Improving Students' Reading Comprehension of Narrative Text Using Folklore at SMK Negeri 9 Kabupaten Tangerang

(A Classroom Action Research)

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Abstract - The objective of this research is to find out whether or not teaching reading through CAR using folklore can improve the reading comprehension of narrative text on the first-grade students of SMK Negeri 9 Kabupaten Tangerang. The writer conducted the learning process in reading through folklore by Classroom Action Research. It focused on Kurt Lewins' Design: Planning, Acting, Observing, and Reflecting. The instruments that were used in this research involved the English test sheet, observation sheets, and interview guidelines. For collecting the data, the writer gave the test in the form of narrative text, and the students had to answer the essay questions based on the text that they had learned before. Based on the research result, the comprehension of students in learning the text through folklore has improved. The result of pre-test, there are only 4 students who passed the KKM. The result of post-test in the second cycle gained 20 students who passed the KKM and derived mean score 80,75. In addition, students' responses to learning are generally positive. Based on these findings, it can be concluded that the use of jigsaw technique can improve students' reading comprehension of narrative text on the first-grade students of SMK Negeri 9 Kabupaten Tangerang.

Keywords: Reading Comprehension, Folklore, Narrative Text, A Classroom Action Research.

I. INTRODUCTION

Based on one of the teaching objectives, students must master four main skills in English, namely, reading, writing, speaking and listening. In addition, teachers must master these fields in order to be studied in teaching and learning activities in class. Reading is one of the important activities in English. Because almost every lesson will begin with reading. But unfortunately, not a few of the students are less interested in reading, especially English. Because the way of reading and pronunciation is different from Indonesian.

In Indonesia, English is taught as a foreign language. In some areas, many have established English language courses both offline and online. This can explain how important students are in mastering English. In countries that do not use English as the main language, most students will find it difficult to learn English. From reading to understanding. So not a few students who try to read but do not understand the meaning. This should be the full attention of teachers in teaching their students to better understand English. The primacy of mastering English was also mentioned by Nelson Mandela, an antiapartheid revolutionary and South African politician who served as president in South Africa from 1994 to 1999, namely "if you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart".

As a teacher, it is proper for a teacher to think of the right solution so that students can understand the lesson quickly and accurately. Usually there are several things that students do when they have problems in learning English, first the pronunciation is not in accordance with the provisions of reading English. Second, they only know some vocabulary but do not understand if it is in the form of a story or other longer discourse. Third, they read without knowing the meaning so that students do not know what messages and stories are contained in the story. Fourth, most of the students find it difficult to concentrate on what they read so they find it difficult to analyze the contents of the story. Then, based on the author's experience, the teaching media and the way the teacher teaches the students also greatly affect the students' interest in learning. For example, students will be more interested in learning with audio visuals rather than just explaining in books. Or as another example, students have more interest in teachers who are caring and pleasant to their students. In other words, the interest in teaching students is determined not only from the teaching materials but also from the media and the teaching method of the teacher. For the author, this is a special concern and becomes the basis for conducting research on students at SMK Negeri 9 Tangerang Regency. In this case, the author will also choose a narrative paragraph of Indonesian folklore as material to help students increase interest in reading because Indonesian folklore is considered fun and has an impression because the location is still in the country. Thus, this method is expected to help students understand English more easily.

Narrative paragraph is one type of text that must be studied in school. Narrative paragraph is a type of story text that is

imaginative and also describes a series of events from time to time described from the beginning, middle to the end. Narrative paragraphs are chronological texts, namely texts that tell events in a coherent way. While folklore is a story that comes from the past society which is often introduced to the next generation. According to Santi V. Buscemi, "narration can be devided into two types: fiction and nonfiction. Works of nonfiction recount events that actually occurred. Works of fiction, though sometimes based on real-life expreriences, are born of the author's imagination and do not re-create events exactly as they happened".

Communication and students' attention to the lesson greatly affect the success of learning in the classroom. The teacher will explain with some media about folklore and it is hoped that students will understand it better. Students will be given discussion material which will be facilitated by the author and also some practice questions to determine the development of student learning scores.

