



TEACHING NARRATIVE READING BY USING CHARACTER QUOTES
STRATEGY TO THE ELEVENTH GRADE STUDENTS OF MAN 1
PALEMBANG

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Abstract: The objectives of this study are to find out whether or not there is a significant improvement before and after the treatment on the eleventh grade students' reading comprehension scores of MAN 1 Palembang by using Character Quotes strategy and to find out whether or not there is a significant difference on the eleventh grade students' reading comprehension scores of MAN 1 Palembang between the students who are taught by using Character Quotes strategy and those who are not. In this study, the researcher used Quasi Experimental Design using pretest-posttest nonequivalent groups design. Purposive sampling was used, where 30 students belonged to experimental group and 30 students belonged to control group. In collecting the data, test was used. The test was given twice to both experimental and control groups, as a pretest and posttest. To verify the hypotheses, the data of pretest and posttest were analyzed by using independent sample t-test and paired sample t-test in SPSS program. The findings showed that the p-output from paired sample t-test (sig2-tailed) was 0.000 which was lower than 0.05 and t-value 11.399 was higher than t-table with $df=29$ (2.0452). The result of p-output from independent sample t-test was 0.001 which was lower than 0.05 and the t-value 3.465 was higher than t-table with $df=58$ (2.0017). It means that teaching narrative reading by using Character Quotes strategy had significant effect on the students' reading comprehension scores.

Keywords: *Character Quotes Strategy, Teaching Narrative Reading*

Introduction

Language is one of the most important things in communication and it cannot be separated from our life. According to Javed, Xiao, and Nazli (2013, p. 130), language is an effective way to communicate our feelings. It means that language is a communication to express a message of the speaker's idea to listener. One of languages that human use for communication is English. English is considered as a first language, second language and foreign language. Patel and Jain (2008, p. 20)



state that English as a foreign language has a very complex system of vowels. In Indonesia, the government has considered English as the most important foreign language and the compulsory foreign language subject that must be learnt by students in every school level.

In learning English, there are four major language skills. They are listening, speaking, reading, and writing. All of those skills are important especially reading. Carrel (1998, p. 1) says that reading is one of the four skills considered as the most important in learning English. Reading should be mastered by students because by reading, students will get many kinds of information needed in order to help them acquire knowledge. As one of the basic skills, reading is very useful and important for our life. Patel and Jain (2008, p. 113) describe that reading is the most useful and important skill for people. From the definition above, the purpose of reading is to get something from what the readers have read by understanding the meaning of the words. It is clear that reading is a fundamental requirement that can influence the student's achievement.

In Indonesia, there are many kinds of reading texts that students should learn of Senior High School especially for the eleventh grade students and it is supported by School-based Curriculum (KTSP 2006). They are narrative, spoof and hortatory exposition texts. In this study the researcher will focus on narrative text. Narrative text is learnt by the students as one of materials in English and some of the students get difficulty to read and comprehend the narrative text. Leinhardt, Beck, and Stainton (2009, p. 70) state that students appear to have difficulty in identifying the main story of the text and are limited in their ability to connect events into causal chains.

Therefore in this study, the researcher chose MAN 1 Palembang as the population because the researcher did the interview to the teacher of English and eleventh grade students of MAN 1 Palembang on September 14th, 2015. There were many problems that students faced in learning narrative reading. The problems were



the lack of students' motivation in reading English text, the students had poor vocabulary so they were not able to guess the meaning easily, the students could not predict the content of the narrative text, the students got difficulty to identify the character of the narrative text. The last, some of the students got difficulties in comprehending the text. The researcher also acquire the information from the teacher of English at MAN 1 Palembang about the eleventh grade students' difficulties in learning reading text, especially in narrative text. Based on the data evaluation, it was known that 50% of the total of the students got the lowest score, under the criteria of KKM of 75 (see appendix A). It happened because the teaching did not attract their interests in narrative reading text. Therefore, the students of MAN 1 Palembang felt bored in reading narrative text and lazy in reading narrative text.

