

TEACHING READING COMPREHENSION ON NARRATIVE TEXT THROUGH CONTENT LITERACY STRATEGY

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Abstrak: Penelitian ini bertujuan untuk menginvestigasi dan untuk mengetahui apakah pengajaran pemahaman membaca pada teks naratif menggunakan strategi *content literacy* dapat meningkatkan kemampuan siswa. Penelitian ini dilaksanakan dengan metode pre-experimental. Subjek dari penelitian ini adalah siswa kelas VIII SMP Kemala Bhayangkari Kubu Raya tahun ajaran 2015/2016. Temuan dari penelitian ini yaitu nilai rata-rata pada *pre-test* adalah 61.96 dan nilai rata-rata pada *post-test* adalah 72.50. Nilai interval dari *pre-test* dan *post-test* pada pengajaran pemahaman membaca teks naratif adalah 10.54. Perbedaan yang signifikan dari pencapaian siswa dapat pula dibuktikan dengan nilai dari *t-test* lebih tinggi dari *t-table* ($15.27 > 2.051$). Efek pengukuran dari perlakuan pada pengajaran pemahaman membaca pada teks naratif menggunakan strategi *content literacy* adalah 2.88 (kriteria tinggi). Efek pengukuran dari perlakuan menunjukkan bahwa pengajaran pemahaman membaca pada teks naratif menggunakan strategi *content literacy* meningkatkan pencapaian siswa.

Kata kunci: pemahaman membaca, teks naratif, strategi *content literacy*

Abstract: This research aim to investigate and to find out whether teaching reading comprehension on narrative text through content literacy strategy could increase the students' performance. The research was conducted in a pre-experimental method. The subject of the research was the eighth grade students of SMP Kemala Bhayangkari Kubu Raya in academic year 2015/2016. The finding of the research was the mean score of pre-test is 61.96 and the mean score of post-test is 72.50. The interval score of pre-test and post-test in teaching reading comprehension on narrative text is 10.54. The significant different students' achievement can also be proved by the value of t-test is higher than t-table ($15.27 > 2.051$). The effect size of teaching reading on narrative text through content literacy strategy is 2.88 (Highly criteria). The effect size of treatment shows that teaching reading comprehension on narrative text through content literacy strategy increasing students' achievement.

Keywords: reading comprehension, narrative text, content literacy strategy

Reading is a complex process of getting meaning from the text through comprehension. The comprehension will help the readers to develop a more complete picture of things they read and lead them into a deep understanding of the text. Understanding information on the text is, of course the whole purpose of reading. The readers who understand what they are reading can more easily go beyond the given information on the page. Westwood (2001:10) says 'the good readers almost always have some personal feeling or reactions to what they are reading'.

To comprehend reading text in English is not easy as comprehend reading text in Indonesia. Most of students have problems in getting detail information from the text that they read. The factors which commonly faced by the students in comprehending reading text are they do not know the meaning of the vocabulary, got difficulty in understanding phrases and sentences, inability to connect ideas in a passage, lack of concentration during reading and they are afraid of making mistakes. And the other factor which causes the students have difficulty in comprehending the reading text is they do not use strategy. The strategy is needed to help the reader improves his or her reading comprehension.

In this case, the researcher is going to apply the strategy to improve the students' reading comprehension through content literacy. Content literacy can be defined as the ability to use reading and writing for the acquisition of new content in a given discipline. Such ability includes three principal cognitive components: general literacy skills, content-specific literacy skills (such as map reading in the social studies,) and prior knowledge of content (McKenna & Robinson, 1990). There are some strategies that suggested in content literacy strategy. In this research, the researcher chooses two strategies in order to help students in comprehend reading text; they are paired reading and graphic organizers.

