Improving Students' Ability In Reading Narrative Text By Using Reading Aloud And Question And Answer Technique At Smp Negeri 1 Langowan

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Abstract

This research is intended to prove whether reading aloud and the question-and-answer technique are effective or not in improving students' ability to read narrative text at SMP Negeri 1 Langowan. This research is classified as "classroom action research" because it was conducted in a cycle. The second-grade students were taken as a sample consisting of 19 students. The writer used a reflective journal, field notes, and tests in collecting data. The data were analyzed through the "triangulation" method. It is a qualitative data analysis technique in which related data are compared and evaluated to explain the parallel characteristics. The result shows that by applying reading aloud in Cycle 1, it was found that only 36.84 percent, or 7 students, of the 19 students could understand the text given with some comprehension, and it was categorized as unsatisfactory. By the application of question and answer in Cycle 2, it shows 52.63 percent of students, or 10 students, made progress in the teaching-learning process of reading ability development, and it was categorized as quite satisfying. In Cycle 3, the majority of students made great progress, with 68.42 percent or 12 students making great progress, and it was categorized as satisfying.

Keywords: Narrative text, reading aloud, question and answer

Abstrak

Penelitian ini bertujuan untuk membuktikan apakah teknik membaca nyaring dan tanya jawab efektif atau tidak dalam meningkatkan kemampuan membaca teks naratif siswa di SMP Negeri 1 Langowan. Penelitian ini tergolong "penelitian tindakan kelas" karena dilakukan dalam satu siklus. Sampel yang diambil adalah siswa kelas II yang terdiri dari 19 siswa. Penulis menggunakan jurnal reflektif, catatan lapangan, dan tes dalam mengumpulkan data. Data dianalisis melalui metode "triangulasi". Ini adalah teknik analisis data kualitatif di mana data terkait dibandingkan dan dievaluasi untuk menjelaskan karakteristik paralel. Hasil penelitian menunjukkan bahwa dengan menerapkan membaca nyaring pada Siklus 1, ditemukan bahwa hanya 36,84 persen atau 7 siswa dari 19 siswa yang dapat memahami teks yang diberikan dengan pemahaman yang cukup, dan itu dikategorikan kurang memuaskan.

Dengan penerapan tanya jawab pada Siklus 2 menunjukkan 52,63 persen siswa atau 10 siswa mengalami kemajuan dalam proses belajar mengajar pengembangan kemampuan membaca dan dikategorikan cukup memuaskan. Pada Siklus 3 sebagian besar siswa mengalami kemajuan yang baik, dengan 68,42 persen atau 12 siswa mengalami kemajuan yang baik, dan termasuk kategori memuaskan.

Kata kunci : Teks naratif, membaca dengan suara keras, tanya jawab

1. INTRODUCTION

Reading is one of the important language skills to be developed at the SMP educational level. This competence is important because with it, readers can get information, knowledge, comprehension, and ideas from reading texts. It is the act of interpreting printed, written words. It is a basic tool of education and one of the most important skills in everyday life. In reading a passage or a text, the reader must understand or comprehend the message or the idea given by the writer. Comprehension in reading means understanding what is read.

2. REVIEW OF LITERATURE

2.1 Reading Comprehension

According to Miller (1977:7), "reading" means the process of communication from one person to another through the medium of writing or printing. More concisely, the purpose of reading is to communicate the idea behind the words.

Finochiarro and Bonomo (197a:119) define reading as "bringing meaning to and getting meaning from printed or written material." This is similar to Miles (1975), who also points out that reading is decoding written words so that they can be produced orally. It is the ability to anticipate meaning in a line of print, but it is not concerned with the mechanical but with grasping ideas from groups of words that convey meaning.

The definitions above imply that it is more than just translating the written code into the spoken one. It also means understanding or comprehending printed material that serves its purpose.