There are various reading techniques and strategies that can be used in order to assist the students to gain the comprehension level as the goal of reading activity. One of the strategies is Character Quotes strategy. Character Quotes strategy is a reading strategy that extends students' insights into a character; fiction or nonfiction. According to Sejnost (2009, p. 101), Character Quotes strategy is a strategy that acquaint the students with a topic to be studied by examining the actual quotations of a character from narrative text. Studying the quotes gives students practice in making inferences about the content of the narrative text. In addition, Tilton (2012, P. 70) defines that Character Quotes Strategy can be applied to Elementary, Secondary, and Post Secondary grade level adaptability. It also increases comprehension and students' motivation. The students will be assisted in comprehending the reading text and they can reach the final stage of reading comprehension. Therefore, this strategy can support the students' learning especially in narrative reading comprehension in senior high school.

Based on the reasons above, the researcher is interested in conducting a research study entitled "*Teaching Narrative Reading by Using Character Quotes Strategy to the Eleventh Grade Students of MAN 1 Palembang*".

Concept of Teaching Reading Comprehension

Teaching is a process helping someone to know something or to do something. According to Brown (2000, p. 7) teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is also interaction between teacher and students. Harmer (2001, p. 56) defines that teaching is “transmissions” of knowledge from teacher to students. The researcher assumes that teaching is how the teacher gives someone knowledge or to train someone to instruct, teaching also gives some information of a subject matter to the students in the classroom. Reading is certainly an important activity for expanding knowledge of a language. Patel and Jain (2008, p. 114) say that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. It can be assumed that reading is one of the most complex skills in English and reading plays an important role in many aspects of life. It means that reading can give us some information for anything.

Reading cannot be separated from comprehension. Reading comprehension is the main purpose of reading activity. All readers intend to have connection to the material that they read. Of course, the process of reading comprehension is also complex and it takes time for a reader to acquire the meaning of a reading material. According to Linse (2006, p. 71), reading comprehension refers to reading for meaning, understanding, and entertainment. The readers need to be able to figure out the author’s purpose presenting the material, comprehending some valuable information stated in the passage in relation to comprehending the overall content of reading materials.

Concept of Narrative Text

Narrative text is a kind of text that happens at the past and it tells about story whether true story or fictional. According to Flippo (2014, p. 102), narrative text



usually includes most story type of materials. The purpose of narrative text is to entertain, create, stimulate emotions, motivate, guide and teach. Wardiman, Jahur, and Djusma (2008, p. 94) mention that the purpose of narrative text is to entertain listener or readers with a true experience or an imaginary one.

The generic structure of narrative text usually has four components. They are orientation, complication, resolution, and reorientation. Sudarwati and Grace (2007, p. 154) describe orientation is set the scene, where and when the story happened, introduces the participants of the story, who and what is involved in the story; complication is tell the beginning of the problem which leads to the crisis (climax) of the main participants; resolution is the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending; and reorientation is a closing remark to the story and it is optional. It consist of moral lesson, advice or teaching from the writer.

Concept of Character Quotes Strategy

Character Quotes strategy is a strategy that help students to identify the character and predict the content of the narrative text. Buehl (2014, p. 79) explains that Character Quotes Strategy is a strategy that helps students develop insight about a character by examining what he or she says. In other words, this strategy can encourage student in critical thinking by examining the quotation from the character and making inferences, prediction and connection about the character of the text.