According to Keith Topping (1995), said that paired reading is a straightforward and enjoyable way for more able reader to help less able readers develop better reading skills. In paired reading students have to summarize the main point and the details from the reading text. In order to complete the task in paired reading, the researcher used graphic organizer. According to Hall and Strangman (2004) in Amin (2004:3) graphic organizers is a visual and graphic display that depicts the relationship between facts, terms, or ideas within a learning task.

Graphic organizers itself comes in many varieties such as, cluster diagrams, charts, venn diagrams, story map, cause and effect diagrams, and etc. In this research, the researcher only focused on story maps. According to Mariotti and Homan (2005:167), story maps are a visual representation of the key elements in a narrative text.

Based on the background above, the researcher decides to carry out a pre-experimental research entitled "Teaching Reading Comprehension on Narrative Text through Content Literacy Strategy". The research itself held in SMP Kemala Bhayangkari Kubu Raya for the eighth grade students in academic year 2015/2016. The researcher decided to do research in SMP Kemala Bhayangkari Kubu Raya because the researcher found that the students in that school have problem with reading comprehension.

Teaching is a process carried out by the teacher in the classroom which is intended to transfer the knowledge and skills to the student. Brown (2001:7) stated that “teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Learning is an internal process and relative, observable activity such as attitude, emotions, and thinking process. Brown (2001:7) stated that “learning is acquiring or getting knowledge of a subject or skill of study, experiences, or instructions.

Teaching learning cannot be separated. These two terms have very tight relationship. Teaching process cannot be done without the students who learn. Teaching learning process should be effective in order to acknowledge the students in getting the new information. In conclusion, the teacher should prepare the appropriate and effective strategy in teaching, while the students should actively involve in the strategy that the teacher prepared.

The main purpose of reading is comprehension. As Richards and Renandya (2002:277) state that “Reading comprehension is the primary purpose for reading”. In this case, it means that the readers need the ability for understand the main or important point in the text that they read. It is also because the result of comprehension is the reader can get the information about the reading text which they have read.

According to Pang, Muaka, Bernhardt, and Kamil (2003:14), “Comprhension is the process of deriving meaning from connected text”. In comprehending, the readers actively use their thinking to engage with the text to construct the meaning. Therefore, reading comprehension is the ability in constructing meaning and understanding about the information that presented in a reading. It is also mean that reading comprehension is the understanding ability of a text which students should have in learning reading skill. In addition, in the reading comprehension, students also need to understand the main ideas, supporting ideas, and concluding ideas as well. It proves that the students who are learning reading skills need reading comprehension.

Besides that, here are some aspects that are related to reading comprehension. The aspects are main idea, supporting detail, vocabulary, reference, inference. In this research the researcher only focus on 4 aspects of reading comprehension. Those are main idea, supporting detail, vocabulary and reference. The researcher does not focus on inference because it is complex process where the students need to draw conclusion and find the information that is unclearly stated while the students’ ability in finding the stated information in the text are still weak.

Thomas S. Kane (2000:363-364) stated that “a narrative is a meaningful sequence of events told in words.” It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangement as well). While narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution.

Furthermore, according to Rolland Barthers cited in Herman (2009:7), stated that “narratives of the world are numberless. Narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different substances.” Narrative can be carried by articulated language, spoken or written, fixed or moving images, gestures, and the ordered mixture of all these substance; narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, stained glass windows, cinema, comics, news item, conversation. More over under this almost infinite diversity of forms, narrative is present in every age, in every place, in every society and all classes, all human groups have the their narratives caring nothing for division between good and bad literature, narrative is international, trans historical, trans cultural: it is simply, like life itself.

Barwick (2006:5) states that a story that qualifies as a narrative should have the following elements: a setting, characters, atmosphere, a plot, conflict, (and event eventual resolution), and a theme. Besides the elements, there are at least three stages in a narrative text; they are orientation, complication, and resolution.

