

Improving Student Reading Comprehension Using Narrative Text Question and Answer Method

Hanny Kusuma Wardani ^{1*}, Aswir ²

^{1,2} Universitas Muhammadiyah Jakarta, Indonesia

- hannykusumawardani@gmail.com

Abstract

This research aimed to improve students reading comprehension by using narrative text question and answer method. The method that use in this study was question and answer discussion between students and teacher. The application of the study used mixed method research with pre-test, post-test and discussion. The teacher asked students to read a narrative text about Bawang Merah dan Bawang Putih. The research was conducted at SMA Bakti Idhata, located in Jakarta, consist of 40 students in the 10th grade class of X-A. The students' classification score divided into seven categories, starting from the highest and the lowest: excellent, very good, good, fairly good, fair, poor, and very poor. The students who got the score (excellent: 86-95) was 12 students, but there was no students who got it before. Most of the students got (good: 76-85) which was 20 students, while before that, 16 students got these score. The student who got (fairly good: 66-75) was 7 students, while before it was 16 students which means there was significant different after it conducted the treatment. The students who got (fair: 56-65) before the treatment was 5 students, but now it was nobody. And last, the students who got (poor: 36-55) was only 1 students, while before that, it has 3 students. The value of students who have been taught using question and answer method was higher than the value of students who were not taught using question and answer method. This conclude that using question and answer method were effective in improving students reading comprehension.

Keywords: *Narrative Text, Reading Comprehension, Question and Answer Method, Student*

Introduction

Language is a system image which can be significant and articulate sound (generated through organ speech) which might be arbitrary and conventional, which is sound used as a way of communicating by using a set of people to express feelings and mind, as stated by Sockett (2014). Another case according to Chen (2013), offering two language expertise. First, nation of language as said means of verbal exchange between individuals of the public within the forms of a symbol of the sound produced through human speech. Second, language is a conversation device that uses symbols vocal (speech sound).

English is a global language that is famous all around the world along with Indonesia. According Carrol (2015), attracts on authentic archival research in addition to historical and grammatical analysis. It addresses English past, present, future, and the reason why English—speakers need to cared so deeply about their language. As foreign language, English in Indonesia turn out to be the primary subject in educational factors. Therefore, in Indonesia English has been thought due to the fact elementary school and as a main issue in junior high school, and senior high school.

In English, there are four skills, including speaking, listening, writing and reading. With the intention to master English well, the students need to grasp the four English language skills. From the four language skills above, reading is one of the competencies that most emphasized, it plays critical component in our life. As stated by Hadley and Charles (2017), reading is the most essential aspect in foreign language skill, particularly in instances where students' have to read textual content in English for their understanding subject. Through reading the readers can discover the world and gain information. Pourhosein & Sabourni (2016), Reading is an interactive process in which readers construct a meaningful representation of text using effective reading strategies an methods. Reading is a multifaced method concerning word recognition, comprehension, fluency, and motivation. Learn the way readers combine those aspects to make meaning from print, according to Pressley & Afflerbach (2012).

Reading comprehension is a process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or senteces. Reading makes us understanding something that readers did no longer understand before and additionally enriches our knowledge. Reading can be thought as a way to draw records from a text and to form an interpretation of that facts. A common strategy for assessing the language understanding abilities in reading comprehension is to demonstrate that they can answer the questions about a certain text they read and tested in children when they are learning to read. After reading a text, they usually can not reproduce the entire text completely because of limited memory. But, they often can answer questions about narrative elements of the text, such as entitle, events and places. Thus, questions and answer method requires to examines high level of the abstract comprehension in reading text, stated by Kočiský & Schwarz (2018).

Reading comprehension plan in this study is using the question and answer method. the question and answer method is an activity design in which students categorize comprehension questions according to how and from what sources the questions are answered. This method is designed so that teaching and learning activities are more effective and can achieve the expected competencies, especially in learning reading comprehension. The questions that students ask determine the condition of their understanding, if they ask literal questions, then their understanding is limited to literal knowledge, but if students produce inferential, critical, and evaluation questions, then their understanding will be at a higher level.

