# INDONESIAN SENIOR HIGH SCHOOL STUDENTS' ACTIVITIES IN LEARNING NARRATIVE TEXT WITHIN A READING COMPREHENSION CLASSROOM

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**ABSTRACT** The research was conducted to describe students' activities in reading comprehension classroom, especially in learning narrative text. A qualitative descriptive approach was used in this research. To collect the data, observation, interview, and test were employed to gather the data of students' activities in learning narrative text within reading comprehension class. Data from observation and interview were analyzed descriptively, while data from test were first calculated to find the mean of the score, then they were used to analyzed the minimum criteria of achivement (*Kriteria Ketuntasan Minimun/* KKM). Based on the observation, it yielded that the student activities in learning narrative text were 1) identifying difficult vocabulary, 2) translating the vocabulary over dictionary, 3) asking teachers or peers to comprehend meaning, 4) writing the correction in the paper, 5) reviewing initial analysis, 6) asking teachers or peers for main ideas and supporting detail, 7) giving overall corrections, and 8) summarizing. Furthermore, the test result showed that the student's scores are different from other students such as five students getting a good score, twelve students getting enough score, and three students getting less score. The students' average score of reading is 73,75 which was above KKM. The interview result discovered that most of them thought that the eight reading activities above gave much influences on students understanding on reading narrative texts and their ability in completing the test. The research conclusion was the eight reading activities found were relevant because most students' reading comprehension were above KKM.

**Keywords**: students' activities, reading comprehension, narrative text

## INTRODUCTION

The learning of reading text has some aspects that should comprehend to get skill in reading. Even more, student has capability to understand text that it will make easily to get important information from every text, especially in learning English text. Research now shows that student who does not learn the reading basics early is unlikely to learn them at all. Researcher still on the question track about English course character and student behavior and reading comprehension. Whenever, the students learn reading text is always spend the time of teaching learning schedule.

Despite, Teacher technique are always use to control student activity and way of receiving material course from text. The weaknesses are student need more extra time in English course time leaning schedule and make out of control in schedule teaching learning time allocation. Therefore, the students must give additional time and minimize text exercise that they read during the process learning of reading. In every formal education have reading material that be learned by student to get new knowledge. If students have low reading skill will influence for competence and students' achievement on reading. This research conduct to find student activity rules on learning of reading comprehension and what is problem that it will increase from it and what is the excellence that it will see of the rules.

Bimmel and Van Schooten (2004) inspected Netherlands secondary students' strategic reading activities mastery, its relation with their reading comprehension in mother tongue, and their attitude towards reading activities. The result showed that students' strategic reading activities mastery seems to be related strongly to reading comprehension and it was found a negative relationship between their attitudes of strategic reading activities helpfulness and their strategic reading activities mastery as well as their reading comprehension. Another research examined the effect of related activities on EFL students' reading comprehension (Alghonaim, 2020). The experimental research was projected to EFL students in Saudi that classified the control group taught by a regular reading instruction, and experimental group taught using pre-

related reading activities at home and before the class. The result indicated that experimental group students outperformed the control group students (Alghonaim, 2020).

The context of above study was Netherlands secondary students which receiving students from 12 to 18 years old where junior and senior high school are merged in one. This students' characteristics is different from Indonesian education that own junior high school for 12 to 15 years old students, and senior high school for 15-18 years old students. Based on above difference, the need to investigate reading activities in Indonesian senior high school is vital. Therefore, this research was conducted to describe Indonesian senior high school students' activities in reading comprehension classroom, especially in learning narrative text.

## LITERATURE REVIEW
### Reading Comprehension

According to Moats (2004:7), the most fundamental responsibility of school is the teaching students to read. Furthermore, reading such as a language key skill that has a significant influence in the teaching and learning of foreign languages. Reading material automatically need student's focus to develop and improve their skill to get meaning on the text. Reading is about understanding written texts. It is a complex activity that involves both perception and thought (Pang et. Al. 2003:3). Reading consists of two related processes: word recognition and comprehension. One of the priorities of learning reading should provide students with the tools dan techniques that are needed to tackle texts in variety of contexts and to define purposes optimally. As Teale and Yokota (2000:3) states that comprehension must be the central focus of teaching students to read and not something to be emphasized only after the students have learned how to decode and identify words. Reading processes depend on the language of the reader and the writing system that encodes that language. In every formal education have reading material that be learned by student to get next knowledge or give tools to achieve their knowledge purpose. So, Reading is the fundamental skill in all formal education depends.