From the description above, it is hoped that students will become more active and understand English through narrative paragraphs in the form of folk tales. Based on this case, the author took the title of the thesis, namely "Improving Students Reading Comprehension Of Narrative Text Using Folklore at SMK Negeri 9 Kabupaten Tangerang".

II. RESEARCH METHODELOGY

A. Time And Place of The Study

This research is carried out for two months started from April up to May 2022. The writer held four meeting for implemented CAR method. The place was at grade XII of SMK Negeri 9 Kabupaten Tangerang 2021/2022 Academic Year.

B. The Research Design

The method used in this study is Classroom Action Research (CAR). The central idea of the action part of CAR is to intervene in a deliberate way in the problematic situation in order to bring about changes and even better, improvements in practice. Action research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing, and reflecting. These four phases must be done by the writer to get the result of the research.

Kurt Lewin's Action Research (CAR) Design

C. THE RESEARCH DESIGN

The writer used classroom action research designed by Kurt Lewin. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. The steps include:

1. Planning

   In this part, after identifying the students' problem through observing and interviewing is done, the teacher can know the problems of the students in learning English in terms of reading lesson especially in understanding narrative texts.

2. Acting

   The second phase, the writer carried out the planned action. It starts the process of learning the issue being researched. In this phase, the writer conducted learning teaching process. Related with the allocation time, the writer took the action phase for a month within two cycles. Every cycle contains two meetings, which is listed in schedule of research in appendices.

3. Observing

   In observing, the writer observed the process of classroom action research of learning reading narrative text. When observing, the writer noticed and noted all of the activities in the classroom. It was regarded on class situation, students' response, and also the teacher's performance. In this phase, the writer also collected the data from post-test and the result of students' activity.

Indicators of student assessment

No	Indicators	Percentage %	Classification
1	Students can understand the content of folklore		
2	Students can to identify social functions, text structures, and linguistic elements of folklore		
3	Students ask questions about words or sentences they don't understand		
4	Students can to read with good pronunciation		
5	Students can explain the content of folklore		
Mean score			

4. Reflecting

   This phase is aimed to reflect the completely done action based upon the data that have been collected, and then it is necessary to hold evaluation for completing the next cycle. This phase is carried out after the writer has finished the action, then they realize and find about the

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problem appeared when the plan has been implemented. In this case, if there still might have found problems and the criteria that decided have not reached yet, the writer has to prepare and arrange for the next cycle.

D. THE RESEARCH DESIGN

In collecting the quantitative data, the writer uses pretest and post-test.

1. Observation

   In this case, the writer used the unstructured or opened observation directly in the classroom and got the description about students' activity in learning process and the teacher's performance. The result of observation can be seen in appendixes.

2. Inteview

   The writer did the interview twice: pre interview, and post interview. The writer interviewed the teacher before applying classroom action research. It is to know the general description about process of learning reading, to know the students' difficulties in reading, and to know the method or any strategies usually implemented by the teacher in teaching reading (pre interview). The result of interview can be seen in appendixes.

3. Test

   The writer used test to get the data result about process of learning reading comprehension. The tests were pre-test, post-test 1, post-test 2. The form of the test was an essay test. The pre-test was given before implementing with folklore. It was to evaluate their skill on reading comprehension at first. On the other hand, the post-test was implemented after using folklore. The test was held on the end meeting in each cycle.

E. The Technique Of Data Analysis

To find out the results of learning through folklore, it is classified based on the table below:

Classification of student assessment

Classification	Score	Criteria
Excellent Performance	81-100	Perfect pronunciation, accurate intonation, no mistake in grammar, use the language expression of giving advice and use it in a precise context, add more information.
Good Performance	61-80	Pronunciation monotonous, begins to vary intonation, grammar with 2 until 5 mistakes, use the language expression of giving advice but not use it in a precise context, begins to add some information.
Low Performance	≤ 60	Pronunciation too many mistakes, intonation monotonous, grammar too many mistake, has not shown the use of language expression of giving advice at all, content simple and plain.