The advantage of the giving question getting answers learning model is that students have the opportunity both individually and in groups to ask questions that are not yet understood, the teacher can also find out the students' mastery of the material presented, encourage students' courage to express their opinions and can foster mutual respect between students, stated by Yunus and Kurniati (2013). Thomas S. Kane (in Masruroh, 2015) explains that narrative text is an "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 arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. If interpreted literally, narrative means (1) a story either spoken or written about related events; (2) the part that is told in a literary work, different from dialogue; (3) the practice or art of storytelling. If it is concluded, then narrative text is a text that contains a story either written or unwritten and there is a series of interconnected events.

Since a proper method and media is needed in teaching and learning process to make it simple and easy to deal with, as stated by Hadi, M. S (2019). The purpose of the study is to improve students' reading comprehension by using narrative text. And based on the explanation above, the main problems facing by the students are choosing the right method to improve their reading comprehension. This research focuses on the use of proper method and media in teaching English using question and answer method with help of textual reading which is narrative text. It is to find out that there is effectiveness in using questions and answer method in reading comprehension with narrative text.

Method

This study is a descriptive study. It applied in classroom research to know the progress of the students' reading comprehension with question and answer method. The research conducted at SMA Bakti Idhata, with 40 students in 10th grade, class X-A, academic year of 2020/2021, which located in Jakarta. It used mixed methods research.

Mixed methods research includes the collection, analysis and integration of quantitative and qualitative data in a single and gradual study, according to Hanson (in Sarwono, 2013). Mixed methods are related to the use of more than one method in one or more research activities that use quantitative and qualitative approaches. The use of mixed methods in research takes place using several qualitative methods such as observation, and several quantitative methods such as surveys or experiments, cited by Creswell (2013). The classification score used in this study can be seen in the following table.

Table 1 The classification of the score

No.	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very Poor

This study used two groups, namely the experimental group which was taught using the question and answer method and the control group which was taught without using the question and answer method. To test reading comprehension skills, each group took the same test, namely pre-test and post-test. The reading text that used in this research was narrative text: Bawang Merah dan Bawang Putih. The design used in this study can be seen in the following table.

Table 2 Pretest and Posttest Design using Question and Answer Method

	Pre-test	Treatment	Post-test
Experiment	√	√	√
Control	√	-	√

Based on the design above, to investigate the students' improvement in their reading comprehension, it can be seen that the experiment class and control class has similarities and differences. The similarities are it has pre-test and post-test. While the differences are in experiment class used Question and Answer Method for the treatment, while in control class did not use treatment

Results and Discussion

The result and discussion based on the study that already done was effective. Giving questions and getting answer provides opportunities for students to express their own thoughts to their friends and discuss concepts that have not been understood in the lesson. Thus, this learning method was live up the class with a pleasant learning atmosphere and increase student learning participation. The discussion of students when answering the question about Bawang Merah dan Putih folklore was in the following table.

Table 3 Discussion of Question and Answer using Narrative Text

No.	Questions	Answer
1.	Who is the main character in the story of Bawang Merah dan Bawang Putih?	The main character of the story is Bawang Putih.
2.	Who is the antagonist character in the story of Bawang Merah dan Bawang Putih?	The antagonist character in the story is Bawang Merah and The Stepmother.
3.	What happened to Bawang Putih at the beginning of the story?	What happened at that time was Bawang Putih's mother died and her father remarried with Bawang Merah's mother. Then Bawang Putih's father died, so Bawang Merah and her mother always scolded and controlled Bawang Putih.
4.	What are the characteristics of Bawang Putih, Bawang Merah and the stepmother in the story?	Bawang Putih: a kind, patient, and obedient girl. Bawang Merah: a girl who has a cunning, evil, and rude character (antagonist). Bawang Merah's mother/Bawang Putih's stepmother: Widow who has a cunning, rude, evil character.
5.	What is the moral message of the story of Bawang Merah dan Bawang Putih?	The moral message that can be taken from this fairy tale is that people who do evil and are greedy will get what they deserve. However, every good deed will get good results too.