However, low reading skill can influence student competence then their achievement on reading. Automatically, the students get the loss on public confidence in the school system. This is a little problem but it can give serious problem for school grade which include the teacher and school academic. According to Barth (2012:4) reading is both directly and indirectly connected to later educational achievement and it is critically important to a student's growth across all subject areas. More explanation explicitly, Teachers must become better educators by learning and implementing reading comprehension strategies that will help students reach their goals (Kirylo & Millet, 2000, 180). In this expression, every learning to transfer knowledge reading is always important case to get understanding the text. According to Snow (2002:3) states reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In considering reading skill, it is possible to concept teaching strategy that suitable of theoretical models in teaching learning reading comprehension.

The usual technique uses in learning reading to improve students' reading comprehension just make students spend much time to get students' reading comprehension. However, the theoretical models of teaching reading processes make some commitments about the sources of reading problems. Generally, reading is a process of getting information from written words. More especially, Reading is a reader process to make personal connection with a text to construct meaning. the reader must understand and remember what they read.

### Reading Activities

Drucker (2003) suggests the procedure teachers can take before reading a text: related the passage students are going to read to something that is familiar to them. Similarly, Abraham (2002) states that an interactive approach "demands that the teachers activate the students' schema" during the pre-reading phase by helping "students recognize the knowledge that they

already have about the topic of a text". It can make step to listing of meaning and motivate student. nevertheless, a successful reading program are that students must be able to read on their own and understand what they have read.

Nevertheless, getting understand in reading text is difficult because there are some obstacles from student capability and the kind of text for learning reading. So, comprehension on reading text is depend on student competency in student comprehend on the text which they learn. More explicitly of effectiveness has been explained by Guthrie and Wigfield (2000) argued that most researchers study a single cognitive strategy, rather than conducting a long-term study of multiple strategies. Engaged reading is based on motivational and cognitive characteristics of the reader who is intrinsically motivated, builds knowledge, uses cognitive strategies, and interacts socially to learn from text. These engagement processes can be observed in student's cognitive effort, perseverance, and self-direction in reading. (Guthrie & Wigfield, 2000: 404).

However, the cognitive strategies do not teach in universal strategies to bring around student and simply apply in the various texts that they learn. Especially, in reading learning is a complex process made up of several interlocking skills and processes (Tankersley, 2003:32). These skills and strategies are employed before, during, and after reading. however, in teaching reading need strategies that have been referred to as "goal-directed cognitive operations" taught through teacher-directed instruction that typically includes two components: direct explanation and scaffolding (Sinatra, et al., 2002).

## RESEARCH METHODS

The research design employed for this research is qualitative descriptive toward Indonesian senior high school students. Particularly, this research was conducts at senior high school for eleventh grade students in social studies class. The participants consist of 20 students who are studying English material of narrative text. The data of the research were students' activities in learning narrative text within reading comprehension class.

Techniques used to collect the data were observation, interview, and test. The research instruments are note taking, observation checklist, interview guide and a test. The narrative text materials were chosen based on the senior high school syllabus of the 2013 curriculum. English teachers were also involved as readers and evaluator for students' assessment result. Data from observation and interview were analyzed descriptively, while data from test were first calculated to find the mean of the score, then they were used to analyzed the minimum criteria of achievement (KKM).

## FINDINGS AND DISCUSSION

This research began when the researcher observed the school. The result of data observation supported by interview results was seven students' reading activities found in learning narrative text; 1) identifying difficult vocabulary, 2) translating vocabulary over dictionary, 2) asking teachers or peers to comprehend meaning, 3) reviewing initial analyses, and 4) summarizing as described below.

### 1. Identifying Difficult Vocabulary

At first, the student's activity was identifying difficult vocabulary within the given text. All of them were observed underlining or highlighting the vocabulary they did not sure the meaning or they were not familiar with. Students mostly felt that they need to know the context of certain word that they also underlined or highlighted known vocabulary.

### 2. Translating the Vocabulary over Dictionary

After the difficult vocabulary identified, 65% of the students tried to translate word by word to comprehend meaning of sentence by using dictionary. Based on the analysis of observation process during student reading comprehension, it was found that the students take longer time on getting information and central word on sentence or paragraph. In the interview

result, they believed that translating vocabulary through dictionary was the first step in comprehending the text, especially narrative text.