F. The Criteria Of The Action Success

Classroom Action Research (CAR) is able to be called successful if it can exceed the criterion which has been determined, and fail if it cannot exceed the criterion which has been determined. In this study, the research will succeed when there is 75% numbers of students could achieve some improvement scores from the pretest until the second post-test in cycle two and/or they could pass the target score of minimal mastery level criterion (KKM). The KKM that must fulfill considering reading subject is 70 (seventy) which is adapted from the school agreement (SMK Negeri 9 Kabupaten Tangerang). If the criterion of the action success reached, it means that the next action of the Classroom Action Research would be stopped, but if the criterion has not been achieved yet, the alternative action would be done in the next cycle.

III. RESULT AND DISCUSSION

A. Before Implementing the Classroom Action Research (CAR)

To find out in detail the condition of the class and students to be studied, the authors conducted a preliminary study before taking action, there are preobservation, pre-interview and pre-test. Those explanation as following:

1. The Result of Pre-Interview

   Pre interview was held on January, 4th 2022 started at 09.00 A.M. and finished at 10.00 A.M. In this interview the writer asked to teacher some questions there are general condition of English class, the difficulty faced by the students in English especially reading skill and the strategy used by the teacher in reading class.

2. The Result of Pre-Observation

   Pre observation was done to observe the process of teaching learning in reading activity before implementing the action. The pre observation January, 5th 2022 started 09.00 A.M. and finished 11.20 A.M. It was held at X of SMK Negeri 9 Kabupaten Tangerang Year 2021/2022. At that time the writer observing the teaching learning process in the classroom.

3. The Result of Pre-Test

   The pre-test was held before Classroom Action Research (CAR). It was conducted on January, 10th 2022. There were twenty questions in multiple choices which the students carried out the test during 80 minutes. The question were based on the indicators in

learning reading in term narrative text such as: deciding main idea based on the text, finding the supporting details of the text, the characters, the message of the story, and etc.

The result of pre-test

Students	Score	Students	Score
1	45	11	85
2	75	12	40
3	65	13	50
4	55	14	65
5	50	15	55
6	45	16	40
7	30	17	65
8	75	18	80
9	40	19	50
10	45	20	55
Total Score	**1110**		
Mean	**55,50**		

B. The Implementation of Classroom Action Research (CAR)

1. Cycle 1

   a. Planning

   To know the students' reading comprehension improvement by using narrative text, the writer made the criteria of success. The criteria of success were 75% of the students achieved the Minimum Mastery Criterion or Kriteria Ketuntasan Minimal (KKM) of English subject (70.0). The aim is to determine the extent of students increase in descriptive writing before and after the implementation of classroom action research.

   b. Acting

   The action of the cycle 1 was done on Tuesday, 11th 2022 and on Thursday, January 13th 2022. The acting stage is the implementation of the planning stage. At the acting stage, the teacher teaches students using the lesson plans that have been made previously.

   c. Observing

   In this phase, the observer tries to pay attention to all activities in the classroom, namely physical activity. It may be about teacher performance, classroom situations, and student responses. Regarding the teacher's performance, overall, they have completed the task in accordance with the lesson plans that have been made.

Students can understand the content of folklore

Students	Score	Students	Score
1	Yes	11	Yes
2	Yes	12	No
3	No	13	Yes
4	Yes	14	No
5	No	15	Yes
6	Yes	16	Yes
7	No	17	No
8	Yes	18	No
9	No	19	Yes
10	Yes	20	Yes
Total Score	**12**		
Mean	**60,00**		

Students can identify social functions, text structures and linguistic elements of folklore

Students	Score	Students	Score
1	Yes	11	Yes
2	No	12	No
3	No	13	Yes
4	Yes	14	No
5	No	15	Yes
6	Yes	16	Yes
7	No	17	No
8	Yes	18	No
9	No	19	No
10	No	20	No
Total Score	**8**		
Mean	**40,00**		

