

**TEACHING READING COMPREHENSION OF NARRATIVE
TEXT TO THE TENTH GRADE STUDENTS**

AN ARTICLE

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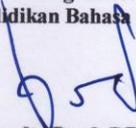
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TEACHING READING COMPREHENSION OF NARRATIVE TEXT TO THE TENTH GRADE STUDENTS

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ABSTRACT

This study aims at describing how the teachers teach reading comprehension of narrative text to the tenth grade students in Sibolangit and revealing the underlying reasons of why do they do that way. This study was conducted by using qualitative research design. The subject of this study were two english teachers who taught at tenth grade students of two SMA in Sibolangit they are : SMA Negeri 1 Sibolangit and SMA RK Deli Murni Bandar Baru in academic year 2016/ 2017. The data were analyzed by using Miles and Huberman data analysis technique. The technique of collecting the data was recorded from the classroom process in teaching reading comprehension of narrative text. The findings of the study show that most of teachers' ways are not yet focusing on teaching reading comprehension but rather focusing teaching the knowledge of genre. The underlying reason of the teachers' ways in teaching reading comprehension did not facilitate reading comprehension. It was due to the misperception of the concept of teaching reading comprehension.

Keywords : Teaching, Reading Comprehension, Narrative Text.

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INTRODUCTION

Background of the Study

Teaching English as a foreign language in senior high schools is aimed at providing the students to achieve communicative competence in skills such as listening, speaking, reading and writing. By reading students can gain a lot of knowledge and improve their language skill. Brown (2004:185) states that in foreign language learning, reading is a skill that teachers expect learners to acquire. It is argued as the most essential skill for success in all education context. Reading is very important for students because can enlarge their knowledge, vocabulary, and information, by reading students be able to get complete understanding of the text.

Reading comprehension is a process of reading and comprehending a text. Specifically, in reading process, the readers must comprehend the text. If the students read the text and comprehend the message and the meaning of the text, they comprehend a text. Ruddell (2005 : 30) States that reading is act of constructing meaning while translating text. It means reading is process of translating idea and information from the writer to the reader as a form of communication.

Nowadays in the tenth grade of senior high school, narrative text always taught. In learning narrative text, students have to know the components which build it and the content of it, so they can easily to identify the purpose. To help the

students learn it, teachers have to guide and teach them along the learning process. Some teacher usually orients to the students textbook in teaching reading.

Some teacher usually orients to the students textbook in teaching reading, teachers just follows the material of the textbook by reading the text translating into Indonesia and then answers the question in the text. Sometimes teachers don't explain about text structure of narrative text. These activities do not give any influence for improving students ability in reading comprehension because the activities makes students pasive in teaching learning process. It means more teachers focus on teaching ' reading' not ' understanding' as the consequence many students failed to understanding the text. As the result, the students tend to have poor reading skill and habits or in other word the students cannot be an independent reader, so if the students give other text, they cannot comprehend the text without their teacher.

There are conception of teaching reading comprehension, Gage (2009) said that, teaching should be understand or defined as a concept consisty of six varisbles that can be classified into from main variables, they are (1) presage variables , (2) context variables (3) teacher thought process,(4) process for content of teaching, (5) students thought process and (6) students achievement . The process variable is the last determinant of the success of teaching. The teaching of reading comprehension as one of the language competency in English is considered being important as through reading, the students will be easier to add and get the new information from any kind of text. The reading comprehension activity is also expected to make reading as the students' habit and make the

students able to understand the text meaning and represent what they have read in their own language through creative and innovative teacher in the teaching reading comprehension process. But in fact as explained before that students tend to have poor reading skill and habits. This indicates that the teaching of reading comprehension should be improved.

Based on the background above, the researcher interested to conducting this study to investigate realization the teaching of reading comprehension of narrative text to the tenth grade students. This study will be conducted in SMA Negeri 1 Sibolangit, SMA Swasta Deli Murni Bandar Baru at 10th grade students.

REVIEW OF LITERATURE

Reading Comprehension

Klinger, (2007:2) defines that Reading comprehension as the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. The meaning construction take place through the cordinations of a number of complex process that conclude word reading, word and word, knowledge and fluency.

Al salmi (2004:99) defines that reading comprehension is a dynamic construction of meaning. The meaning is the result of the combination of the text's input the reader's prior knowledge, manipulation of lexis, making inferences and relating thoughts.