**3.     Asking Teachers or Peers to Comprehend Meaning**

Upon the dictionary translation was complete, the next students' activity was continued by asking teachers or their peers any difficult translation to well-comprehend the text and translation they created in the paper. This activity was done by 95% of the students who perceived it as important part to confirm their comprehension not to create misunderstanding in comprehending the text only by dictionary.  They felt that they sometimes were not confident with their initial translation since they only referred to dictionary translation. They were aware of their ability to translate the text so they need help and guidance to done the exercise especially when they found confusing words to connect the translation meaning.

**4.     Writing the Correction in the Paper**

After asking teachers and peers about some difficult vocabulary found during dictionary translation, the result of 70% of the students was written in the form of correction of any vocabulary in context in the paper. before doing the further activities, in order not to miss the correction from peers or teacher, they admitted to write the vocabulary correction first. Some students wrote the correction during the consultation, but most of them did after the consultation session be rewriting the whole translation.

**5.     Reviewing Initial Analysis**

When they finished rewriting the translation, 60% of students admitted that they review initial translation analysis by asking teachers or peers to check and correct the translation analysis result more specifically. They admitted that they need to ensure their result of analysis whether it was overall correct or some might need to be rewritten.

**6.     Asking Teachers or Peers for Main idea and Supporting Detail**

During the review, 35% of students also asked teachers and peers to check for the main idea and important supporting detail highlighted on the text. They were unconfident with their analysis so they need someone to check their analysis either from peers or even the teacher.

**7.     Giving Overall Corrections**

Upon the end of review and check, the students rewrite all the correction both translation and detected main ideas and supporting details in the paper so that they could proceed to the submission.  However, most of them skipped this activity and directly go to the last activity. Only 20% of them did the overall correction activity.

**8.     Summarizing**

In this activity, 45% of the students summarize the result of consultation where they need to rewrite the translation to suit the context and main idea as well as supporting details obtained from the teachers or peers. Most student need more time in this activity for almost fifteen minutes. This means students found it difficult to restructure their translation referring to the correction to finish the exercise during teaching learning process. The students need more time synthesizing all the teachers' input above the time allotted. So, the time allocation is over minutes.

*Table 1. The result of reading activity checklist*

| Ss No | Reading Activities | | | | | | | | Time allocation | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Start | Finish |
| 1. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | • | • | 09.10 | 10.55 |
| 2. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | • | ✔ | 09.10 | 10.55 |
| 3. | ✔ | ✔ | ✔ | ✔ | • | ✔ | • | • | 09.10 | 10.55 |
| 4. | ✔ | ✔ | ✔ | ✔ | ✔ | • | • | • | 09.10 | 10.55 |
| 5. | ✔ | • | ✔ | • | • | • | • | • | 09.10 | 10.55 |
| 6. | ✔ | • | ✔ | ✔ | ✔ | • | ✔ | ✔ | 09.10 | 10.50 |
| 7. | ✔ | ✔ | ✔ | • | ✔ | ✔ | • | ✔ | 09.10 | 10.50 |
| 8. | ✔ | • | ✔ | ✔ | ✔ | ✔ | • | ✔ | 09.10 | 10.50 |
| 9. | ✔ | • | ✔ | • | • | • | • | • | 09.10 | 10.40 |

| No. | | | | | | | | | Start | End |
|---|---|---|---|---|---|---|---|---|---|---|
| 10. | ✓ | ✓ | ✓ | ✓ | ✓ | • | • | ✓ | 09.10 | 10.40 |
| 11. | ✓ | • | ✓ | ✓ | • | • | • | • | 09.10 | 10.40 |
| 12. | ✓ | ✓ | ✓ | ✓ | ✓ | • | ✓ | • | 09.10 | 10.40 |
| 13. | ✓ | ✓ | ✓ | ✓ | ✓ | • | ✓ | ✓ | 09.10 | 10.50 |
| 14. | ✓ | • | ✓ | • | • | • | • | • | 09.10 | 10.55 |
| 15. | ✓ | ✓ | ✓ | ✓ | ✓ | • | • | ✓ | 09.10 | 10.50 |
| 16. | ✓ | ✓ | • | • | • | • | • | • | 09.10 | 10.55 |
| 17. | ✓ | ✓ | ✓ | ✓ | ✓ | • | ✓ | • | 09.10 | 10.55 |
| 18. | ✓ | ✓ | ✓ | ✓ | ✓ | • | • | ✓ | 09.10 | 10.55 |
| 19. | ✓ | • | ✓ | • | • | ✓ | • | • | 09.10 | 10.55 |
| 20. | ✓ | ✓ | ✓ | ✓ | • | ✓ | • | ✓ | 09.10 | 10.55 |

The result of observation can be seen in Table 1 above. The problem arisen from the reading activities above was inconsistent time schedule. This affected their reading classes that required more meeting to finish because they did not want to submit the task until they were sure about the translation only because of unconfident. Therefore, reading class involving reading comprehension activities was mostly destructed the managed time.

