

TEACHING READING NARRATIVE TEXT THROUGH ANCHORED
INSTRUCTION STRATEGY TO THE EIGHTH GRADE STUDENTS OF STATE
JUNIOR HIGH SCHOOL 46 OF PALEMBANG

Riza Yoga Indriani

rizayogaindriani.ryi@gmail.com

Islamic School of Al Azhar Cairo Palembang

Abstract: The main purpose of this study was to find out whether or not there was any significant difference between students who taught by using Anchored Instruction Strategy to the eighth grade students of State Junior High School 46 of Palembang. This research was conducted by using quasi-experimental design, that is, pretest posttest non equivalent control group design that compare 2 groups of the students. The population consisted of 276 students from the eight classes of State Junior High School 46 of Palembang in academic year 2017/2018. The sample of the study was selecting by purposive sampling involving 62 students as the sample. Thirty one students were in the experimental group and thirty one students in the control group. To collect the data, a written test in multiple choice was used. The written test was administered twice as pretest and posttest. the result of the test analyzed by using t-test (paired sample t-test and independent sample t-test. In this study, the value of t-obtained was higher than the value of t-table ($7.93 > 1.697$) consequently the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In conclusion, the use of Anchored Instruction Strategy was effective in teaching reading of the eighth grade students in improving reading comprehension achievement, particularly narrative paragragph.

Keywords: *reading, reading achievement, anchored instruction strategy, and narrative text.*

I. INTRODUCTION

In this era, reading is one of the major skills to develop knowledge besides listening, speaking, and writing. Hermida (2009, p.21) mentions that reading provides a cognitive skills for a reader to build a meaning from a text such as the ability to analyze, synthesise, solve problems, and

thinks meta-cognitively. Reading gives an access to obtain the information because it is able to give valuable knowledge from authors to the readers who want to find information. The source of information can be uncovered in the internet, book, journals,

newspaper, magazine, TV, etc. By reading, the reader can exacerbate their knowledge.

In this study, the writer focuses on narrative text that has some aspects to comprehend by the eighth grade of junior high school such as the generic structure, social function, and language features.

Narrative text is considered as the most interesting story, that is the reason most of students are extracted to read a narrative text (fairytale, fable, legend, myth, science fiction, etc) that can make them enjoy reading.

Beside that, Sarwo et al., (2013, p.3) explains the problems that are faced by student in reading, particularly in a narrative text. First, most of the problems faced by them are the lack of vocabulary that makes them are not familiar with the words available in the text or passage. Second, difficult to understand the generic structure of narrative text. The last, unable to conclude the content of paragraph.

In addition, the result of interview between the writer and teacher of English at State Junior High School 46 of Palembang showed that the students' English scores in reading were still low and there were some difficulties faced by students in reading English text, especially in a narrative text. First, they had difficulties to comprehend the context or content and got the information from the text, for example

Manik and Sinurat (2015, p.172) state "narrative is a type of writing which tells an event or process chronologically in certain time" whereas according to Dymock (2007, p.161), "narratives are more than simple lists of sentences or ideas."

determined main idea or topic of the text, found the details, and concluded the text. Second, they got difficulties to determine the general structure of the narrative text, for example orientation, complication, resolution, re-orientation, and evaluation. Third, most students translated an individual words without conveying the message or content what the author meant in the text, because they were limited of vocabulary and lacked of grammar understanding, for example the use of simple past tense and adverb of time (long time ago, once, once upon a time).

Related to teaching English as a foreign language (TEFL), Jaya (2018) teacher of English should motivate their students to read English text by using appropriate strategies in teaching reading in order to the students could comprehend what they read in the target language. Thus, anchored instruction strategy is useful to help the students to develop a sense of story and realize that the setting, events, and character of a story are interrelated.

Anchored instruction strategy is a strategy to help students understand a narrative text easily by giving a problem or issue from teacher through multimedia format, then students in group must discuss a solution together. Commonly, anchored instruction strategy is almost same as problem-based-learning, but anchored instruction strategy emphasizes on the use of multimedia as a tool of teaching learning. Moreover, “anchored instruction strategy is a teaching strategy for teaching reading in which the students will use such a technology, for example by watching through video that reflects the content of the text” (Hadsah & Rini, 2013, p.3). Therefore, the students are easier to understand the content of story such as determine the main idea or conclude the text and general structures of narrative text, the use of past tense and adverb of time in narrative text, and also memorize the vocabulary by anchored instruction strategy.

