ABSTRACT

TEACHING NARRATIVE TEXT IN READING COMPREHENSION BY USING DECISION MAKING TO THE EIGHTH GRADE STUDENTS OF FITRA ABDI JUNIOR HIGH SCHOOL OF PALEMBANG

BY

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The problem of this study was"is it effective to teach reading narrative text in reading comprehension by using decision making to the eighth grade students of Fitra Abdi junior high school of Palembang?."The main objective of this study was to find out whether or not it is effective to use decision making reading in teaching reading narrative text. This study was done through the pre-experimental method. The population of this study was 60 eighth grade students with 30 students as the sample which was chosen though cluster rendom sampling. The technique for collecting the data was a written test, pre-test and post-test. The data were analyzed through the formula of matched t-test. The result of this study indicated that after teaching narrative text in reading comprehension by using decision making,the students mastery of reading comprehension improved. Their everage level increased from the (6.11) to the (6.95). it was supported by the result of the data analysis that showed the t-obtained 6.461 which exceeded 1.671 as the critical value. It mean that the Ho was rejected, and Ha was accepted. It could be concluded that it was effective to teach narrative text in reading comprehension to the eighth grade students of Fitra Abdi junior high school of Palembang.

Keywords: teaching, narrative text, decision making

1. Background

In Indonesia, English is a foreign language besides other international languages. Learning English means learning the four language skills, namely: listening, speaking, reading and writing. According to Wood (1991:4) reading is one of the language skills that constitute a process to obtain a lot of information and to understand the idea found in the text. By reading, the students could acquire a value able source of information that can improve their thinking to generate ideas and solve problem.Smith and Robison (2000:5) define reading as an active attempt to understand a written message, in addition,Tarigan (1990:7) states that reading is a process which is done and used by the reading to get the message from the words written by the writer.Reading is most dominant skill in learning any subject because the ability to read is not only a performance the pronounce tha passage but also the understanding of the message from the passage text. It means we have to understand what we read. May (1982:6-7) states that reading is nothing or useless.

One way to help the students to solve the problem in studying narrative text was use discussion group. By using discussion group, the students was able to solve the problem after discussing the problem with other people, they could make decision. According to Harris (1980:1), decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker. Making a decision implies that there are alternative choices to be considered, and in such a case the writer want not only to indentify as many of these alternatives as possible but to choose the one that best fits with our goals, objectives, desires, values and so on.

Positive self-evaluations of progress increase pupils' beliefs about their capabilities to learn and sustain their motivation According to Bandura,Schunk and Zimmerman (1977:14)

Showing enthusiasm about teaching, and by showing interest in their work. Using innovative, creative, clear ways for presenting a concept, providing examples, and allowing the opportunity to apply concepts in various contexts. Giving learners the opportunity to gain a sense of ownership in the educational process. It means that students participate in decision-making activities that directly in the classroom environment, such as collectively deciding class rules. They help to make decisions that their education, such as selecting texts to be used in a lesson, and giving suggestions about which activities was use in the reading programme. Unfortunately, there is no sure way to determine reading readiness. Each child was In uenced by a variety of emotional and environmental factors that determine if the child was prepared to learn to read. Teachers can help to facilitate or enhance factors that may be underdeveloped in a child, by providing an educational environment that nurtures the children's intellect, interests, emotional development and skills. It is important to emphasize that teachers can help by understanding that learners do not reach certain levels of maturity at the same time, and that they have not had the same experiences. However, this variety among learners, if creatively utilized by the teacher, can itself be a source of motivational force.

In this case, the writer would only focus on the eighth grade students of Fitra Abdi junior high school of Palembang. The problem that happens to most of students is the lack of comprehension in reading. This based on the writer's experience when doing field experienced (PPL) in Fitra Abdi junior high school of Palembang. It was found out that the students low ability and low reading achievement. Then, the writer identifield the couse of that problem as follows. then the first is that the teaching and learning activities of English subject expecially in teaching reading is teacher-centered. The students lack of the opportunities to express their ideas, ask question and work in groups.

Based on the description above, the writer was interested in doing reasearch entitled"Teaching narrative text in reading comprehension by using decision method to the Eighth Grade Students of Fitra Abdi Junior High School of Palembang".

Based on the limitation above, the formulation of this problem is as follows:"is it effective to teach narrative text in reading comprehension by using decision making to the Eighth grade students of Fitra Abdi Junior High School of Palembang?"

2. The Concept of Teaching

According to Saleh (1997:16), teaching is a skill for it demands the ability attained from relevent theories and practice to assist the students expertly in leraning, so they are able to pain linguistic and communicative competence in the target language.

