

Probable Passage Strategy in the Tenth Grade: Teaching Students' Narrative Reading Comprehension

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Abstract:

The study's objective was to determine whether or not employing probable passages in the classroom had a substantial impact on the reading comprehension success to the tenth grade students in Palembang. The tenth graders in a senior high school in Palembang made up the study's population. The author employed a quasi-experimental design for this investigation. Purposive sampling was used to choose the study's sample. The control group and the experimental group were chosen by the author. There were 74 students' total, with 37 individuals in the control and experimental groups, respectively. The duration of this investigation was about two months. Twelve meetings were present.

Keywords:

Reading comprehension;
Narrative text;
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INTRODUCTION

English is regarded as one of the foreign languages that may be taught in Indonesia. According to Kemendikbud (2013), secondary and upper level foreign language courses include English. From junior high school through university, students are taught that English is taught as an elective subject in elementary school and is categorized as class A (compulsory) for both junior high school (SMP/MTS) and senior high school (SMA/MA/SMK/MAK). For instance, the majority of academic publications and many technological devices, such computers and e-mail clients, are written in English.

Reading is one of the four English language skills, and it is described as a process of meaning construction using the reader's prior knowledge, information, and context. Reading is the process of creating meaning through the dynamic interplay of the reader's prior knowledge, the knowledge implied by the written language, and the context of the reading situation, according to Pearson, et al. in Farrel (2009). Additionally, the importance of teaching reading to students has been highlighted three times in the holy Qur'an as follows:

“Just as We have sent among you a messenger from yourselves reciting to you Our verses and purifying you and teaching you the Book and wisdom and teaching you that which you did not know” (QS. Al-Baqarah 2:151)

Teaching reading skills was tough on a practical level. The challenges were discussed in an informal discussion with an English instructor for the tenth grade at MAN 1 Palembang by the author. First, the majority of students struggled to understand the purpose of the narrative text. Second, the students' limited vocabulary made it challenging for them to understand the meaning of the statement. Thirdly, several of the students lacked enthusiasm to improve their reading abilities. The majority of students learned narrative reading grudgingly as a result of these issues. Finally, when teaching reading, the teachers made no use of any strategies. Only the questions and reading aloud of the book were required of the students.

According to Boulware-Gooden et al. in Westwood (2008), while addressing literature to extract meaning from it, effective learning techniques must be used in the classroom. Additionally, Tindale (2003) asserts that reading issues are caused by ineffective reading strategies and may be resolved by placing an emphasis on strategies like identifying core concepts and inferring meaning from context. Therefore, probable passage, one of the reading strategies, can be a substitute for overcoming difficulties with narrative reading because, according to Balajthy and Wade (2003), it

encourages students in sixth through twelfth grades to identify the main idea and make predictions about what might occur in the text.

The probable passage technique might help with some narrative reading issues. First, it assists the teacher in providing them with the chance to grasp actively using a template as a simple and obvious method. Instead of spending time instructing students to highlight the cause and draw an arrow to the consequence or circle the response that communicates the major concept, the instructor may spend that time teaching (Beers, 2003). Second, the probable passage strategy help students in understanding tales and developing their sight word knowledge (Balajthy & Wade). Third, a plausible passage boosts students' motivation since the strategy encourages them to be more engaged and at peace with learning that certain words are unfamiliar to them (Berril, et al. 2006). Fourth, the strategy enhances students' ability to include conversation, vocabulary education, summaries, and predictions (Urquhart & Frazee). Fifth, it supports students' self-monitoring skills so they can immediately check their knowledge (Sejnost & Thiese, 2010). To improve learners' critical thinking abilities, the likely passage includes pre-reading prediction (Cecil & Pfeifer, 2011).