Students ask questions about words or sentences they don't understand

Students	Score	Students	Score
1	No	11	Yes
2	Yes	12	No
3	No	13	Yes
4	No	14	Yes
5	Yes	15	No
6	Yes	16	Yes
7	Yes	17	Yes
8	Yes	18	Yes
9	No	19	No
10	Yes	20	Yes
Total Score	**13**		
Mean	**65,00**		

Students can read with good pronunciation

Students	Score	Students	Score
1	Yes	11	Yes
2	No	12	No
3	No	13	No
4	Yes	14	No
5	Yes	15	No
6	No	16	Yes
7	No	17	No
8	No	18	No
9	No	19	No
10	No	20	No
Total Score	**5**		
Mean	**25,00**		

Students can explain the content of folklore

Students	Score	Students	Score
1	Yes	11	Yes
2	No	12	No
3	No	13	No
4	Yes	14	No
5	No	15	Yes
6	No	16	Yes
7	No	17	No
8	Yes	18	No
9	No	19	Yes
10	No	20	No
Total Score	**7**		
Mean	**35,00**		

Students can explain the content of folklore

No	Indicators	Percentage %	Classification
1	Students can understand the content of folklore	60	Low performance
2	Students can to identify social functions, text structures, and linguistic elements of folklore	40	Low performance
3	Students ask questions about words or sentences they don't understand	65	Good performance
4	Students can to read with good pronunciation	25	Low performance
5	Students can explain the content of folklore	35	Low performance
Mean score		**45**	**Low performance**

Based on the table, there are five aspects that be observed; 60% of students can understand the content of folklore; 40% of students can to identify social functions, text structures and linguistic elements of folklore; 65% of students ask questions about words or sentences they don't understand; 25% of students can to read with good pronunciation; and 35% of students can explain the

content of folklore. The percentage of all participating students is 45%.

d. Reflecting

The writer saw that there were many lacks in the first cycle such as the students have poor vocabularies because the time for learning English at school is limited, the students also ashamed to ask the material that they did not understand and students pay less attention when the teacher explains. In addition, based on the result of post-test 1, there were 55.50% students passed the KKM which increased become 20 students. Although there was an improvement in cycle 1, this condition has not reached yet the criteria of success that has been decided. It means that, to get 75% students reach the KKM the teacher and the writer had to develop the action.

2. Cycle 2

a. Planning

In the second cycle, the writer repeated what she had done in the first cycle which was designing lesson plan. The writer modified the previous lesson plan based on the result of reflecting phase in the first cycle. However, there were some modifications in the second cycle; that was the teacher give the video of folklore in front of the class, the material prepared by the writer. It was done to make the students more focus. Besides, the teacher also could control and guide the students easily. In addition, to know the improvement of students' reading comprehension, the writer prepared the new same instrument with post-test 1 to be the instrument of post-test 2.

b. Acting

The action of the cycle 2 was done on Tuesday, January 18th 2022 and on Thursday, January 20th 2022. After reviewing the previous lesson, the students read the story that given by the teacher and then students watch the video about folklore, they were given some minutes to identify and to discuss the difficult words appeared in the sentences together. And then, the students determined the structures of narrative story by themselves and take notes in their book. The teacher asks the students for bringing their own dictionary, or borrowing the dictionary from their friends in the different class or from the library so they can use it when they don't know the difficult words along reading. For the second cycle, the teacher used the same action with the previous meeting. The teacher gave the post-test 2 for students to know their progress on comprehending the text.

c. Observing

In the second cycle, generally the learning will be better than the previous meeting. This is usually seen from the readiness of students in learning because they have studied the contents of the previous material so that students are more enthusiastic, especially with the video. In the first cycle, many students looked shy and did not dare to be active in learning. However, in this second cycle, student activity is more visible and student understanding is better. This greatly affects the percentage increase in student understanding progress. previous meeting. This is usually seen from the readiness of students in learning because they have studied the contents of the previous material so that students are more enthusiastic, especially with the video. In the first cycle, many students looked shy and did not dare to be active in learning. However, in this second cycle, student activity is more visible and student understanding is better. This greatly affects the percentage increase in student understanding progress.