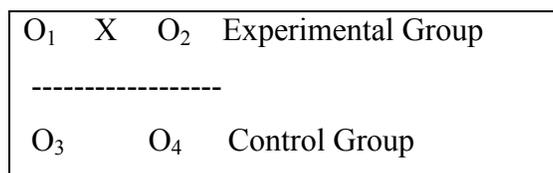
Similarly, Podmorka, Paulus, Mead, Kauffman, and Soldner (2011, p. 55) state that Character Quotes strategy introduces students to text via excerpted quotes before approaching the text as a whole. Using the language of the text, the Character Quotes Strategy allows students to examine characters, authors, or personages by making generalizations based on instructor selected quotes from the text. By analyzing a profile, students can synthesize the traits they have identified into a preliminary sketch of the character. In addition, Tilton (2012, p. 70) describes that Character Quotes strategy is to motivate students to read the assigned text, as well as

to help them analyze and predict character traits of an individual in the upcoming reading selection and it is appropriate for fiction, nonfiction and expository text.

Based on the explanation above, it can be concluded that Character Quotes strategy is an excellent, effective and engaging strategy that places the responsibility upon students to construct their own meaning from a reading. Teacher needs to challenge students to develop better thinking and understand about the text. Through Character Quotes strategy, the students quickly understand and comprehend the text what they had just read.

Research Design

The method of this research was Quasi Experimental Design with the Non-Equivalent Control Group Design. It involved two classes, an experimental class and a control class. The experimental class was the class taught by using Character Quotes strategy. The nonequivalent control group design suggested by Cohen, L, Manion, L, & Morrison, K, (2007, p. 283) is shown below:



- O₁ : Pretest of experimental group
- X : Treatment in experimental group by using Character Quotes Strategy
- O₂ : Posttest of experimental group
- O₃ : Pretest of control group
- O₄ : Posttest of control group
- : Dashed line (Non random)

Population and Sample

Gay and Diehl (1996, p. 127) state that the term population is the group which a researcher would like the result of the study to be generalizable. The population of this study was all students in the eleventh grade of MAN 1 Palembang.



The researcher used purposive sampling. Fraenkel, Wallen and Hyun (2012, p. 100) say that 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. The researcher took the two science classes of the eleventh grade students of MAN 1 Palembang, because for the English subject especially in narrative reading, the classes had poorer English competence than other classes and similar total of student. XI IPA 2 and XI IPA 3 were selected as the sample. Furthermore, The researcher determined the two classes which class became control and experimental group, after those classes were given the pretest. The result in pretest between XI IPA 2 and XI IPA 3 showed that the students' score in class XI IPA 3 was lower than class XI IPA 2. Therefore, it is assumed that this class is better to get the treatment by using Character Quotes strategy. The total sample of this study was 60 students from 247 populations. 30 students as experimental group and 30 students as control group.

Data Collection

The researcher used reading comprehension test in the form of multiple choice to collect the data. The test items in the pretest were the same as those of posttest, because the purpose of giving them was to know the progress of students' reading comprehension scores before and after treatments. Pretest was given before the treatment. The purpose of giving pretest to the students was to know the students English reading comprehension scores before implementing Character Quotes strategy. Posttest was given after the treatment. The posttest was administered to know the students English reading comprehension scores after implementing Character Quotes strategy. The result of this test was compared to the result of pretest in order to measure the students' progress taught by using Character Quotes strategy.



Results and Discussion

Validity Test

Validity is the way to measure or to know that the test we use are successful or not in the object. In order to ensure each items of reading test is valid, the researcher used three kinds of validity. They were:

- **Construct Validity**

The researcher asked the lecturers as validators after constructing the instruments related to some aspects measured. They were Manallullaili, M.Ed. as the first validator, Eka Sartika, M.Pd. as the second validator, and Winny A. Riznanda, M.Pd. as the third validator. After measuring the format of the instrument test, the three validators accepted it to continue doing tryout to the eleventh grade students.

