

Teacher's Techniques in Teaching Reading Narrative Text to the Eighth Grade Students of UPTD SMP N 5 Pematang Siantar

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ABSTRACT

This research aims to explore the various techniques employed by English teachers in teaching reading comprehension of narrative texts to eighth-grade students at UPTD SMP N5 Pematang Siantar. The participants in this research were eighth-grade English teachers at UPTD SMP N5 Pematang Siantar. The data were collected from various sources, including classroom observations, interviews, and analysis of teaching materials such as syllabi, textbooks, and lesson plans. The researcher employed a descriptive qualitative research approach. The data was meticulously analyzed, focusing on the teacher's technique. The findings of this research revealed that teachers frequently used the technique of translating literature passages and employing question-and-answer exercises. This technique enables students to comprehend the content of the reading material, acquire information from the text, and enhance their critical thinking skills through direct engagement with the questions and answers.

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1. INTRODUCTION

English has evolved into a worldwide language with significant ramifications. Given the significance of English, the Indonesian government made it a compulsory subject in schools, and it becomes a subject that decides whether or not students graduate. From primary through senior high schools, English has been taught. Students must acquire four language abilities in English, including listening, speaking, reading, and writing.

The skill that must be taught in class is reading. In reading skills, students are required to gain knowledge and understanding of the context described in the text. According to [6], reading is a fluid process in which a reader combines information from a text and his own background knowledge to construct a meaning.

Reading comprehension is the simultaneous extraction and construction of meaning.[5] mentioned that reading comprehension is a complex mental cycle and that comprehension should likewise be deliberate and smart while checking the words and their importance as understanding advances. It means that reading is always connected with comprehension. As a result, if there is no

comprehension process, it should not be termed reading. To comprehend the text, such as narrative, descriptive, procedural, etc, we should have a wide range of vocabulary.

The Minimum Competency Assessment (AKM), which assesses students' reading skills at the end of the year, is undeniably the most vital aspect of learning in teaching English as a foreign language in Indonesia. Most of the education system revolves around reading comprehension, making the lack of reading habits among students a grave concern for educators and policymakers. Numerous efforts have been made to bridge the gaps in student competency and align test criteria with overall course objectives. However, it is of utmost importance to address the underlying issues within the classroom and identify the flaws in the learning process.

Teachers have always been an inseparable part of achieving educational goals. The teacher should employ instructional approaches in order to attain the learning objectives. Students struggle to read when teachers do not employ techniques. Students low reading ability might be caused by an incorrect teaching technique or by the teacher not employing any technique in teaching reading and interpreting literacy at school, simply reading books for 15 minutes before learning begins. The time for reading for 15 minutes before learning is still insufficient since junior high school students' grasp of reading English is still low, so more time is needed, but if utilizing the time available, the topic of narrative text learning objectives is not up so that students may read. To be more effective, the teacher should employ a number of forceful approaches to students. Students are only used to understanding single texts, especially writing with only a succession of paragraphs, due to the absence of technical variances in reading multiple text forms. In reality, multitext comprehension is now in high demand. That is, the text's essence and structure comprise several genres of discourse from the formation of words, phrases, pictures, and maps.

The genre that will be investigated in this research is narrative text. According to Anderson and Anderson (in [1]), the essence of the narrative text lies in its ability to artfully weave a captivating story that not only captivates and entertains the reader or listener but also imparts valuable knowledge and insights. Similarly, Percy (in [7]) eloquently defines narrative as a form of literary expression that skillfully narrates a sequence of events, transporting the audience into a vivid and immersive storytelling experience.

Technique refers to the different ways and procedures that have been created as a result of knowledge, skill, and experience. A technique is a particular, tangible plan or method to achieve an immediate goal. The technique is a more precise term for a classroom gadget or activity than method. According to [3], technique alludes to different exercises that teachers or students perform in the classroom. In reading exercises, the teacher should know the kinds of techniques in reading. [4] and [10] on their research findings discovered that teaching narrative material reading included several techniques, including skimming, scanning, discussion, and SQR. As a result, utilizing reading approaches to teach reading skills produces reading techniques that bring comprehension to children. The researchers took part in a government program, namely the MBKM *Kampus Mengajar* taught in elementary schools so that researchers could not choose schools as research objects because there was no English language in elementary schools. Therefore, the researchers conducted interviews and chose UPTD SMP N 5 Pematang Siantar as the research location based on the results of the interviews conducted.