Teaching is an alternative process between the teacher and students and among students themselves. In order words, teach is not explaining everything by an all knowing teacher, but asking probing question, giving the students time to think and respond so that classroom interaction may come enlightening for all concern (Maurince in Saleh, 1997:20)

According to Nathan Gage (1964:269) teching is guiding and facilitating lerning, enabling the learner to learn, setting the conditions for learning, your understanding of how the learner learns will determine your philosophy of education, your teaching stile, your approach, methods, and classroom technique.

3. The Concept of Reading Comprehension

Smith and Robison (2000:5) define reading as an active attempt to understand a written message, in addition, Tarigan (1990:7) states that reading is a process which is done and used by the reading to get the message from the words written by the write.

Thorndyke (2004:51) comprehension is a process of integrating new sentences with antecedent information in extrasentential structures.

According to Rubin (1993:194), reading comprehension is a complex intellectual process involving a number of ability. The two abilities involve words eaning andverbal reasoning. It means reading comprehension is the ability to derive meaning and understanding the printed language.

The IRA Dictionary defines reading comprehension just us fully, and its multiple definition include :

- Understanding what is read
- Understanding in relation to a presumed hierarchy of comprehension processes
- Interpreting
- Evaluating
- Reacting in a creative,intuitive way.

4. The Concept of Narrative text

According to Hazel (2007:2)Narrative is our fundamental means of comprehension and expression for this time-locked condition.

Accorrding to Barthes (1977:79) The narratives of the world are numberless. Narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different substances – as though any material were fit to receive man's stories.

Able to be carried by articulated language, spoken or written, fixed or moving images, gestures, and the ordered mixture of all these substances; narrative is present oll of about, legend, fable, novella, epic, history, tragedy, drama, comedy, cinema,comics, news item, conversation. Moreover, under this almost infinite diversity of forms, narrative is present in every age, in every place, in every society; it begins with the very history of mankind and there nowhere is nor has been a people without narrative. All classes, all human groups, have their narratives, enjoyment of which is very often shared by men with different, even opposing, cultural backgrounds. Caring nothing for the division between good and bad literature, narrative is international, transhistorical, transcultural: it is simply there, like life itself .

Narrative texts have three characteristics. (http://genre-texts.blogspot.com/2012/11/generic-structure-of-narrative-text.html)

1) The Generic Structure of Narrative
   a) Orientaion
      It sets the scene and introduces the participants. It answer the question : who, when, what, and where
   b) Complication
      It tells the problems of the story and how the main characters solve them
   c) Resolution
      The crisis is revolved, for better or worse

   d) Re-orientation
      The ending of the story

The example of narrative text (http://englishstory12.blogspot.com/2012/02/good-stepmother.html)

The Good Stepmother

Orientation

The old witch looked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Complication

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch.

4

Resolution

The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom learning against the door and crept inside. The witch was putting some stew in the oven when the stepmother shut the door.

Re-Orientation

"Children, I have come to save you," she said, hugging them tightly. "I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again." They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

2) Linguistic Features
  a) The use of noun phrases (a beautiful princess,a huge temple)
  b) The use of connectives (firs, before that, then, finally.)
  c) The use of the sample past tense
  d) The use of action verbs
  e) The use of thinking verbs, feeling verb, verb of sense
3) Kinds of Narrative Text
  a) Legend
  b) Fable
  c) Fairy tale
  d) Science function

5. The Concept of Decision Making

Decision making consists of three principal phases: "finding occasions for making a decision; finding possible courses of action; and choosing among courses of action.The first of these phases he called *intelligence*, "borrowing the military meaning of intelligence. The second *design* and the third *choice*. Another influential subdivision of the decision process was proposed by Brim et al. (1962:09).

They divided the decision process into the following actifities:
  a. Pre-activity
    1. The teacher asks to the students to indentifying the problem about the topic
    2. The teacher gives abtaining necessary information about the topic
  b. whilst activity
    1. the teacher present some information about the difficult word
    2. the teacher asks the students to find the problems about the the topic
    3. the teacher give the solution to the students to find out the answer about the question in each group

c. post-activity
1. the teacher give the evaluation to the students related to the topic about "the good stepmother"
2. the teacher gives the strategy to the students when they make the decision making for their performance.

A decision problemis considered to exist, when a planner or a decision maker (DM) perceives a discrepancy between the current and desired states of a system, and when the DM has alternative courses of action available, the choice of action can have a significant effect on this perceived difference; and DM is motivated to make a decision, but he is uncertain apriori as to which option should be selected.

Decision making problems are very common in the scientific literature. They can be implemented in a lot of environments such as in statistics, engineering, economics and politics. In this paper, we focus on a decision making problem about the selection of studies plan in a school.