In order to increase students’ performance on narrative text, content literacy strategy is chosen. Content literacy can be defined as the ability to used reading and writing for the acquisition of new content in a given discipline. Such ability includes three principles cognitive components: general literacy skills, content-specific literacy skills and prior knowledge of content. Content literacy is described and defined as a meaning-making process through which students comprehend process, criticize and evaluate the meaning of subject-matter (text) (Brown, Phillips & Stephens, 1995; Stephens & Brown, 2005). Content literacy strategies are the means and tools that, as Stephens and Brown have said in their book titled *A Handbook of Content Literacy Strategies* transport students “beyond rote learning to higher-order thinking” (2005: 2).

Content literacy is beneficial for a diverse range of students, including English language learners and students with special learning needs. Content literacy helps students to read and write effectively, understand and reason about content area concept and become more engaged in literacy and content subject. The implementation of content literacy strategies has a powerful impact on student learning and thinking as they are processes that help students develop thinking and to be aware of their approach to a specific learning task such as reading and writing.

Content literacy strategy is a strategy that helps students to read and write effectively, understand and reason about content area concept and become more engaged in literacy and content subject. In this research the researcher choose two strategies in teaching reading comprehension through content literacy that are by using paired reading and story map.

Paired reading is a form of choral reading in which two readers, one more proficient than other, read a familiar text together. Paired reading strategy encourages peer teaching and learning. This strategy frees up the teacher to observe paired reading sessions and work with different students while other students continue reading together. Reading with someone encourages students to try reading materials that may be just above their normal reading level. Paired

reading can also be used to built oral skills so that reluctant readers can work toward reading in front of a large group.

Story map is a technique to help students to comprehend a text by mapping the story into an organizer. By using this technique in their reading, students are able to recognize the element of a story. When students comprehend the elements of a story, such as characters, setting, plot, problems, events, and solution, they become more involved in a story and take greater interest and detail. By knowing the element of a story, the students will have good comprehension of a story.

The procedures of teaching reading comprehension on narrative text through content literacy strategy are preparation and application. In preparation the researcher has to prepare some material before entering the classroom and teaching the lesson. The researcher preparing lesson plans and the also prepares some equipment which supports the teaching learning process if it is needed. Then, the researcher gives try out test to the VIII B which consisted of 30 students. After that the researcher administrate pre-test to VIII D which consisted of 28 students. Furthermore, the researcher gave students treatments in twice. After giving two times treatment, the researcher conducted post-test in order to see the students' performance or the result of teaching reading comprehension on narrative text through content literacy strategy and analyze the test result.

In application the researcher tells the students about the learning strategy that they are going to use before the process of teaching learning. After that the researcher divided students into pairs, the students are given the handout of the reading text that will be learned. After that the researcher read the reading text as a model. Then, the teacher asks the students to read the reading text aloud and take turn with other pairs and asks students to find the difficult words in the reading text. Furthermore, the researcher and students discuss the difficult words. After that, the researcher asks the students to make a story map and complete the map with appropriate answer in each box. After the students complete the story map, the researcher gives some question related to the reading text as an evaluation. After that, the teacher and students discuss about material that they learned. At the end of the discussion, the researcher gives some suggestion to the students.

METHOD

The researcher conducts pre-experimental study in this research. The pre-experimental design in this research applies the one-group pre-test and post-test. In one-group pre-test and post-test design there is no control group and the students are given some experimental instructions or treatments for a period of time. At the beginning of period of time the students have pre-test and at the end of the period of the time the students have post-test. The form of pre-experimental study which the researcher applies can be seen below:

Pre-test	Treatment	Post-test
X ₁	T	X ₂

The explanations of diagram above are X₁ was pre-test which has given before treatment. The purposed is to know the students' mean score before the treatment. T was treatment which teaching reading comprehension of narrative text through content literacy by using pair reading and story map strategy. The treatment will be given three times. X₂ was post-test will be conducted after the treatment given to measure students' achievement. The purpose is to know the students' mean score after having treatment.

