead, the process can assist students in becoming good learners. Moreover, choosing reading material to make teaching more colorful is a must. Selecting a text type to be one teaching reading material is innovative thinking. Regarding the researcher's concerns, narrative text can be considered a subject in reading English language teaching. Narrative texts are stories written to entertain; The most common elements found in narrative texts are characters with purpose and motives, sequence of events, and morals and themes (Graesser, Golding, & Long, 1991).

Based on Rahayu's (2009) research, the narrative text has its characteristics, such as language and vocabulary characteristics, and the general structure distinguishing narratives from other text types. The impression of narrative text usually has its charm in reading it. Westwood ever conducts a similar study (2010) suggests that compendiums can use the information that has been attained to sludge, interpret, organize, reflect and make connections with new information that enters the runner (Westwood, 2010). Based on the citation from Rahayu and Westwood, the researcher meets the goal that the narrative text can be amused or charmed and carry new information. For understanding an English text, the students need to maximize an effort to catch the message from the writer. Here, the meaning of 'effort' is by looking for a challenging English word in a dictionary. In this manner, students as the readers could understand how to interpret, evaluate, and reflect on a text, including determining the main idea or the correct information. The researcher needs to read the previous study to enlarge this paper's content. Based on the first study, the result is that the participants do not like to read for reasons of shame and are not interested in reading, thus limiting themselves in reading activities (Mokodompit, 2016). The result is that partici-pants still have difficulty understanding the text (Niken, 2021). Low reading ability and many challenging words in a specific text and a proper strategy in the teaching of reading (Kamayana, 2020). In another research on reading learning, students experience difficulties and depression in learning English (Simanjuntak, 2021). Based on readings in earlier paragraphs, the researcher does not find the same thing in his research later. Regarding the researcher's respect, a similar issue is still rare. The researcher's position is to apply constructivism theory with a case study method within this research at one junior high school in Bekasi, West Java, Indonesia. In this research, the researchers write the goal in the following sentences.

II. METHOD

Case Study is an approach that is carried out intensively, in detail and in depth regarding a matter under study in the form of programs, events, activities and others to obtain in-depth knowledge/information about it (Baxter & Jack, 2008). The chosen phenomenon is usually called a case, meaning that the actual thing (real-life events), is ongoing, not something that has passed. Thus, that whatever approach is used in qualitative research, the researcher must be able to pay attention and understand it so that in uncovering and exploring the research subject it is more appropriate and suitable so that the results are in accordance with the objectives. This study also uses constructivism theory, which explains that this theory is a two-way theory carried out by researchers with the object or participant of this research (Masgumelar, 2020).

Data collection this time using observation, interview and documentation

1. Observation

The researcher will enter the class and assess the learning atmosphere while carrying an observation sheet. On the sheet, there are important assessment points that will be assessed by the researcher. This explanation is directly proportional to the notion of observation from Ardiyanto et al (2021) where he explains that observations that have been planned in a structured manner about what will be observed are called structured observations. Regarding when and where, structured observations can be made if the researcher finds the factors to be studied.

2. Interview

This study uses the interview method in collecting research data. This study uses interviews because researchers want to know the opinions of participants so that resear-chers conduct interviews carefully and it is hoped that participants can expand their answers as shown by Rubin and Rubin (2005; pg. 88).

3. Documentation

Capturing the moment is one of the most important moments in research. Based on research from Brewer and Jorgensen in Cassel and Symon (2004). Researchers must obtain appropriate data sources to provide other information, in the form of documentation, such as student notes, and photos of research implementation.

III. RESULT AND DISCUSSION
A. Result
1. How does the constructivism approach contribute to students' reading skill in the classroom?
   a) Observation

   On the first day of doing the re-search, the researcher directly conduc-

ted classroom observations where the researcher paid attention to how the situation in the classroom was directly and at the same time. The researcher observed the classroom atmosphere in teaching and learning activities. At that time, the researcher also paid attention to the teachers in teaching of learning process. Some students were not focused on participating in learning. In this lesson, the subject teacher explains one of the texts, namely, recount text. After making observations in class, the researcher met the learning teacher for an interview, and the teacher res-ponded very well to the invitation from the researcher. On the next day, the researcher conducted direct learning activities in the classroom by meeting the students. At this meeting, the researchers provided material on extensive reading. It turns out, during the learning they still do not recognize well to determine of how the technique is used in reading English texts. In addition, the researcher also con-sidered that the conditions in the class were still not conducive as a whole, there were still some students chatting with their friends next to them. Because the researcher uses narrative text as a medium of learning, the researcher also explains the narrative text in full so that students understand the concept of learning from the research.