Based on the two definitions, of reading comprehension, it can be summarized that reading comprehension is the act of dynamic meaning construction the reader

translating with text, the reader makes meaning through combination of prior knowledge and previous experience. The dynamicity take place, in the proces of complex lexical meaning manipulation, input text the reader's prior knowledge.

The teaching of reading comprihension is just like the teaching of other subject. Gage (2009) said that, teaching should be understand or defined as a concept consisty of six variables that can be classified into from main variables, they are : (1) presage variables, (2) context variable, (3) teacher thought process, (4) process for content of teaching, (5) students thought process and (6) students achievement. These variables can be condensed into from main variables they are : (1) presage variables, (2) context variables, (3) process variables ,and (4) students achievment. This means that the process variables which affects the students achievement in determinded by the other two variables, namely the presage and the context variables. On the other way around, this can also mean that the process variable is the realization of the presage and context variable.

Gage (2009) expalined that the quality of learning result or product variables depends on the quality of variable process in which the interaction between teacher and students in classroom very important.variable process is built from the interaction of group from presage variable and context variable. Each variables pictured above is related to one another and they give the contribution to develop the quality of variable process. Besed on the characteristic of this relationship, the weakness of one variable will affect the whole process and the superiority one or all variables will complate the other's weaknesses.

Narrative Text

Narrative text is to amuse, entertain and deal with actual or vicarious experience in different ways. Narrative text also has a powerful story to entertain readers. According to Knaap (2005:220) Narrative is not simply about entertaining a reading audience, although it generally always does so. It means Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

According to Knapp (2005:236) the generic structure of the narrative text, they are: 1) Orientation, Sets the scene and introduction the participants, time, and place; 2) Complication, That sets off chain of events that influences what will happen in the story; 3) Resolution, A resolution in which the characters finally sort out the complication.

Knapp (2005:221) stated that there are some language features of narrative text:

- 1) When sequencing people and events in time and space, narrating typically uses:
 - a) Action Verbs: For example: *went, collecting, saw, coming*
 - b) Temporal verbs; for example, *then, after*
- 2) In action sequences, mainly action verbs are used, while in reflection/ evaluations. Mental verbs (italicized) predominate, example: *didn't know, wondered.*
- 3) Narratives often use action verbs metaphorically to create effective images.

Teaching Technique for Narrative Text

To teach narrative text, a teacher can start by teaching the purpose of narrative text, the text structure, and the language feature. Knapp and Watkins (2005:16-17) states that teaching the purpose of the genre text, the structure of text, and the grammar of the text can make the students understand the languages used in a text. The purpose of narrative text is to amuse, entertain the readers or the listeners and to deal with actual or

vicarious experience in different ways. In teaching narrative text the generic structure of narrative text is important for teaching, there are some of the generic structure of narrative text, it means that has a goal to the students to know the parts of narrative text story. Knapp (2005:236) the generic structure of the narrative text, they are: 1) Orientation, Sets the scene and introduction the participants, time, and place; 2) Complication, That sets off chain of events that influences what will happen in the story; 3) Resolution, A resolution in which the characters finally sort out the complication.

Klinger (2007:76) states that text structure is the way a text is organized to guide readers in identifying key information of the text function, as a guide in reading the text structure may help the readers to learn what to expect next when reading a text. It means text structure is the explicit way designed for the readers to comprehend a text easily. A text structure has influences toward the reading comprehension of readers. Klinger (2007:76) states that the teaching of reading comprehension by using text structure explicitly can help the readers (1) to form expectation about what they will read, (2) to organize incoming information, (3) to consider the important of what they read, (4) to improve their comprehension, and (5) enhance their recall. Williams in Klinger (2007:77) states that the most research on narrative text has focused on students to utilize story structure as an organizing framework for understanding critical aspects of the stories they read.

Based on the explanation above, in teaching reading comprehension of narrative text, the purpose of text, the text structure, and the language features of the text must be taught to the students. Teacher should guide the readers to understand the purpose of identification and description of the text, connect the purpose of text structure and language feature of narrative text.

RESEARCH METHOD AND FINDING

Methodology

This study was designed with descriptive qualitative research which describes and interprets. As Creswell (2007) stated that descriptive qualitative research describes the phenomenon being studied, conditions or relationship that exist, processes that are going on or effects that being felt.