In this research, the treatment was conducted in three times. Before the treatment, the researcher gave the pre-test to know the students' achievement before the follow the treatment. After the treatment, the researcher gave the students post-test to know the students' achievement after they follow the treatment.

The population of this research is five classes of the first semester students of eighth grade students of SMP Kemala Bhayangkari Kubu Raya in Academic Year 2015/2016. While the numbers of eighth grade students are 164. In this research, researcher chooses class VIII D as a sample, while the number of the class is 28 students. The technique of data collecting is measurement technique to know the result of the research.

Before the pre-test and post-test was given to class VIII D, the researcher give try out to class VIII B to find out validity, level of difficulty, discriminating power and reliability of the test. Validity test was used to determine the significance of the interval score of pre-test and post-test. Level of difficulty was used to know how easy or difficult items from students' point of view who take the test. Discriminating power was used to know the degree of which it describes between pupils with high and low achievement in test. And reliability refers to the consistency or dependability of a measurement technique, and it is concerned with the consistency or stability of the score obtained from a measure or assessment over time and across settings or condition. The result of level of difficulty shows 0.75 means the test item is qualified "Moderate". The result of discriminating power shows 0.5 means the test item is classified "Very Good". The reliability coefficient of the test is "1.02". Based on the criteria used to determine the reliability of the test categorized "high to very high".

Based on the result of the try out on class VIII B, the test was reliable. The researcher collecting data in class VIII D by measures the students' achievement before and after given treatment. The first test is pre-test to measure students' achievement. And the second test is post-test to analyze the effect of treatment to the students' achievement. The tool of data collecting in this research is objective test. This tool is used to know the achievement of the students' reading comprehension after they are given paired reading and story map strategies. The type of objective test item to be used is multiple-choice which consist of 20 questions.

The researcher used table of specification to measure students' score with the aspects of reading comprehension as the representation of the test material. To measure the students' mean score in test, the writer was totaling the score of all students then divided it by the number of students. The formula is described as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Note:

\bar{x} = main score of pretest/posttest

$\sum x$ = sum of individual score

N = total numbers of individual

To determine students' individual score, the researcher provides standard of minimum score used in the school. The minimum score to pass is 70.

FINDINGS AND DISCUSSION

Findings

The research applied Pre-experimental study in order to know the students' performance of reading comprehension on narrative text through content literacy strategy. This research was conducted in two treatments.

After conducting a research in teaching reading comprehension on narrative text through content literacy strategy to the eighth grade students of SMP Kemala Bhayangkari in academic year 2015/2016, the researcher gets the substantial data for the sake of the research problem finding and hypothesis testing.

To answer the research problem, the researcher analyzed the data which is obtained through objective test. The researcher conducted pre-test and post-test. The pre-test shows the result of the students' score before the treatments is being conducted and the post-test shows the result of the students' score after the entire treatments process. Students' mean score of pretest and posttest, interval score, test significance, and the effect size of treatment will be shown in the Table 1 below:

Table 1 Summary of Students' Score Analysis

Mean Score of Pretest	Mean Score of Posttest	Interval Score	Test Significance	Effect Size
61.96	72.50	10.54	15.27	2.88

Based on the classification of the effect size, it was found that teaching reading comprehension on narrative text through content literacy strategy increasing students' achievement.

Discussion

From the data analysis, the researcher wants to describe about the research finding of this research. Content literacy strategy significantly changed the students' performance in reading comprehension on narrative and definitely they

were exciting in learning reading comprehension through this strategy. Furthermore, this strategy is helpful for the researcher to generate the students' reading comprehension. As a result, it is proved that the students' performance in reading comprehension on narrative is better after the treatment. The mean score of the pre-test which was administered before the treatment was 61.96. When the treatment of teaching reading comprehension on narrative through content literacy strategy was given to the 28 research sample and the post-test was conducted, the mean score is 72.50. The score indicated that the students' performance in post-test is better than in pre-test.