Based on description above, the writer was interested to conduct a study entitled **“TEACHING READING NARRATIVE TEXT THROUGH ANCHORED INSTRUCTION STRATEGY TO THE EIGHTH GRADE STUDENTS OF STATE JUNIOR HIGH SCHOOL 46 OF PALEMBANG”**.

II. THEORETICAL FRAMEWORK

2.1 Concept of Teaching

According to Brown (2000, p.7), “teaching cannot be defined apart from learning”. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

While Newton (in Saleh 1997, p.16) states that:

Teaching is a profession conducted by using a combination of art, science, and skill. It is an art because it relies on the teacher’s creative provision of the best possible learning environment and activities for his/her students. It is a science since it is a system, an ordered set of ideas and methods used by the teacher in doing his/her main jobs: plan a lesson, implement the plan in the classroom, and evaluate the outcome of the activities.

Moreover, Jones et al., (in Burns and Siegel 2018, p.12) mentions “innovative teaching occurs, not because the approaches are new, but because teachers and teacher educators have the courage and persistence to think creatively and to initiate or extend teaching strategies that are ‘outside the box’ in their context.

So, based on the statement above, teaching is a process for delivering knowledge and skills from a teacher as a facilitator, mentor, motivator, guide, role model, and planner with aim to achieve the target language using a variety methods or strategies in the classroom in order to make students be interested in teaching learning process.

2.2 Concept of Reading

Stephenson and Harold (2009, p.14) state "reading is a part of the way we use language indaily life to gather information, communicate with others and also for enjoyment." Reading is more than just a pleasant, interesting, and informative experience.

Harmer (1998, p.68) defines that:

Reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Based on the theories above, it can be concluded that reading is an active

process of getting information from the text transfered by the writer/author, where the reader need to understand the content of the text. by using a variety of strategies. From reading, a reader can get many benefits such as it could build up a knowledge, vocabulary, and improve focus and concentration.

2.3 Concept of Narrative Text

Mislaini (2015, p. 3) mentions "narrative text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader." Beside that, according to Ismaya (2014, p.4), narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. It is written with certain characteristics and itifs language features. It tells an event or process chronologically in certain time, whether true or fictional.

Sulistyo (2013, p.172) suggests the generic structure of narrative text is divided into five element, as follows:

1. Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation

of narrative text tells who the character was / where, where it happened, when it happened.

2. Sequence of Events (complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes the story more interesting because the character is prevented to reach his or her wants. It is in the middle of story.

3. Resolution

How the problem was solved it also called solving problem. A satisfying narrative we will give the resolution of the problem.

4. Re-orientation (additional)

It tells what the story has told or tells again the character and contains the message of moral value to the readers.

5. Evaluation (additional)

This part can be joined in orientation part. It contains the narrative begin. Evaluation tells about the time and place of the event being storied.

Furthermore, there are several linguistic features of narrative text as below (Mislaini, 2015, p.4):

1. Using sentence patterns simple past tense
2. Usually begins with the adverb of time (Adverbs of Time) such as : long

time ago, once, one, once upon a time.

Moreover, narrative genres include (in Yimwilai, 2009, p.9.):

1. Realistic fiction, such as tales about children
2. Fantasy
3. Fairy tales, folk tales, and tall tales
4. Fables
5. Mysteries
6. Humor, language play
7. Historical fiction, set in a period in the past
8. Plays
9. Narrative poetry, poems that tell stories
10. Real-life adventures
11. Biographies and autobiographies

In summary from definitions above, narrative text is an imaginary story with the aim to amuse or entertain the readers or listeners. There are many kinds of narrative text that are interested for students to read for example fable, fairytale, legend, fantasy, folktale, etc. From reading narrative text, it is hoped to develop students' reading comprehension.