Table Variations of Verbal Ways

Ways	Verbal Ways	Variation of Verbal Ways
1	Giving Greetings	2
2	Commanding to Open the Book	1
3	Introducing the topic	3
4	Providing informations about Narrative text	25
5	Re-telling Text	1
6	Providing Feedback to the students'	5
7	Assesing the Students Achievement	15
8	Recollect Past Experience	2
9	Correcting Translation	1
10	Giving feedback	4
11	Telling the end of the Lesson	2
12	Managing the Classroom	1
13	Asking the Students' Opinion	1

The thirteen teachers' ways in the table 4.1 can be reclassified into 3 main classification they are opening activity, main instructional activity and closing activity. Opening activity is the teachers' verbal behavioour performed before the class was begen. It includes giving greetings, commanding to open the book and

introducing the topic. Main instructional activity is the teachers' verbal behaviour performed to enable the students to comprehend the narrative written text. While closing activity is the teachers' verbal behaviour performed to end the session that includes asking opinion and finishing the lesson of narrative text.

Table 4.2 Main Classification of teachers' Verbal Ways

No	Three main classification of ways	Variation of Verbal Ways	Variations	Total
1	Opening Activity	1. Giving greeting to the students	2	6
		2. Commanding open the Book	1	
		3. Introducing the topic	3	
2	Main Instruction Activity	4. Providing Information about Narrative Text	25	48
		5. Re-telling Text	1	
		6. Assessing the students' Achievement	15	
		7. Recollect past Experience	2	
		8. Correction Translation	1	
		9. Giving Feedback	1	
		10. Classroom Management	2	
3	Closing Activity	11. Asking the students Opinion	1	3
		12. Telling the end of the lesson	2	

In opening activity, the teachers were greeting, further, it concluded commanding the students to open their book and the teachers introducing the topic

in this way the teachers was clearly stated what topic they would be studying. In main instruction activity, there are several ways being performed by the teacher. The first was providing information about narrative text, in providing information tyhe purpose of narrtaive text, text structure and the language features of narrative text.

Managing the classroom was a sudden action performed by the teachers during the teaching. It was happening unconditionally, depending to the class situation. In managing the classroom such as asking students the dictionary asking and asking students attention.

Findings

There are some findings found in this research after analyzing the data. The findings in this research are as follow:

1. There are 66 of total variation of verbal ways performed by the teachers in the teaching process, and these ways take place in 12 main ways. The verbal ways performed by the teachers are not yet focused on enabling the students to be an independent or skillful reader. Most of the ways are directed the students to know genre the genre of narrative text rather than to teach how to comprehend an narrative text by using the elements of that genre. Based on theory Gage's model (2009) for the study of clasroom teaching process where the teachers was focused on process variable that covered activities in the classroom. The process variable refers to what is happening or what is being done by the teacher and students during the teaching process.

2. The underlying reason of teachers' behaviour in teaching reading comprehension was due to the three reasons they are: (1) Teachers' belief on knowledge of genre or the text structure, (2) Teachers' belief on the function of oral reading (3) the belief on the indicator of text comprehension. All the underlying reasons of the teachers ways in the teaching of reading comprehension are not able to develop the students to be an independent or skillful readers.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research finding, the researcher concludes that :

1. Here are 66 of total variation of verbal ways performed by the teachers in the teaching process, and these ways take place in 12 main ways. The verbal ways performed by the teachers are not yet focused on enabling the students to be an independent or skillful reader. Most of the ways are directed the students to know genre the genre of narrative text rather than to teach how to comprehend an narrative text by using the elements of that genre.
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the function of oral reading. (3) The belief on the indicator of text comprehension.

Suggestion

1. The teachers should learn more about the nature of reading comprehension of narrative text to the tenth grade students.
2. The teacher should get a lot of systematic teaching practice development, like the younger teachers take apprentice from the more experienced and skillful teachers.
3. Since the research finding said the teaching of text structure (genre) in teaching reading comprehension intends to enable the students to master the text structure itself and to let them familiar with the example of the structure, it is suggested that the teaching of text structure knowledge should not be limited to the two points only, but it should also enable students to use the knowledge to make their reading comprehension better.

Based on the findings, this study is focused on teachers' ways in teaching reading comprehension related to the teacher's behaviour to get deeper findings such as knowing the reality of teaching reading comprehension in students and teachers' sight.

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