In determining the significance of the research, the result of t-test was compared to the t-table. The finding shows that t-test was higher than t-table ($15.27 > 2.051$). The researcher applied the significance of 0.05 with df 27. It means that teaching reading comprehension on hortatory exposition by using collaborative strategic reading indicated a significant different result between pre-test and post-test. In addition, it is also indicated the alternative hypothesis is accepted.

The first data was collected by administering pretest to obtain precondition in narrative text before treated by content literacy strategy. Each student had to answer 20 multiple choice test. The result pretest shows their mean score was average to good. The mean score was 61.96.

After collect the first data, the researcher held first treatment. The first treatment was held on 15th September 2015. The researcher started the treatment by explaining a narrative generic structure and language features. The researcher used a text sample of narrative about why do hawks hunt chicks and explained through each paragraph. Every paragraph which represents generic structure of narrative text is explained by showing the orientation, complication, and resolution. After explaining the text, the researcher started questioning students about narrative text explained. Then researcher explains about the narrative one more time in short to help them recall about the structure of narrative text.

Furthermore the researcher started introduces the students about content literacy strategy. Teacher explained about paired reading and story maps in helping students to understand about narrative text. After the students understood how to apply the strategy, the researcher divided students into pair consisted of two members and give a narrative text. Students were asked to read a narrative text aloud and take turn with other pairs in every paragraph. While doing their reading, the students complete the maps by filling the appropriate answer in each box of story maps and collect the story maps to the teacher.

The obstacle in the first meeting was time management. Because the time was not enough, so in this treatment the researcher used two meetings for one treatment. On the other hand, the researcher found a difficulty in teaching narrative text because some students did not pay attention and they had different prior knowledge in English vocabulary.

The second treatment was held on 22nd September 2015, the reseacher started the class by questioning about narrative text, its generic structure and language features. After that, the researcher re-explained about narrative, its generic structure and language features. After the brainstorming, the researcher

repeated the drill of reading narrative text through paired reading and story maps to the students started all over again by read a narrative text and fill the story map. In second treatment, the researcher could manage the time because the researcher did not need to explain the material and the technique in detail, the explanation had explained clearly in the first treatment.

After the researcher conduct the treatment, the posttest was held on 6th October 2015. The researcher asked the students to answering 20 multiple choice tests. The mean score of posttest was 72.50, which is 10.54 higher than the pretest mean score which is 61.96. The difference of posttest and pretest result was significance.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the research findings and the analysis of students' test result, the researcher states the conclusion as follow: 1) Teaching reading comprehension through content literacy strategy increasing students' achievement on narrative text. It showed by the students' score of post-test is better than their score in pre-test before giving the treatment. 2) The interval score of pre-test and post-test in teaching reading comprehension on narrative text is increase. It means that after the students' post-test result is subtracted by the students' pre-test result and it is divided by the number of the students in the class. 3) The significant different students' achievement can also be provided by the value of t-test is higher than t-table. 4) The effect size of content literacy strategy to the students' reading comprehension narrative text is highly criteria.

Teaching reading comprehension on narrative text through content literacy strategy to the eighth grade students of SMP Kemala Bhayangkari Kubu Raya in academic year 2015/2016 has been proved increase students' achievement. In other words, the alternative hypothesis is accepted while the null hypothesis is rejected.

Suggestion

The suggestion of this writing are defined as follows: 1) Teacher should give a very clear instruction to the students to avoid them from being confused when the teacher explained the strategy for the first time. 2) When the students work in pair, the teacher should monitor the entire group and ask their difficulties, because every group has different problems, it can be discussed in large group. 3) It is better in teaching learning process, the students work in pair. When work in pair, they will share their ideas with their friend and could discuss it together to solve the problems that they find in learning material. 4) The English teacher should manage the time properly in order to complete all activities in teaching learning process. Time management is important in teaching and learning process because there are some activities during the learning process in the research that cannot be carried out well due to the inadequate time.

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