After the observation was complete, the reading test was administered to the students to obtain their reading comprehension score. The result showed that the average score of students reading was 73,75 which is above KKM 70. The Table 2 showed the students reading comprehension score.

*Table 2. students reading comprehension score*

| Ss No | Reading Test Score |
|---|---|
| 1. | 85 |
| 2. | 80 |
| 3. | 80 |
| 4. | 80 |
| 5. | 80 |
| 6. | 75 |
| 7. | 75 |
| 8. | 75 |
| 9. | 75 |
| 10. | 75 |
| 11. | 75 |
| 12. | 75 |
| 13. | 75 |
| 14. | 75 |
| 15. | 70 |
| 16. | 70 |
| 17. | 70 |
| 18. | 65 |
| 19. | 60 |
| 20. | 60 |

From above table, 85% of the students got equal to or higher than 70 score as KKM and only 15% of them got under KKM score. The students who got above the KKM were observed doing most of the eight activities so they could perform almost maximally. However, the students who got below the KKM were observed to skip some required activities. This means that the more student reading activity carried out in learning reading text, the more chance they get to improve their reading comprehension especially on narrative texts.

It can be said that the students use their strategy in comprehending text through taking note, information, identifying and analyzing sentence, main idea, narration setting and summarizing text using their own word. Based on the research result, the students experienced difficulties in reading comprehension class at first. The implementation activities in reading

comprehension class need to be setting again to get better application. Students knew that the condition in the classroom when teacher using note taking in teaching reading comprehension felt bored because this technique need in detail thinking of text. The effect for some students did not get the satisfied score.

On the other hand, when teaching learning process need more time or additional time allocation to do this technique. It means that the class management when using note taking technique should be settled first because the management also include to discuss about students management. In this topic about reading comprehension steps and choose some step that are very important to do based on the class meeting. Then other important cases are management class meeting and students. In the class meeting the researcher choose to focus on reading phase and class organization when teaching learning process. In this manner can help time allocation and students' participation in teaching learning process.

In general, the students' reading comprehension ability and understanding can be described as follows: In teaching learning reading process are active participation but some of students' activities in class may disturb other friend and influence in classroom environment. In this situation, students did when teaching learning process to enjoy in their own activity in class and they gave their responsibility working to another friend. In post-reading phase, some students automatically did not understand what the class discuss. Beside it, they asked to their friend first when the discussion was started. After knowing this situation, teaching learning process was concepted in second meeting by taking control, motivating, explaining theories in class on students especially to the students active when whilst reading process. In the fact, students analyzed during reading process although need more time and meeting to do it.

The students are given explanation, instruction about note taking technique again and fixing time allocation and classroom management. The teacher focused on during reading phase compare with explaining theories and discussion in post-reading phase. In the during reading phase teacher focus on setting students' purpose of reading, getting implicit and explicit information, main idea, and summarizing. In the post reading phase also was managed discussion together to activate student's atmosphere in class. The teacher did not use English in explanation to students. Based on the above, the result of this can improve the students' understanding in their academic.

## CONCLUSION

The research result and the discussion show that student reading activity is relevant with students' reading comprehension achievement in learning narrative text. This data was proved by the fact that the average student scores was 73,75. The activity on learning narrative text in has a good scaffolding because it can give connectivity to student comprehension or understanding that be proofed on student test. The teacher gave instruction and stimulation then students pay attention and giving respond. The students do the step up to translate the word when they get unfamiliar word before analyze and identify until finish their job, to make more experiences of students' knowledge. The students' activity needs more time to finish their job because English material is the new language for them and they do not memorize many vocabularies. Reading test show that most student got equal to or higher than KKM which is 70. So, the purpose of learning reading on narrative text have get success but reading is always need additional time that must be give as dispensation from the next teaching schedule because English is new language for them and they do not memorize many vocabularies.

In conclusion, then the student activity in learning narrative text can facilitate the students to increase their reading comprehension by giving them a lot of activities and step in analyzing and identifying text. Considering the results that student activity rule in learning narrative text can increase in students' English reading comprehension.

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