Based on the phenomena above, the researchers are intrigued to conduct a research entitled "Teacher's Techniques in Teaching Reading Narrative Text To Students Grade Eight of UPTD SMP N 5 Pematang Siantar".

2. METHOD

In this research, the researchers conducted qualitative research. The research employed a methodology in descriptive qualitative viewpoint because it seeks to describe the teacher's technique or approach in teaching English Reading in classroom reality. This examination is more worried about what happened than about how or why it happened. Therefore, perception and overview advances are used again to gather information [2]. Based on [8] explanations, qualitative research does not use numerical data. He also claims that the study question and procedure are initially more generic and concentrated as the investigation continues. [9] asserts that qualitative descriptive research should be considered a definite rather than a non-categorical method of

inquiry. Because it does not require the researchers to travel as far from or into the data, it is less interpretative than a technique known as “interpretive description.” what’s more, not normal for other subjective plans, it doesn’t need a reasonable or profoundly conceptual depiction of the information.

In data analysis, data were divided into two categories: they are mass data and primary data. Mass data are all the data is recorded. In short, mass data is what it is written directly, without changing or correcting it. Then, the mass data will be identified as primary data. The primary data will generate the rules to show of the teaching language process in communicative or not by using the parameter of instructional events and criteria of communicative classroom activities. The data were analyzed by following the steps: 1) Underlying the utterances that implicated teacher teaching; 2) Analyzing the teacher utterances; and 3) Drawing a conclusion.

3. RESULTS AND DISCUSSION

The teacher’s utterances while teaching are recorded. The following are snippets of recordings containing the teacher’s utterances containing teaching techniques for reading narrative text. These utterances were taken during the core class activities.

a. Data 1:

This section analyzes the teacher's approaches to Reading Comprehension in narrative literature on Wednesday, 26 July 2023. The data is about teaching English reading comprehension in narrative text in VIII of UPTD SMP N 5 Pematang Siantar.

1) Translating a Literature Passage

The teacher instructed students to read Indonesian words and meanings. Students did not always understand the meaning of the vocabulary. The language was translated into Indonesian by the teacher. Below is the teaching excerpt translating a literature passage:

Teacher : Ok then well, as we know the story is not a new story for us, because this story is ever hear and maybe we ever watch in television. (Ini bukanlah cerita baru dan ini adalah cerita masa lampau yang mana kita mungkin udah pernah baca sebelumnya atau sudah pernah menontonnya di televisi).

2) Reading Comprehension Question

Teacher : Now you try to find out the other of example of the verb in the text. (The teacher write the question on the blackboard) Read the entire text, pay attention to which verbs there are, and write them down in your books.

From the transcript above, instructions are given to students to read entire narrative text in order to be able to answer questions on the blackboard to find verbs in the text.

3) Memorization

Teacher : Memorize in 10 minutes ya, hafalka ndalam 10 menit the generic structure of the Prambanan temple that Mam told you about earlier. From which paragraphs is said orientation and so on for other generic structures. Later mam asked 1 person to answer and the others are silent.

Using this technique, questions are asked to students, and they answer them. From the analysis above the preceding investigation, teachers utilize memorizing techniques to help readers recall teachings, particularly vocabulary items.

4) Reading Aloud

In this technique, Students take turns reading a text, a drama, or a dialog aloud. A teacher can utilize gestures and drawings to help students understand what they are saying. Below is the teaching excerpt reading aloud:

Teacher : Bandung Bondowoso became hopelessly enamored with Princess Roro Jonggrang and needed to wed her subsequent to review her excellence. In the meantime, the Princess's death left her feeling down. She would not wed Bandung since he had killed her dad. Then again, she is scared of Bandung.

Student : In this way, to decline charitably, she forced a condition. " RoroJonggrang stated, "You must build a thousand temples in one night as a wedding gift, but I will marry you." Bandung Bondowoso complied with the conditions. Then, with the help of the spirits, he started building the temples.