"There are four types of reading, namely previewing, skimming, scanning, and critical reading" (Space and Space, 1969):

- Previewing is an organized, rapid coverage of reading material such as a chapter in a book report, a newspaper article, or other sources. In other words, this is a type of entire selection: title, headings, and subheadings with opening and closing sentences.
- Skimming is a broad preview, including not only the main ideas but also the supporting details. This is similar to Kennedy's (1981) idea that skimming is a way of reading text. The easiest way to skim is to look at the center section of the text, then run your eyes down the center area, getting them moved about over the page. Skimming is not reading every word, but reading very quickly to get general ideas about a text. Skimming cannot replace careful reading.
- Scanning is a type of reading that is used to quickly find specific information on printed materials without having to read the entire page. In connection with this case, it can be pointed out that scanning is a way of reading a text to get a piece of information, a piece of data, a name, etc., or a way of finding out if a text contains

the information needed. Scanning is very useful for finding information in indexes, catalogs, and content pages of books.

- Critical reading is a process in which the reader interacts with the material, resulting in a new or different perspective and understanding of the author's ideas.

    Abbot and Wingard (1981) classified reading in terms of reading for information and reading for pleasure.

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    This refers to a rapid glance through a text to determine its gist, the main idea. Eyes run quickly over the text to discover what it is about.

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    This term refers to a rapid glance through a text, either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose. The reader in this case is on the lookout for particular items in the text.

- Intensive Reading.

    Reading comprehension means the understanding, evaluating, and utilizing of information and ideas that are gained through an interaction between reader and author. According to The World Book Encyclopedia, Vol. 16, 1984, "Reading comprehension is a person's ability to grasp the meaning of what is read; it depends on the ability to recognize the use of words and their relationship to one another." A written text is generally about something. It contains meaning that informs the reader and provides him with knowledge, and it is what we usually refer to when we speak about reading comprehension. Reading comprehension is understood in the writer's concept used in this study as a general term for a variety of different types of reading skill, or alternatively, a set of reading strategies.

    Dechant & Smith (1977:237) point out the following elements of reading:

- Uteral comprehension includes the ability to get the primary direct, literal meaning of a word, idea, or sentence in context.
- It includes the ability to get deeper meaning, anticipate meaning, draw inferences, make generalizations, reason from cause to effect, detect significance, make comparisons, and identify purpose.
- Critical Reading. This level of comprehension includes the ability to evaluate the quality, accuracy, or truthfulness of what is read.

    Bums et al. (l9M:L77) state the level of comprehension in reading text as follows:

- literal comprehension,
- interpretative comprehension,
- critical comprehension, and
- creative comprehension.

    To be a good reader, it is important to learn to comprehend the units in the text. As the writer said before, to read means to read with understanding. Thus, in order to accomplish it, the reader must comprehend the meaning of words, sentences, paragraphs, and longer units. Bond et al. (L979:349) point out the units of comprehension in reading as follows: (1) words; (2) sentences; (3) paragraphs; and (4) longer units.

2.2 Reading Aloud

Reading aloud is one of the techniques for teaching reading. It is one of the initial steps in teaching English. Reading aloud practice is very important in the

teaching of English, particularly the teaching of pronunciation (Larsen 1986). The first task of the students when the technique is applied is to imitate the teacher; in this case, the students are asked to imitate and repeat after the teacher. The students' mispronunciation is immediately corrected by the teacher. Good pronunciation will help the reader understand a text. With this technique, students can also have a chance to pronounce every word aloud. Finally, the students will know how to pronounce the words. It is not just to let students repeat each word said by the teacher. Typically, such an exercise simply provides the type of pronunciation practice that could be better carried out in the language laboratory.

Reading aloud is a completely different activity; its purpose is not just to understand a text but also to give the information to someone else. This kind of reading is not usually done very often outside the classroom. Reading silently is much more usual. Examples of reading aloud are reading out the paragraphs of the newspaper to a friend or reading a notice to other people who cannot see it. When we read aloud, we look at the text, understand it, and say the words aloud.

2.3 Question and Answer

Question and answer is a common teaching technique used in teaching reading. Technique is implemented, and it occurs in a classroom, according to Richard and Rogers (1986).It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. ' It must be consistent with a method and therefore in harmony with an approach as well. It is a specific, reproducible way of doing something and therefore a predictably dependable process.