The researcher carried out group activities in which the aim of the acti-vity was for students to be encouraged to understand the story and students were free to discuss it with their group friends. But here, the researcher ran-domized taking the story so that the students in the group could not be the same in one group. After the group activities took place, the students began to be conducive. The results of further observations, namely, students always prepare notebooks, then students prepare stationery, and students prepare textbooks. Then the results of other observations regarding the activity of students in the classroom, namely students can follow the lear-ning process from beginning to end, students can express opinions related to learning, and students can ask questions when experiencing difficul-ties. The last is about the condition of students with the learning environ-ment, that most students are feeling happy with learning, Furthermore, students feel comfortable with today's learning, students are quick to accept the material, students can follow the lesson well.

b) Interview

The researcher called up the group leader as group representatives to be interviewed as resource persons. There were some questions given to each of the five group leaders who were inter-viewed by the research. The following are some of the questions that were asked during the interview. On the first question "*Menurut anda, apa tujuan penggunaan teknik membaca ektensif dalam meningkatkan pemahaman membaca*" The head of the group one answered that, in most of the student's opinion, the extensive reading tech-nique aims to improve students' understanding. The leader of the second group answered, that by using extensive reading techniques, students can interpret, and translate a text that is not known. The leader of the third group answered, that by using exten-sive reading techniques, students more easily understood the story one word at a time. The leader of group four answered, to understand reading the legend in narrative text, the leader of group five answered, to understand the reading. On the second question, "*apa yang menjadi target siswa dalam membaca teks legenda dalam naratif teks dengan menggunakan teknik ekstensif?*" The leader of the group one answered, understanding the reading text. The leader of the second group answered, being able to understand a legend text that was in the narrative text. The head of the third group answered that students could better understand the text of the legend in the narrative text. The head of group

four answered, understanding. The head of group five answered, to speak fluently.

2. How do the students perceive reading skills in the classroom by integrating constructivism?

Researchers create learning groups under the provisions of constructivism. There are five groups of seven to eight students made based on odd-even absent numbers that are chosen randomly and not sequentially. The purpose of making this group is to show whether students under-stand the text they read better. If you look at the previous data where the atmosphere of the class during learning is crowded for no reason, finally, this bustling atmosphere can be used as a means to discuss with their group of friends. The researcher gave a leaflet in the form of a legend text from a narrative where each person is different from the others, so this is where the discussion and learning in constructivism are created. In addition to discussing with peers, members of each group can use the media that their friends bring because the students in the class always bring tools or other supporting media, one of which is an English dictionary, which serves to provide direction from some of the vocabulary in the narrative legend text.

B. Discussion

1. How does the constructivism approach contribute to students' reading skill in the classroom?

Researchers conduct group learning and are made based on the number of class absence sequences and are selected ran-domly. These results are in line with previous research, namely, learning to understand legend texts from narrative texts by using constructivism theory, which is two-way learning between students and teachers so that they get positive learning (de Kock, Sleepers, and Voeten, 2004). Based on previous research, in construc-tivism learning, there are several main ideas that this research can be carried out, namely:

a) Active learning to build one's know-ledge

By forming groups, students and researchers interact and discuss in learning narrative legend texts.

b) Social interaction is an important aspect to building knowledge.

When there is a lack of under-standing in some parts of the narrative legend text, students ask the resear-cher about the work sheet that will be done (Supardan, 2016).

Then, the results of the data found by the researcher through interviews, three group leaders said that their friends had a sufficient level of understanding. Mean-while, the two of them gave different results, some students had not mastered it and found it difficult to read legend texts from narratives, including one of them pronouncing or mentioning verbs. Then, based on the interview data, the group leaders reasoned that the students were not accustomed to reading using extensive techniques and had difficulty pronouncing the words contained in the narrative legend text.