2.4 Concept of Anchored Instruction Strategy

“An anchor is often a story, occurrence, or situation that includes a problem or issue to be dealt with that is of

interest to the students” (Chen 2012, p. 109). Hadsah & Rini (2013, p.3) explains that anchored instruction strategy is a teaching strategy for teaching reading in which the students will use such a technology for example by watching through video that reflects the content of the text.

This strategy is also similar to problem-based learning, but not as open-ended. It is explained that anchored instruction strategy is a strategy that helps students easy to understand a written text by discussing the topic in text and make a conclusion together.

Bransford et al., (1990, p.123-124) states that anchor instruction begins with a focal event or problem situation that provides an anchor for students’ perception and comprehension. The focal event or anchor can be a verbal (written or oral) and video-based anchor, but the providing video-based anchor has more advantage than verbal format, because video-based anchor contains much richer sources information and it has a veridical representation, so that the students are more understand deeply about a certain concept, and it will develop pattern recognition skills.

In conclusion from statements above, Anchored Instruction Strategy is one of the strategy in teaching, provides the problems or issues in a story, adventure,

situation by using verbal format or technology based learning, but it prefers to use a video in teaching learning which is connected to the materials. So, the role of teacher is providing the context of a problem in video based format in order to facilitate the students through the anchored based learning process. While the students have to solve the problems that have been given by a teacher using Anchored Instruction Strategy.

2.5 Procedure for Teaching Reading through Anchored Instruction Strategy

Westwood (2006, p.46-47) explains a set of procedures for developing or using Anchored Instruction Strategy :

1. Teacher or instructor introduces the anchor problem or case in video-based format.
2. The group discusses the issues involved, and individuals share their experiences of real-life situations that may relate in some way to working through the problem or case.
3. Students then work on the problem in small groups, drawing on any resources (human or material) required.
4. Groups later share and discuss their possible solutions and offer

suggestions to help refine final decisions.

There were a various opinions about the procedure of anchored instruction and the writer agreed to Westwood's procedures (2006, p.46-47). So, the writer modified and used this procedure to teach reading a narrative text as follows:

1. Pre-Activities

- a. Teacher greeted the students as an opening activity.
- b. Teacher checked the attendance list.
- c. Teacher reviewed the last materials that have been explained.
- d. Teacher gave motivation to the students by giving question related to the story that was explained.
- e. The teacher explained the objectives of the lesson.

2. Whilst-Activities

- a Teacher asked the students's opinion about reading comprehension.
- b Teacher introduced the concepts the purpose of anchored instruction strategy.
- c Teacher explained some difficult vocabularies from the text.
- d Teacher presented the material that was learned in reading narrative text using anchored instruction strategy (video-based-learning).
- e Teacher divided students in group.

f Teacher provided some questions/problems that were related to the topic, and students in group must be able to answer the questions et the end of watching the video.

g Teacher prepared the instruments audio-visual such as video/short movie in narrative text with themes fable.

h Teacher gave students in group enough time to discuss a solution and answer the questions that have been given.

3. Post-Activities

- a Teacher evaluated the classroom's activity to get the students' score.
- b Teacher and students concluded the materials together.
- c Teacher asked the students to learn the next materials that will be learned.
- d Teacher ended the class by saying good bye and thank you.

2.6 Benefits of Anchored Instruction Strategy

Westwood (2006, p.47) explains the advantages of using Anchored Instruction Strategy in teaching learning:

1. It is a motivating approach to learning. This strategy provides a video as media for learning, so it will motivate

the students be interested to the materials visually to find out and develop a main idea or conclude the text.

2. It makes relevant use of current technology. By using technology, teaching learning in the class becomes more easier.
3. Students are more likely to become confident and independent thinkers. The students is expected to think the solutions and solve the problems related to the materials. It also expects the students to think about the tenses and adverb of time in the narrative text

III. RESEARCH PROCEDURE

3.1 Method of the Study

Creswell (2014, p170) mentions there are some types in experimental research such as pre-experimental designs, quasi-experiments, true experiments, and single-subject designs. In this study, the writer used quasi-experimental design, non-equivalent control group design. In, quasi-experimental, the investigator uses control and experimental groups but does not randomly assign participants to groups.