Why is it crucial to ask students if their understanding of the method improved after using it? According to Beers (2003), reading-difficult students frequently claim that strong readers read quickly, expressively, and are familiar with all the terms. They fail to observe proficient readers generating predictions, amending their predictions as they read, checking for comprehension, drawing connections between the text and what they already know, or going back and reading a difficult passage. The students do not believe or comprehend that good readers genuinely do such things because they do not see them in good readers, thus they do not think they do them themselves. The unseen is therefore made apparent for them by a strategy like probable passing. The more students practice forming predictions, the more likely it is that this will eventually become a second nature to them as readers.

Based on the previous explanations, the writer is interested in doing a research entitled Teaching tenth grade students narrative reading comprehension by using Probable passage strategy.

LITERATURE REVIEW

Teaching Reading Comprehension

Reading and teaching are related, thus teachers need to develop, implement, and instruct students in an efficient reading program (Maharaj, 2008). Additionally, reading has been highlighted three times in the holy Qur'an, underscoring how crucial it is to teach reading. Since Muhammad saw received the Holy Qur'an from God, the following has been done:

“It is he who has sent among the unlettered a Messenger from themselves reciting to them His verses and purifying them and teaching them the Book and wisdom - although they were before in clear error”
(QS. Al-Jumu’ah 62:2)

Gear (2006) states that there are stages of teaching reading. Those elaborate three activities involved in reading activity namely the pre, whilst, and post reading. Pre-reading is to help students focus on the text prior to reading. Whilst reading/during reading is to teach students how to think while they are reading. Post reading is to enhance students reading and help them respond to the text in a meaningful way. The three stages of teaching reading are represented a wealth of good classroom practice.

In addition, Caldwell (2008) highlights that there are three parts to reading comprehension. They are an active process of understanding that takes into account the reader's talent, knowledge base, motivation, and the complexity of the material being read. The reader combines the text with what he or she already knows. It may entail sensory perception, feelings, and individual experiences. To put it simply, the reader draws conclusions from the text and from his or her own past knowledge.

Narrative Texts

A story is told in a narrative form to occupy the readers or listeners. According to Browder and Spooner (2011), a narrative text is a piece of writing that tells a story. Given that telling tales is a fundamental aspect of students' interaction, it seems sense to utilize it as a tool to teach reading. A narrative text's main goal is to keep the reader entertained. Similar to this, Sarwoko (2014) holds that a narrative text is one that recounts a story to amuse or entertain the reader. Typically, narrative writings are written in the past tense. Narrative text examples include books, short stories, folktales, legends, and fables.

Additionally, story grammar or aspects have been added to narrative prose while being learned in school (McNamara, 2007). It includes explanations of the setting, the characters, and other elements of the plot. The objective is to make it easier for students to find information and order the actions in a tale. On the same note, Browder and Spooner (2011) presuppose that narrative texts have story elements in order to store, match, retrieve, and sequence event sequences in a tale. Characters, settings, issues or conflicts, plots, conclusions or resolutions, key concepts and themes, as well as the author's point of view, are all part of a tale. Because they are aware that narrative texts usually follow a chronological order of events, the students are better equipped to handle information connected to the tale. Without having

read the material in advance, they can anticipate how the narrative will develop.

Probable Passage Strategy

Beers created the likely passage reading approach in its initial form in 2003 to motivate students to engage with a narrative book. According to Beers (2003), the likely passage reading approach allows students to engage with a narrative text by forming predictions, picking up new terminology, and seeing connections between important ideas. Additionally, McLaughlin and Allen (2009) make the supposition that likely passages have the following goals: to teach vocabulary; to create predictions using story aspects; and to utilize vocabulary to link with story structure in narrative literature. In her book *When Children Can't Read: What Teachers Can Do, Grades 6–12*, Beers describes the tactic. The approach is undoubtedly suitable for students at all grade levels, from elementary school to senior high school.