2. How do the students perceive reading skill in the classroom by integrating construc-tivism?

The purpose of making learning groups is actually to create positive two-way learning and also to increase the results of students' understanding when reading narrative legend texts. They also realized that it was necessary to get used to starting to read English texts, in which case, stu-dents were advised to read narrative texts as often as possible. This result is under previous research that in using extensive reading techniques, we must also have a strategy. One of the strategies used is that students must familiarize themselves with reading English texts, (Niken, 2021), including legend stories in narrative texts. In reading narrative texts using extensive reading techniques, we must understand how the process of extensive reading is. Because, the extensive reading process requires students to be able to choose the right strategy to increase their ability to read English texts, especially reading the legend texts in the narrative. The following

are the results of research obtained from interviews.

On the third questions, "*faktor apa saja yang menghambat kesulitan dalam membaca teks legenda naratif teks dengan menggunakan teknik membaca ekstensif?*" The head of group one answered the students have difficulty reading English verbs. The head of group two answered that there is noise in the classroom. The solution is to study harder and try to read as often as possible. The head of group three answered that Difficulty factors in English, both from reading and understanding English legend texts. The way to overcome this is to practice communication, pronunciation, and writing. The head of group four answered that the atmosphere in the classroom is not conducive and the ability to read English is weak. The solution is to constantly practice how to read English texts, including story legend texts. The head of group five answered that writing and reading are different in each narrative text. The way to deal with it is, to practice continuously.

On the fourth questions, "*Apakah anda menguasai pembelajaran penggunaan ekstensif reading dalam pemahaman membaca?*" The head of group one answered yes, all the students can understand the concept of reading in use extensive techniques. The head of group two answered that no, there are some students who cannot understand the concept of reading using extensive techniques. The head of group three answered that yes, all the students can understand the concept of reading in use extensive techniques. The head of group four answered that yes, all the students can understand the concept of reading in use extensive techniques. The head of group five answered that no, there are some students who cannot understand the concept of reading using extensive techniques. On the fifth questions, "*Apakah anda mampu menceritakan ulang ber-dasarkan pemahaman membaca dengan menggunakan teknik extensive reading?*" The head of group one answered yes, all the students can retell what they have read. The head of group two answered that no, there are some students who cannot retell about the stories. The head of group three answered that yes, all the students can retell what they have read. The head of group four answered that yes, all the students can retell what they have read. The head of group five answered that no, there are some students who cannot retell about the stories.

Based on the results obtained from the interview, the students still have not mastered what they have read to understand the narrative legend text. There are several reasons why students still do not understand the reading. The majority of the answers are the atmosphere of the class when learning, and difficulty in speaking English. From this, it can be proven that each student in the class still cannot understand and explain the narrative legend text story. Do not let the students feel burdened and also pressured to learn to read using English. As previous research was conducted previously that by learning to read English, students find it difficult to feel depressed learning English (Simanjuntak, 2021). In addition, based on the results of previous research, most students seem like to read because they are embarrassed and are not interested in reading so students can limit themselves in reading activities (Mokodompit, 2016). When students do not understand the reading text, students realize that they should practice to read the English text more in order to increase of their confidence so that they can be confident and will like it.

IV. CONCLUSION AND SUGGESTION
A. Conclusion
This research still has to be developed with renewable science. The students still do not understand the narrative legend text. And when they are required to explain or retell the narrative legend text, students cannot tell it because of the limited vocabulary they know so they are not used to retelling it. The level of interest in reading English narrative legend texts in students is still considered low and needs development and guidance from teachers. And also, there must be another solution on how to condition a class that is not conducive to teaching and learning activities, to create a focused and directed learning atmosphere.

B. Suggestion

According to the level of students' reading comprehension and the condition of the learning atmosphere, the researcher suggests making changes to the use of learning methods. When this research took place, the way of learning using constructivism was considered less effective. It is recommended to change the way of learning such as applying online. Then, it is possible to change the learning technique, if this study uses extensive techniques, in future research, it can be attempted to change the technique.

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