Reading aloud is an excellent technique to give kids a glimpse into the comprehension of a skilled reader so that they may begin to "construct a network of techniques for themselves." Furthermore, this technique can allow students to hear marvelously well-written stories that are correctly pronounced with the necessary expression and pace.

b. Data 2:

This segment examines the techniques the teacher utilized in showing reading Perception in account message that occurred on Thursday, 27 July 2023. The data is about teaching English reading comprehension in narrative text in VIII of UPTD SMP N 5 Pematang Siantar.

1) Memorization

Teacher : Memorize in 15 minutes, hafalkandalam 15 menit the plot, setting, characterization and message that we can take from the text. Later mam tell 1 person to answer and the others are silent.

Using this technique, the teacher posed a few inquiries to the understudies and they responded to it. From the examination above, the researchers realized that the teacher utilized retention procedures to cause the memorable understudies the example, particularly in vocabulary things.

2) Dictation

The teacher reads a section multiple times and begins by reading the paragraph at a typical pace. Then the teacher reads the chapter with several pauses, each long enough for students to take notes. Finally, the teacher rereads the entire chapter normally to allow students to double-check their work. Below is the teaching excerpt dictation:

Teacher : Okay. I will read the difficult word, listen to me. Dengarkan mam. Defeated, Pirates, Merchant. Now read after me. Defeated; Student : Defeated.

Teacher : Pirates ; Student : Pirates.

3) Reading Aloud

The students take turns reading a text, drama, or dialog aloud in this technique. A teacher can utilize gestures and drawings to help students understand what they are saying. Below is the teaching excerpt reading aloud:

Teacher : Ok everyone, read together the complications section that I have explained earlier and that you have also written in your book. Read aloud. All open your mouths wide. OK, 123.

Student : Many years later, Malin was living in the city when he met a lovely girl who happened to be the daughter of a wealthy family. He worked with her father and married his daughter. He stated that he no longer had family.

Reading aloud is an excellent technique to give kids a glimpse into the comprehension of a skilled reader so that they may begin to “construct a network of techniques for themselves.” Furthermore, this technique can allow students to hear marvelously well-written stories that are correctly pronounced with the necessary expression and pace.

4) Translating a Literature Passage

The teacher instructed students to read Indonesian words and meanings. Students do not always understand the meaning of the vocabulary. The language was translated into Indonesian by the teacher. Below is the teaching excerpt translating a literature passage:

Teacher : Mam will read the last paragraph for you all. Please listen carefully. His mother was angry and sad. Jadi apa katanya? Ibunya marah dan sedih. She cursed Malin Kundang, saying that if he didn't apologize, he would turn into a stone. Bahwasanya ibunya akan mengutuk malin jika malin tidak mau minta maaf pada ibunya. Malin Kundang just laughed and really set sail. Tetapi malin kundang disana hanya tertawa. Malin leaved the old mother again. Trus malin meninggalkan ibunya. Suddenly, a came over the calm water. Malin Kundang late to apologize since the storm and the wave had wrecked his massive ship. He was stranded on a little island. He was too late to prevent his curse. He suddenly transformed into a stone. Lalu apa yang terjadi? Di laut yang tenang, tiba-tiba datang Badai petir dan ombak menghancurkan kapal itu, telat sudah Malin Kundang minta maaf. Diapun berakhir di sebuah pulau kecil. Sudah telat dia untuk lepaskan kutuk darinya. Diapun berubah menjadi batu.

According to the transcripts above, the teacher is provided to the students in English and then translated into Indonesian. The instructor employed this technique when teaching the students better to grasp the teacher's instructions and the lesson.

5) Questions and Answer Exercise

The sequence of questions might include responding to questions with answers in the understanding section, drawing surmisings in view of the information on the understanding entry, and addressing questions that request that understudies connect them to their own insight. Below is the teaching excerpt that shows the questions and answers exercise teaching technique used by the teacher:

Teacher : Okay now mam I want to ask you, jawabannya sudah pasti dari cerita malin kundang that we just read. So, where did the story of Malin Kundang come from? Can Jyecika answer that?

Student : Uhm from Sumatera Barat mam.

From the transcript above, instructions are given to students to read the text in order to be able to answer the questions that will be given. The teacher has also translated the text earlier, making it easier for students to answer.

Based on the 1st data, the researchers found out several techniques of teaching reading comprehension that the teacher usually used, including :

1. Translating a Literature Passage

To help students comprehend the text's topic and content, the teacher reads the contents of the text to them and immediately translates each sentence.