The result of the research after using question and answer method in the treatment of the group was as follow:

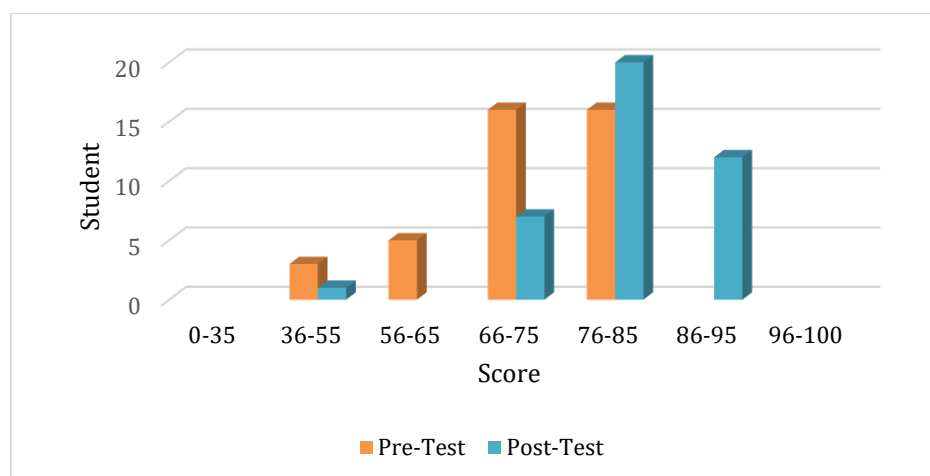


Figure 4 The Result of Research After Using Question and Answer Method

From the figure above, it explained the score of students' reading comprehension using question and answer method. The experiment group of the 40 students obtained the lowest pre-test score was 44 and the lowest post-test score was 52. The highest of the pretest score was 84, the highest of the post-test score was 92. The average pre-test score was 71.2 and the average post-test score was 80.2.

The students' classification score divided into seven categories, starting from the highest and the lowest: excellent, very good, good, fairly good, fair, poor, and very poor. Before the treatment was conducted, the student pre-test score was not very good. But when the treatment was conducted, the students reading comprehension was absolutely good. The students who got the score (excellent: 86-95) was 12 students, but there was no students who got it before. Most of the students got (good: 76-85) which was 20 students, while before that, 16 students got these-score. The student who got (fairly good: 66-75) was 7 students, while before it was 16 students which means there was significant different after it conducted the treatment. The students who got (fair: 56-65) before the treatment was 5 students, but now it was nobody. And last, the students who got (poor: 36-55) was only 1 student, while before that, it has 3 students.

The description of the data shows the difference of control group before the treatment and after the treatment. The value of students who have been taught using Question and Answer Method was higher than the value of students who were not taught using Question and Answer Method. This shows that using Question and Answer Method in improving students' reading comprehension in Narrative Text were effectively improved for all of the students.

Conclusion

Based on the results of the research and discussion, it can be concluded that there is an influence of the learning method of giving question getting answers through the group on the learning outcomes of students at SMA Bakti Idhata. This influence is effective for the students who got a treatment which is using question and answer method. Suggestions for further research regarding the giving question getting answers method should pay more attention to time allocation because the discussion session uses question and answer when giving question and getting answers will take quite a long time. We also recommend to readers and teachers to use fairy tales or folklore to teach students to read, but the stories must be familiar to students, because unfamiliar fairy tales cannot help students connect with their own knowledge background when reading. In addition, teachers should also pay attention to the abilities of students when choosing the texts to be used by teachers. The fairy tales that teachers use as teaching materials must match the stories of the students.

Acknowledgment

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