Question and answer is a practical teaching technique that is used to motivate learners' abilities to express ideas based on a given test. It emphasizes active skill so that the learner can produce the type of utterance provided in the text. With this technique, learners are trained to cope with speaking in terms of pronunciation, production of words, understanding of meanings, and the ability to listen to a discourse.

3. RESEARCH METHODOLOGY

3.1.Research Design

This research was carried out in the classroom, where the teaching and learning process takes place. It is classified as "action research" because it follows a cycle process.

About this type of research, Kemmis and McTaggart (1988:5) point out that "action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices."

This design was used in order to overcome students' difficulty in comprehending narrative text. The procedures of action research consist of the following:

- Planning
- Act and pay attention
- Reflection (feedback)
- Revised plan.

3.2. Planning Phase

In the step of planning in this research, the teacher prepared a strategy supposed to be effective in overcoming students' difficulty in reading comprehension. The team discussed and decided the action and strategy to be applied in the class. The students' willingness to participate in the learning process was the main focus of this research. For this purpose, the lesson plan that covered the preparation of assigning, testing, and evaluating is well formulated.

3.3. Acting Phase

This phase is the implementation of the plan. The researcher brought the plan into a practical setting in the classroom during this action phase, where it was implemented. This phase occurred together with observation.

3.4. Observation Phase

While the students are being taught, the researcher makes observations on every reaction and response shown by the students and puts them into notes. The result of the observation was discussed in the reflection phase.

3.5. Reflection Phase

Reflection was the final phase of the research. In this phase, the researcher went through the whole process to see whether the phases were effective or not. The strengths and weaknesses of the strategy were analyzed and evaluated for the next cycle, if needed.

3.6. Data Collection

Subject

The subjects of this research were 19 students in the second grade. Grade. The data collected were focused on the purpose of the study, especially the students' abilities to comprehend narrative text.

Instrument

The instruments used in collecting the data consisted of tests, field notes, and reflexive journals (commonly called "collaborative interpretation"; Whitmore, 19921). They were objective in the form of multiple choice, consisting of 20 items. They were given after each cycle to determine whether or not the problem had been solved.The field notes were taken by the research team during the class interaction. The reflexive journals were written by the students and handed in to the researcher after a cycle.

3.7. Data Analysis

The data were analyzed through the "triangulation" method (Denzin 1989). It is a qualitative data analysis technique in which related data are compared and evaluated to explain the parallel characteristics.This was done to see if the students' problem with reading comprehension of narrative texts had been solved all at once in order to assess their progress.

4. ACTIONS, FINDINGS AND DISCUSSION

Actions

Actions were taken following the research processes of planning, acting, observing, and reflecting. These processes were followed to answer the general question of whether this action research could overcome problems in the teaching-learning process of reading ability development. The actions were taken in line with the Three Phases of Procedures, in which

reading aloud, asking and answering questions, and the combination of the two, were implemented. It was believed that the teaching actions could assist the research team in overcoming the reading comprehension problem so that the students could understand the narrative texts presented.

Actions in Cycle I

In Cycle 1, the actions were taken in terms of reading aloud. Practically, these actions were done as follows:

Procedure

Pre-reading activity:

- The teacher asked the students some questions about the topic she had prepared, which concerned home life. This text is a transactional text.
- The teacher asked the students to guess the meaning of the words.
- The teacher asked the students to describe their families.

Whilst-reading activity:

The actions taken in this phase of activity were under the "reading aloud"
teaching technique.

- The teacher distributes the text.
- The teacher asked the students to read the text.
- The teacher asked the students to do the task.
- The teacher monitored the students' work.
- The teacher distributes the text.
- The teacher asked the students to read the text (for around 7 minutes).
- The teacher asked the students to do the task.

Post-reading activity:

- The students completed the task.
- The students reported their work.
- The teacher assigned homework.
- The teacher gave a test to the students.

Actions in Cyde 2

The teacher used Question and Answer to help students understand the native texts presented to them in Cycle 2.

Procedure:

Pre-reading activity:

- The teacher asked the students some questions about home life, which
- was a transactional text.
- The teacher asked the students to point out what they knew about the topic.
- The teacher asked the students to point out what they knew about home life.