- **Validity of Each Question Item**

To find out the validity of the test question items, the researcher analyzed the items of the tests by doing try - out. The result of the test was analyzed by using SPSS Statistics Program Version 15 with the correct answer was labeled 1 and the wrong answer was labeled 0. According to Basrowi and Soenyono (2007, p.24), if the result of the test shows that r_{output} is higher than r_{tabel} (0,312), it means that the item is valid. In this case, there were 60 multiple choice items which was given to the students. The result analysis of validity in each question items by using SPSS 15. It was found that there were only 41 question items from 60 test items provided by the researcher which could be used as the instrument since the scores of significance were higher than 0,312. There were 19 question items were invalid since the scores of significance were lower than 0,312.

- **Content Validity**

A content validity was very important, since it is an accurate measure of what it is supposed to measure. The researcher analyzed content validity to know if the



contents of the test items given were appropriate, the researcher checked the test materials to the curriculum. In order to judge the test has or has not the content validity, a specification of the skills or structures should be made based on the curriculum and syllabus.

Test Reliability

Reliability test measures whether research instrument used for pretest and posttest activities is reliable or not. Fraenkel, et. al. (2012, p. 154) describe that reliability refers to the consistency of the scores obtained how consistence they are for each individual from one administration of an instrument to another and from one set of items to another. They also state that the test score is considered reliable whenever the reliability coefficient of test score should be at least 0.70 and preferably higher. In this part, split half method in internal consistency reliability was used. The scores of reliability were obtained from tryout analysis. Then, the scores of the test were analyzed by using Pearson Correlation Formula SPSS Program Version 15. From the calculation, it was found that the coefficient reliability of the reading test items was 0,787 which higher than 0,70. Therefore, it could be stated that this instrument was considered reliable for this study.

Normality Test

Normality test is used to determine whether the sample data has been drawn from normally distributed population or not. According to Flynn, (2003, p.17), the data can be categorized homogen whenever it is higher than 0.05. The data was obtained from students' pretest and posttest in experimental and control group. In measuring normality test, the researcher used One Sample Kolmogorov-Smirnov test in SPSS 15. The result showed that the pretest in control and experimental groups were 0.907 and 0.487. Then, the posttest in control and experimental groups were

0.700 and 0.816. It can be concluded that the data were considered normal since they are higher than 0.05.

Homogeneity Test

Homogeneity test is used to measure the scores obtained whether it is homogen or not. According to Flynn, (2003, p.17), the data can be categorized homogen whenever it is higher than 0.05. In measuring homogeneity test, the researcher used Levene Statistics in SPSS 15 software application. The result showed that the pretest scores was 0.591 and posttest scores 0.772. It can be concluded that the data was homogeneous since the score was higher than 0.05.

Hypothesis Testing

A significant improvement is found from testing students' pretest to posttest scores in experimental group, and a significant different is found from testing students' posttest to posttest score in control and experimental group. It was found that the p-output is 0.000 with $df=29$ (2.0452), and $t\text{-value}= 11.399$, in the other words there is a significant improvement from students' pretest to posttest scores in experimental group taught by using Character Quotes strategy since p-output is lower than 0.05. It can be stated that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Moreover, there is a significant different from students' posttest to posttest scores in control and experimental group since p-output is lower than 0.05. It was found that the p-output was 0.000 and the t-value was 3.465. Since the p-output was lower than 0.05 level and the t-value (3.465) was higher than critical value of t-table with $df=58$ (2.0017). Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.



Conclusion

There are some conclusions of this research referred to the descriptions and discussions presented in the previous chapter. First, based on the result of pretest to posttest, Character Quotes strategy significantly improved students' reading comprehension score to the eleventh grade students of MAN 1 Palembang. Second, there was significant difference on students' reading comprehension score to the eleventh grade students who were taught by using Character Quotes strategy and those who were taught by strategy that usually used by the teacher of MAN 1 Palembang.

Therefore, it could be assumed that Character Quotes strategy was effective to the eleventh grade students of MAN 1 Palembang. The students got improvements from the implementation of Character Quotes strategy. It also could be seen from the result of the test, it implied that Character Quotes strategy could be used as an alternative strategy in teaching reading skill.

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