The writer divided the samples into 2 groups as control and experimental group,

where the writer administered a pretest to both groups, conducted experimental treatment activities using Anchored Instruction Strategy in experimental group only and using manual or conventional technique in control group, and then post test applied between two groups with the aim at finding out the difference result.

According to Creswell (2014, p.172), the design can be diagrammed as follows:

$$\begin{array}{c} \underline{\text{EG O}_1 \text{ X O}_2} \\ \text{CG O}_3 \text{ - O}_4 \end{array}$$

3.2 Population and Sample

The population of the study was all of the eighth grade students of State Junior High School 46 of Palembang in the academic years of 2017-2018. It consisted of 284 students for 8 classes.

In this study, the writer took the sample from the population by using purposive sampling. Purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information will provide the data they need (Fraenkel et al., 2012, p.100). The sample of experimental class was VIII.4 class that consisted of 31 students and the sample of control class was VIII.5 class that consisted of 31 students.

3.3 Technique for Collecting Data

In collecting the data, the writer used a written test in multiple choice into 2 terms as pre-test was used to find out the students' reading comprehension in narrative text before treatment, and the post-test was used to find out the students' reading comprehension in narrative text after having the treatment.

3.4 Technique for Analyzing the Data

In analyzing the data, the writer used paired t-test (matched t-test/dependent t-test) and independent t-test using statistic calculation of t-test formula.

IV. FINDINGS AND INTERPRETATION

The paired and independent sample t-test showed that there was significant difference on the Eighth Grade Students' reading narrative text between those who were taught by using Anchored Instruction Strategy and those who were not of State Junior High School 46 of Palembang. In paired sample t test, the result of t-obtained in experimental group was -10.4 (left-side test), where the value of t-table was 1.697 at significance level of 0.05 and with one tailed testing. Since the value of t-table obtained was lower than the value of t-table ($-10.4 < 1.697$) consequently the null

hypothesis (Ho) was rejected and alternative hypothesis was accepted.

Moreover, the result of t-obtained in independent sample t-test was 7.93 at significance level of 0.05 and with one tailed testing. Since the value of t-obtained was higher than the value of t-table ($7.93 > 1.697$) consequently the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

V. CONCLUSION AND

SUGGESTIONS

Conclusion

Based on the findings and interpretations, there was significant difference on the Eighth Grade Students' reading narrative text between those who were taught by using Anchored Instruction Strategy and those who were not of State Junior High School 46 of Palembang. The result of paired sample t-test, the result of t-obtained in experimental group was -10.4 (left-side test), where the value of t-table was 1.697 at significance level of 0.05 and with one tailed testing. Since the value of t-table obtained was lower than the value of t-table ($-10.4 < 1.697$), consequently the null hypothesis (Ho) was rejected and alternative hypothesis was accepted. Moreover, the result of independent sample t-test, the result of t-obtained was 7.93 at significance level of 0.05 and with one tailed testing.

Since the value of t -obtained was higher than the value of t -table ($7.93 > 1.697$), consequently the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means there was significant difference on the Eighth Grade Students' reading narrative text between those who were taught by using Anchored Instruction Strategy and those who were not of State Junior High School 46 of Palembang

SUGGESTIONS

There are some suggestions that can be offered as the follow up on this study:

For Teachers of English

A teacher of English must pay attention to the factors of field of education such as: lesson plan, learning strategy, media, students motivation, and classroom atmosphere. Besides that, as a facilitator, teachers have an obligation to transfer knowledge and information about the materials to students using an appropriate strategy. The teacher of English are suggested to apply Anchored Instruction Strategy in teaching learning process, especially in reading narrative text, because the use of multimedia or video-based-format makes a teaching learning process easier and the students are easy to comprehend the materials.

For Students

The students of English are expected to pay attention to the teacher's explanation about the lesson and participate actively in teaching learning especially in reading narrative text through Anchored Instruction Strategy. Moreover, it is hoped the students will have a high motivation, especially in reading so they will be able to have eagerness to maximize their potential in academic achievement.

For Other Researchers

Other researchers are suggested to conduct a similar study on the other skills like speaking, listening, and writing at other level of students for the improvement of teaching English.

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