Whilst-reading Activity:

In this phase of activity, the researcher emphasized the use of the question-and answer technique. Its procedures consisted of:

- The teacher gave a reading text to the students.
- The teacher wrote the difficult words given by the students.
- The teacher asked the students to read the text.
- The teacher assisted the students in finding the meaning of the words.
- The teacher allowed the students to ask questions about the task or exercise.
- The teacher gave a task to the students.
- The teacher asked the students to do the task.
- The teacher guided the students in a practice of questions and answers.
- The teacher monitored the students' work.

Post-reading activity:
- The students did the task given.
- The students reported their answers.
- The teacher explained what the students had done.
- The teacher gave a test to the students.
- The teacher assigned homework.

Actions in Chapter 3

In Cycle 3, the actions were done under the combination of reading aloud and the question-and Answer teaching technique. It followed the procedures below:

Procedure:

Pre-reading Activity:
- The teacher asked the students some questions about the topic (home life) of transactional text.
- The teacher asked the students to guess the words performed through gestures.
- The teacher asked the students to describe their families.

Activity to do while reading:

During the activity phase, the following procedures were used to combine reading aloud and the question-and-answer technique:
- The teacher distributed the text to the students.
- The teacher first asked the students to read the text silently.
- The teacher then asked the students to read the text aloud.
- The teacher asked questions about the text given.
- The students answered the questions based on the text given.
- The teacher asked the students to do the task individually.
- The teacher monitored the students' work.

Post-reading Activity:
- The students completed the task.
- The students reported their answers to the questions on the task.

Findings

Findings in Cyde I

Test in Cycle I

It was found in the result of the test that only 36.84 percent, or 7 students, of the 19 students could understand the text given with some comprehension. This was also unsatisfying. It can be seen in the following table:

Test on Cycle I:

Table 1. Result of Testin Cycle 1.

Student	Score
1	5
2	7
3	7
4	5
5	6
6	7
7	6
8	5
9	7

10	6
11	5
12	7
13	4
14	5
15	7
16	5
17	6
18	7
19	4

Field Notes in Cycle I

It was noted by the research team that only a very few of the students could understand the text given to them. It was considered an unsatisfying result of language learning because many could not read the text with understanding. In details, it could be observed that:

- Many questions asked by the teacher could only be answered by several students who belonged to those who had better English.
- The teacher did not follow the teaching procedures properly.
- The class was not active and enthusiastic to learn; the students seemed bored to learn.

Reflexive Juveniles in Cycle I

The reflexive journal entries written by the students in Cycle 1 generally pointed out that only a few of the students performed well in the teaching learning process of the reading ability development, which gave the impression of being unsatisfactory. In details, it could be summarized as follows:

- The students were not interested in reading the text.
- The students did not master the vocabulary. Many words in the reading text given are new and difficult.
- The teacher should give more assistance to the students with less mastery of English in discussing their answers, because not all the questions were understood.
- It was difficult to do the test.
- The students were not able to answer the questions.
- The time was very limited.
- Many students were not able to read the text aloud because they made mistakes in pronouncing the words.
- The teacher should inform each student individually about their test results.

Findings in Cycle 2

Table 2. Result of Test in Cycle II

Student	Score
1	6
2	7
3	7
4	6
5	7
6	7
7	7

8	6
9	7
10	6
11	6
12	7
13	5
14	5
15	7
16	5
17	7
18	7
19	5

The table shows that 52.63 percent of students, or 10 students, made satisfactory progress in the teaching and learning process of reading ability development.

Field Notes in Cycle 2

Based on the observations, it is possible to generalize that the students make quite satisfactory progress in the development of their reading abilities as follows:

- A number of students did not pay attention or participate in the teaching and learning practice.
- The teaching method seemed to be monotonous.
- A number of difficult words were found in the narrative text presented.
- There are many students who still cannot answer the questions asked by the teacher.
- The time given to the students to read the text was still not enough.

Reflexive Journals in Cycle 2

It was understood from the students' journals that a little improvement was made in this cycle. Many of them were convinced that they could make progress in their understanding of the English text given, which was quite satisfying.