Additionally, by classifying a list of the chosen keywords in accordance with how those keywords are thought to operate inside a tale, the technique offers a framework for making predictions (Collins, et al, 2010). The chosen keywords fall under several categories, including character, setting, problem, etc. Students write written predictions in the form of a major concept or "gist statements" during the last lesson. According to Balajthy and Wade (2003), the instructor should ask the students to make some predictions about the key words they have chosen from the text before asking them to discuss or group the key words into the appropriate categories. Characters, Setting, Problems, and Outcomes Box are some of the categories.

The students are referring to their likely passage as they read is fantastic because it shows that they are paying attention to what they are reading. The main objective is to persuade students to reflect while reading in this way, to engage in met cognitive reflection. The correction or revision of their template is specifically intended to guide them back to their comprehension. Rather, it is a simple method of remembering students.

Based on Beers, there are certain techniques of likely passing (2003). Providing vocabulary, allowing students to utilize their predictions, encouraging students to put each word in the structural parts, and leading discussions to review templates are all key aspects of the teacher's job as always. The following are the possible passing procedures: 1) Eight to fourteen key words are chosen by the teacher. 2) The teacher demonstrates the tactic a few times. 3) Allow students to try this in a new narrative once the instructor has modeled it for them once. 4) The instructor returns to the template after reading the text to determine which To Discover questions can be answered.

The probable passage approach offers certain benefits for overcoming challenges with narrative reading. According to several experts, likely passage method has the following benefits: 1) The instructor can provide students the chance to actively understand material by using a probable paragraph as a template. The instructor need not spend time instructing students to circle the response that communicates the primary concept or to emphasize the cause and draw an arrow to the consequence (Beers, 2003). 2) The use of the probable passage strategy helps students in understanding tales and sight word vocabulary (Balajthy & Wade, 2003). 3) Probable passage improves student motivation since it encourages participation and makes it pleasant for them to understand that certain terms are unfamiliar to them (Berril, et al. 2006). 4) The use of probable passages enhances students' ability to combine vocabulary training, summaries, and predictions (Urquhart & Frazee, 2012). 5) Probable passage helps students in developing their self-monitoring skills so they can check their own knowledge instantly (Sejnost & Thiese, 2010). 6) Pre-reading probable passage aspects to foster learners' critical thinking abilities (Cecil & Pfeifer, 2011).

RESEARCH METHODOLOGY

Research Design

The research was conducted using a quasi-experimental method. According to Fraenkel et al. (2012), random assignment is not used in a quasi experimental design. It helps researchers to manage (or at least lessen) challenges to internal validity by relying instead on alternative methodologies.

This research made use of the pre-test post-test non-equivalent groups design. One of the most used quasi-experimental designs in educational research, this one readily compiles participant groups into complete classes or samples that may be comparative. The non-equivalent group pretest-posttest design is represented by the following model by Cohen et al. (2007):

| | | | |
|------------------|----------------------|----------|----------------------|
| Treatment | O₁ | X | O₂ |
| Control | O₃ | ----- | O₄ |

Where :

- : Dash line indicates that the experimental and control group have not been equated by randomization
- O₁ : The pretest of the experimental group
- O₂ : The posttest of the experimental group
- O₃ : The pretest of the control group
- O₄ : The posttest of control group

X : Treatment in the experimental group taught by using Coop-Dis-Q strategy

Research Site and Sample

The author took two classes as the sample for this study, which employed purposeful sampling. Purposive sampling is the process of choosing samples that are pertinent to the traits being looked for or the precise objectives of the research. The writer as a consequence enrolled in two classes, X. IPS 1 and X. IPS 2, that were equivalent in terms of socioeconomic level, size (37 students), proportion of male and female students, and reading difficulties. After taking the pretest, the students from class X. IPS 1 were assigned to the experimental group, and they had likely passage instruction; the students from class X. IPS 2 were assigned to the control group, and they did not.