Decision making can be regarded as the mental process (cognitive process) resulting in the selection of a course of action among several alternative scenarios. Every decision making process produses a final choice. The output can be action or an opinion of choice.

The purpose of this method to make the students understand with the story by using the question as the way to understand the story. The example of the question is like" What would you do if you are the character?"or"Do you like the character?Why or Why not?"

6. Method of The Research

Thisstudy used pre experimental method. Based on Arikunto (1996:85), pre experimental method does as much to times namely, before and after experiment.

The designing pre test and post test is:

$$\textbf{O1 X O2}$$

Reference:

O1   = pre test

X   = Treatment

O2   = post test

The pre-experimental method was used in this study because the writer wanted know the effectiveness of decision making reading in teaching narrative text in reading comprehension to the eighth grade students. To conduct this study thw writer applies the following procedures:

1) Surveying the literature relating to the problem
2) Indentifying and defining the research problem
3) Formulation hypothesis
4) Constructing and experimental plan:
    a. Identifying all experimantel variables that might contaminate the experiment and determining how to control them by using decision making
    b. Selecting the subjects of the research as the problem
    c. Selecting or constructing valid instrument to measure the out come of the experiment
    d. Selecting or constructing valid instrument to measure the outcome of the experiment
    e. Collecting data by using written test. In the forms of the pre-test and the post test
5) Conducting the experiment
6) Analyzing the data

7. Technique for Collecting the Data

In collecting the data, a test wa used. Test is method of measuring a person's ability or knowledge in given area. There were one kinds of test, which was given twice. A pre-test was given before doing the tratment and post-test after doing the tratment. The writer give the same material the pre-test and post test in the form of multiple choice test. The test item consists of 40 items. The times was 90 minutes. Even through the question given to the students are taken from text book, the writer measures the reliability and validity of the question in order to get a valid result of measurement.

8. Interpretation of The Study

Based on the finding above, it could be interpreted that thme use of decision making reading in teaching narrative text to the eighth grade students of Fitra Abdi Junior High School Of Palembang enable them to get better score. It means the decision making reading was signifacantly effective.

Teaching narrative text in reading comprehension by using decision making makes students greatly focus on concentration, and certain strategies. The students should be able to read well in order to achieve their goal for communication. The students will read more comfortably and comprehend better than when they feel relaxed. The adventages of decision making reading method are as are the students are motivational and concentrated to read in high interest level, the students self esteem in enhances, the students enjoyment in reading is provides, the students oral language skill are promotes. The result of the study indicated that decision making in reading was effective in teaching narrative text because most of students enjoyed and get many information about the lasson. In this study the writer used decision making in reading narrative text baceause the writer know that the eighth grade students of junior high school were motivated by using decision making reading method. The result of t-obtained was 6.461. Maenwhile, its critical value at 0.05% significance level with df 29 was 1.671 and t-obtained (6.461) was higher then t-table (1.671) as a critical value. In

other words, null hypothesis was rejected and alternative hypothesis was accepted. It means that the use of decision making reading was significantly effective in teaching narrative text in reading comprehension.

9. Conclusion

From the previous chapter, it was found that the students score in pre-test was 6.11. After doing taught reading by using decision making reading narrative text, the students mean scores in post-test was 6.95. In other word, the result of the study indicated that decision making in reading was effective in teaching narrative text because most of students enjoyed and get many information about the lasson. The result of t-obtained was 6.461. Maenwhile, its critical value at 0.05% significance level with df 29 was 1.671 and t-obtained (6.461) was higher then t-table (1.671) as a critical value. In other words, null hypothesis was rejected and alternative hypothesis was accepted. It could be concluded that it was effective to Teach Narrative Text In Reading Comprehension To The Eighth Grade Students Of Fita Abdi Junior High School Of Palembang.

Having analyzed the result of the test, the writer could conclude that teaching narrative text in reading comprehension by using decision making to the eighth grade students of Fitra Abdi junior high school of Palembang give good effect and constribution to the students mastery in reading comprehension.

10. Suggesion

Based on the result of this study and discussion in the previous chapter, there are some suggesions that the writer would like o present. The suggestions below are proposed to the teacher of English, the students, and the other researchers, for institution. For teacher of english, it is suggested that they do the following points:

1. For teacher of english can apply the decision making to stimulate the interst the students in learning reading narrative text though this technique the process of learning English will make the students enjoyable and more focus.
2. The teacher should create the situation in her classroom to be active and challengig. In this chase,the teacher expected to encourage the students to participate actively in learning English, especially in reading comprehension.
3. The teacher should give some motivation to the students toward the lesson, so the students will enjoy in learning English.
4. The result of this study would be useful in applying decision making as one of a alternative, in teaching narrative text in reading comprehension

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