2. Reading Comprehension Questions

The students write down the answer the question of reading comprehension in narrative text. The teacher requests that they read the text and search for the action words in the story text afterward.

3. Memorization

The teacher asks students to memorize the generic structure explained earlier and written in their books, and then the teacher asks the book to be closed.

4. Reading Aloud

The teacher read the material out loud once more after asking the students to read it aloud. So that teachers are aware of their errors while reading the material for the first time.

Based on the 2nd data, the researchers found several techniques of teaching reading comprehension that the teacher usually used, including :

1. Memorization

Students memorize the plot, setting, characterization, and message from the text within 15 minutes, and later, there will be a question and answer session.

2. Dictation

Difficult words and words that are rarely heard were told by the teacher to look for the students. After all, the teachers dictated the difficult words.

3. Reading Aloud

Paragraph 3 is read by the students aloud after the teacher reads. The teacher requested that the understudies read accurately and figure out about the text.

4. Translating a Literature Passage

The teacher reads the last paragraph sentence by sentence and then translates directly to the students.

5. Questions and Answer Exercise

Teachers and students conduct a question-and-answer session. Students are asked to read the text as a whole and then answer the questions given.

Based on data 1 and 2, in data 1 there were four techniques used by the teacher, namely Translating a literature passage, Reading comprehension questions, Memorization, Reading aloud, and the dominant technique used by the teacher was Translating a literature passage. Teacher repeatedly used this technique because it made it easier for students to understand the teacher's intentions and later made it easier for students to answer the questions given. The teacher translated every sentence. The teacher translated each paragraph of text. Translating a literature passage was used by teachers in accordance with Larsen's theory. No changes. The teacher translated it roundly what was written was translated. The teacher should create a concept so that the teacher did not always translate text to students and so that students did not just become listeners. It is best if the teacher can show an animated video first while translating so that students understand the concept of the text without waiting for the teacher to say it. Moreover, sometimes teachers translate using standard language according to too formal texts. Things like that were sometimes difficult for students to understand. Well, with animated videos, students can understand better. In data 2 there were five techniques: Memorization, Dictation, Reading aloud, Translating a literature passage and Question and answer exercises.

Teachers use two dominant techniques, namely Translating a literature passage and question and answer exercise. Based on these two data, it cannot be denied that translating is a technique that can make it easier for students to read and understand the contents of the text. Apart from that, question and answer is the second appropriate technique for teachers because from there, you can immediately know the extent of students' abilities in reading and understanding texts.

Discussion

Based on the results of data analysis, the researcher can compare situations in the learning process and what techniques teachers use in teaching English reading comprehension in narrative text.

According to the analysis data, the teaching realities in terms of instructional events focus on the teacher's text and explanation. The teacher should explain the text as simply as possible and try to explain the tasks in English if the English explanation is difficult for the students to understand, the teacher can use the native language. The teacher used techniques of translating a literature passage and question-and-answer exercises.

1. Translating a Literature Passage

This technique translates a passage or task from the target language into the student's native language to help them understand the task.

2. Question and Answer exercise

It is a tool for assessing students' comprehension of an explanation or a reading passage. The sequence of questions may include answering questions whose solutions are found in the reading passage, drawing conclusions based on what students know about the text, and responding to questions that ask students to apply their findings to their own experiences.

Based on previous research by [4], skimming, scanning, Discussion, and SQR were some techniques used to run narrative text. The teacher makes group work of students so that classes are more effective and no students sit idly by because all students must work together in group work. In this research, the teacher did not make group work for students even though the students' abilities were different, so group work was needed so that no students were confused about the material.

4. CONCLUSION

After analyzing the data, the researchers found that teachers often use translating a literature passage and question-and-answer exercises in teaching reading narrative texts. Translating a literature passage is often used it can be seen from the data analysis that the teacher repeatedly uses the reading technique of translating a literature passage and question and answer exercise. This technique lets students know the contents of the reading and get reading information. Students' thinking skills are more effective because there are direct questions and answers from the question-and-answer exercise technique. Teaching English, particularly reading, may assist students in enhancing their abilities by making them believe that studying English is enjoyable so that students are not frightened to attempt and practice learning in English.

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