Student	Score	Students	Score
1	Yes	11	Yes
2	Yes	12	Yes
3	No	13	Yes
4	Yes	14	Yes
5	Yes	15	Yes
6	Yes	16	Yes
7	Yes	17	No
8	Yes	18	Yes
9	Yes	19	Yes
10	Yes	20	Yes
Total Score		18	
Mean		90,00	

Student	Score	Students	Score
1	Yes	11	Yes
2	Yes	12	No
3	No	13	Yes
4	Yes	14	No
5	Yes	15	Yes
6	Yes	16	Yes
7	No	17	No
8	Yes	18	Yes
9	Yes	19	No
10	Yes	20	Yes
Total Score		13	
Mean		65,00	

Student	Score	Students	Score
1	No	11	Yes
2	Yes	12	No
3	No	13	Yes
4	No	14	Yes
5	Yes	15	No
6	Yes	16	Yes
7	Yes	17	Yes
8	Yes	18	Yes
9	No	19	No
10	Yes	20	Yes
Total Score		13	
Mean		65,00	

Student	Score	Students	Score
1	Yes	11	Yes
2	Yes	12	Yes
3	No	13	No
4	Yes	14	Yes
5	Yes	15	No
6	No	16	Yes
7	Yes	17	Yes
8	Yes	18	No
9	Yes	19	Yes
10	Yes	20	No
Total Score		14	
Mean		70,00	

Based on the result of the second cycle, the average was 73%. When compared from the first cycle, which is 45%, it means that in the second cycle there is an increase of 28%. When it compared cycle 1 and cycle 2, students can understand the content of folklore has the highest score by 30%; students can identify social functions, text structures and linguistic element of folklore by 25%; students ask questions about words or sentences they don't understand didn't increase; students can read with good pronunciation by 45%; and students can explain the content of folklore by 40%.

d. Reflecting

According to the result of the evaluation between the writer and the teacher, it could be assumed that the implementing of CAR in improving students' reading comprehension in terms of narrative text by using folklore learning activity was appropriate with the planning that had been discussed by the writer and the teacher previously, in this case, every action was planned as good as possible so that the reading activities could be accomplished well.

C. The Discussion of The Data After CAR

1. The Result of Post Interview

After implementing CAR, the writer has done the unstructured interview with the teacher. It was done on January 27th 2022, after accomplishing cycle 2. The writer carried out the interview with the teacher started 10.00 A.M. and finished at 11.30 A.M. The writer discussed with the teacher about CAR that had been accomplished. This is purposed to know the teacher's response concerning folklore in a Classroom Action Research. The questions proposed to the teacher involved the general condition in English class during Classroom Action Research (CAR) and the strategy that had been implemented to overcome the problems.

2. The Result of Post Test

Before the students completed the test, the writer had finished made the essay test items. The blueprint, the items can be seen in the appendices. Furthermore, the writer inputted the result of data including the pre-test, post-test 1, and post-test 2 into a table as following:

The students' score result in pre-test, post-test 1 and 2

Students's Number	Pretest	Post Test Cicle 1	Post Test Cicle 2
1	45	55	75
2	75	75	85
3	65	70	80
4	55	70	75
5	50	55	80
6	45	60	85
7	30	65	85
8	75	80	95
9	40	70	80
10	45	65	75
11	85	85	90
12	40	65	75
13	50	70	80
14	65	70	85
15	55	60	75
16	40	40	70
17	65	60	75
18	80	85	95
19	50	55	80
20	55	65	75
Amount	1110	1320	1615
Mean	55,50	66,00	80,75