- The time given to the students for reading was still not enough to have a full understanding of the whole text.
- The teacher asked the students too many confusing questions.
- Several students could do the exercise because they understood the difficult words in the text.
- The students wanted the teacher to correct the individual assignments given by items.

Findings in Cycle 3

Reflexive Juveniles in Cycle 3

It is possible to generalize from the students' reflective journals that the majority of them achieve maximum progress in reading ability development or satisfaction.They commented that:

- The students were enthusiastic to follow the lesson.
- The students were motivated to read English texts with comprehension, particularly narrative texts. Many students pointed out that they gained more vocabulary.
- The students were able to answer the questions together.
- The students were able to read and understood the vocabulary.

Field Notes in Cycle 3

In Cycle 3, there was great progress made by the students in developing their reading abilities. Many of them could read the English texts given with comprehension or something

satisfying. This means that the students' achievement improved. It was observed that:
- The students were working seriously and enthusiastically during the test.
- Students were responsive and motivated to follow the class by participating in the exercises given.
- By using the combination of reading aloud and the question-answer technique, following the three-phase procedure for teaching reading comprehension of narrative text, it was easy for the students to comprehend the whole of the text.
- The teaching and learning process ran as expected, allowing the class condition to be managed properly.
- The combination of reading aloud and question-and-answer techniques could encourage students to study and participate more in the learning process.

Cycle 3 is for testing.
The test in Cycle 3 shows that 68.42% (or 12 students) could make satisfying progress. This indicates that the students' ability to comprehend reading has improved. The results of the test can be seen in the following table:

Table 3. Result of Test in Cycle 3

Student	Score
1	6
2	7
3	8
4	7
5	7
6	7
7	8
8	6
9	7
10	6
11	7
12	7
13	6
14	5
15	7
16	6
17	7
18	7
19	5

Discussion
This section presents the findings discussion in the form of a comparison of the results. This consists of the comparison of the tests, the field notes, and the reflective journals.

Table 4. Comparisons of results

	Cycle 1	Cycle 2	Cycle 3
Test	Unsatisfying (36.84 %)	Quite Satisfying (52.63 %)	Satisfying (68.42 %)
Field Notes	Unsatisfying	Quite Satisfying	Satisfying
Reflexive journals	Unsatisfying	Quite Satisfying	Satisfying

It can be seen that there was a gradual increase in reading ability from cycle to cycle. In Cycle 1, it can be understood that most of them could not even read a simple English narrative text in terms of fluency. The students were unfamiliar with the vocabularies and found it hard to pronounce the words. They were uninterested in improving their reading skills because the teaching and learning process was tedious. This was thought to be unsatisfying.

The students' comments in Cycle 2 indicate that many of them still struggled with fluency and comprehension when reading. These problems concerned difficult words to memorize. However, the reflexive journals in this cycle pointed out that few of the students gained more progress or were quite satisfied.

In Cycle 3, the students' reflexive journals indicated that they could improve their reading ability. Most students demonstrated their ability to understand the reading passage given. They knew the meanings of the words contained in the telt. Most of them liked the English class in which reading was the focus. Many students improved their reading skills as a result of the welcoming classroom environment and variety of teaching techniques in which they could actively participate, particularly in group discussions. This was thought to be satisfying.

5. CONCLUSION

Based on the data presentation and analysis, the writer concludes that, using reading aloud in Cycle 1, students' enthusiasm to read has increased, though some weaknesses in comprehension can still be identified. This is true based on the findings in the tests, field notes, and reflexive journals. The result of the action was generally considered less satisfying. Using the question-and-answer technique in Cycle 2, the students' competency in reading comprehension of narrative texts improved. These findings were better than the earlier cycle. Applying the combination of reading aloud and question and answer techniques in Cycle 3 with a focus on students' active participation for comprehension, substantial progress was made by the students in comprehending narrative texts. The research yielded positive results as a result of this action. It can be seen that from cycle to cycle, the students made progress in comprehending narrative texts. This means that this action research project succeeded in overcoming students' problems in developing their reading competency of narrative texts.

6. SUGGESTION

Using the combination of reading aloud and question and answer could be an alternative to overcoming classroom problems in reading comprehension all at once to improve the students' ability to understand narrative text.

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