Data Collection and Analysis

The author used a pretest and posttest narrative reading comprehension test to gather data. There were 40 multiple-choice questions in the exam. Both the pretest and the posttest used the same instrument. Consideration should be given to the readability, validity, and reliability of a test or instrument test. The outcome demonstrated the validity, dependability, and readability of the instrument test. The concept, item, and content validity were all utilised in this study. Readability was used to assess the text's level of difficulty and to organize the sections from simple to complex. Reliability was used to establish if the test was dependable or not.

FINDING AND DISCUSSION

FINDING

The participants were 37 students from each group. The groups were experimental and control group. The participants had been given pretest and posttest by the writer. Then, the result had been analyzed to find the data description, normality and homogeneity of the test. The calculation of the obtained data was described below.

Data Description

In data description, the writer analyzed the students' pretest and posttest scores in control and experimental groups. First, in analyzing the students' pretest score of control group to 37 students, it was found that the minimum score was 50.00, the maximum score was 70.00, the mean score was 60.8108, and standard deviation was 5.56071. Second, the students' pretest score in experimental group was analyzed to 37 students, it was found that the

minimum score was 37.50, the maximum score was 57.50, the mean score was 46.6892, and standard deviation was 5.59185.

Additionally, the independent sample t-test was utilized in this study to assess the significance of the posttest difference. There were 37 students who replied to the experimental group; their average response was 72.0946, and their standard deviation was 5.9518. There were 37 students that answered to the control group, and their average scores were 60.8108 on average, with a 5.56071 standard deviation. The estimated independent statistics reveal that the t-value was 8.394 in this case. The critical value of a t-table at a significance level of $p = 0.05$ in two-tailed testing and $df = 72$ is 1.666. The null hypothesis (H_0) was rejected and the research hypothesis (H_a) was accepted since the value of t- obtained was greater than the critical value of the t-table. This indicates that there was a substantial difference in the students' ability in narrative reading comprehension between those who received instruction utilizing the probable passage technique and those who did not.

Normality and Homogeneity

The distributed populations of both groups were normal, according to the examination of normalcy on the pretest and posttest scores of the students in the experimental and control groups. The significance in the experimental group was 1.110 while the significance in the control group was 0.746, according to the pretest. Since the p value was more than 0.05, it was decided that the collected data were normal. The significance of the posttest in the experimental group was 0.584, and in the control group, it was 0.764, according to the posttest data. It suggests that the population from which the data were derived had a normal distribution.

The results of the homogeneity test on the pretest scores of the experimental and control groups' students revealed that the samples were homogenous or came from the same skill set. The author discovered that the significance in the pretest was 0.170. The pretest scores of the students in the control and experimental groups were thought to be homogenous since the p value (0.170) was greater than 0.05. The samples are equivalent in capabilities, in other words. The author discovered that the p value was 0.942 in the posttest. It signifies that the posttest results of the students in the control and experimental groups were regarded as being homogenous since it was higher than 0.05.

DISCUSSION

The independent sample t-test was utilized in this investigation to calculate the significant difference. In this section, it was stated that 37 students participated in the experiment; their responses ranged from 72.0946

on average to 5.99518 as the standard deviation. There were 37 students that answered to the control group, and their average scores were 60.8108 on average, with a 5.56071 standard deviation.

According to the calculated independent statistics, the t-value in this instance was 8.394. When using two-tailed testing and a significance threshold of 0.05, the critical value of a t-table is 1.666. Because the actual value of t-exceeded the t-critical table's value, the research hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. This shows that there was a significant difference in the students' capacity to understand narrative texts between those who were taught using the likely passage approach and those who were not.

CONCLUSION

The author came to the conclusion that there was a substantial difference between students to the tenth grade who were taught narrative reading comprehension using likely passages and those who were not based on the data reported in the preceding chapter. The improvements made by the tenth grade students included the following: 1) They corrected their reading comprehension of narrative texts easily; 2) They became more engaged and at ease learning; 3) They were able to locate main ideas and sight words; 4) They automatically stopped reading passively; and 5) They improved in their critical thinking. Therefore, it may be concluded that the tenth-grade students effectively implemented the probable passage.

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