Mean of students' score result
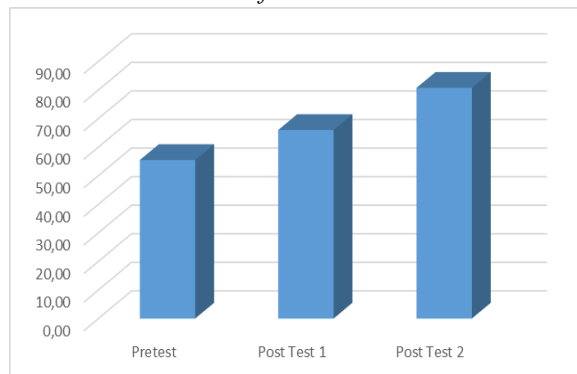
To analyse the data of pre-test, the first step was to get the mean score of the class. The following was the calculation:

$$M = \frac{\Sigma X}{N}$$
$$M = \frac{1.110}{20}$$
$$M = 55,50$$

Then, to know the percentage of students' score who achieved the KKM (70) the writer used the calculation as follow :

$$P = \frac{F}{N} X100\%$$
$$P = \frac{4}{20} X100\%$$
$$P = 20\%$$

The first step was to calculate the mean score of posttest 1. The calculation as following:

$$M = \frac{\Sigma X}{N}$$
$$M = \frac{1.320}{20}$$
$$M = 66,00$$

The second step was to get the percentage of students' improvement score from pre-test to post-test

1. The writer computed by using as follows : 66,00 – 55,50

$$P = \frac{66,00 - 55,50}{55,50} X100\%$$
$$P = \frac{10,50}{55,50} X100\%$$
$$P = 18,92\%$$

The third step was to know the percentage of students who passed the KKM. The calculation used the formulation as follow:

$$P = \frac{F}{N} X100\%$$
$$P = \frac{9}{20} X100\%$$
$$P = 45\%$$

Firstly, was to calculate the mean score of the class in post-test

2. The calculation used as follows:

$$M = \frac{\Sigma X}{N}$$
$$M = \frac{1.615}{20}$$
$$M = 80,75$$

The second step was to know the calculation of the percentage of students' improvement score. It used the calculation as following:

$$P = \frac{80,75 - 55,50}{55,50} X100\%$$
$$P = \frac{25,25}{55,50} X100\%$$
$$P = 45,50\%$$

The last step was to know the percentage of students who passed the KKM. It used the calculation as following:

$$P = \frac{F}{N} X100\%$$
$$P = \frac{20}{20} X100\%$$
$$P = 100\%$$

The calculation showed that there were 100% students who passed the KKM in the cycle 2. It meant that in the cycle 2 there were 20 or all of the students passed the KKM. The class percentage of post-test 2 obviously shows improvements from the previous test; the improvement is 80% from the pre-test (100% - 20%) or 55,00% from the class percentage of post-test 1 (100% - 45,00%).

IV. CONCLUSION AND SUGGESTION

a. Conclusion

Based on the research that has been done, it can be said that narrative texts in the form of folklore can improve students' understanding. It can be seen from the value of students and student participation in the learning process. This can be supported by providing more varied media such as video. Folklore can improve students' reading development skills because the stories are interesting and easy to understand so that students' learning motivation increases.

Regarding the test results, there were several increases in student scores from pre-test to pro-test cycle 2. In the pretest there were 4 or 20% of students who passed the KKM and the average pretest score was 55,50. Then in the protest results in cycle 1 there were 9 or 45% of students who passed the KKM. Then in the results of the protest cycle 2 there were 20 or 100% of students who passed the KKM seen from the average value of the reading test they got. In addition, the results of observations showed that student participation was more active and interested in learning reading activities in class.

b. Suggestion

Based on the result of the classroom action research, the writer would like to give some suggestions.

1. The teacher should be creative in using folklore. It is better if teacher makes the students ready before the reading class begin such as giving question and answer or discussion about the popular narrative text.
2. The teacher should be more prepared in using this technique including the preparation of lesson plan, the narrative text used, and the procedure during the activity. It is because teacher's preparation really influences the successful of teaching and learning process.
3. The teacher should be more creative to find out the various materials. The narrative text is not only found at students' guide book, but the teacher can also using video.
4. For the students, they should have self-motivation in English Learning and they should have to practice more the material especially the reading in order to get better reading comprehension.

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