TEACHING NARRATIVE READING BY USING INTERACTIVE NOTATION SYSTEM FOR EFFECTIVE READING AND THINKING (INSERT) STRATEGY TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 2 PRABUMULIH

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Abstract

The objectives of the study are to find out whether or not there is significant improvement on students' narrative reading score by using INSERT Strategy to the Eleventh grade students of SMA N 2 Prabumulih, and to find out whether or not there is a significant difference on the eleventh grade students' narrative reading between those who are taught by using INSERT strategy and those who are not SMA N 2 Prabumulih. This study used quasi-experimental design using nonequivalent pretest-posttest design. The population of this study was the eleventh grades students of SMA N 2 Prabumulih, the sample of this study was class XI MIA 3 and MIA 4 with the total number of students between each class is 31 students. In collecting the data, the test was used. The test was given twice to experimental and control groups, as a pretest and posttest. To verify the hypotheses, the data of pretest and posttest of the experimental and control groups were analyzed by using independent sample t-test and paired sample t-test in SPSS 16 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 the t-value (12.936) was higher than t-table with df=30 (1.697). P-output from independent sample t-test was 0.000 which was lower than 0.05 and the t-value (5.191) was higher than t-table with df=60 (2.000). It means that teaching narrative reading by using INSERT Strategy had a significant improvement on the students' narrative reading score.

Keywords : *INSERT strategy, teaching narrative reading.*

Introduction

Language is identity of individual or group. According to Crystal (2003, p. 22), language is a major means (some would say the chief means) of showing where we belong, and of distinguishing one social group from another, and all over the world we can see evidence of linguistic divergence rather than convergence. Then,

language is used for communication (Brown, 2007, p. 17). By understanding a language, it is easy to communicate with others.

There are many languages that people use in the world, such as Arabic, French, Mandarin and English. One of them, English, is undeniably the dominant international language, at least at present (Sasaki, Suzuki, & Yoneda, 2006, p. 382). It becomes a good reason for people for at least knowing English nowadays.

English as a compulsory subject is taught integrated, within the four skills in senior high school. Those are listening, speaking, reading, and writing. As one of the language skills, reading also plays an important role because reading has become a part of daily activities. Based on the holy Qur'an, surah Al-Alaq verse 1-5, states below:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ، خَلَقَ الإِنْسَانَ مِنْ عَلَقَ ، اقْرَأْ وَرَبُّكَ الأَكْرَمُ، الَّذِي عَلَّمَ بِالْقَلَمِ ، عَلَّمَ الإِنْسَانَ مَا لَمْ يَعْلَمْ ۟

Meaning: Recite in the name of your Lord who created, Created man from a clinging substance, Recite, and your Lord is the most Generous, Who taught by the pen, Taught man that which he knew not (Q.S Al- Alaq: 1-5). (Al-Hilalahi & Khan)

The first message that was informed to our prophet Muhammad SAW is the command to read, because by reading, Allah teaches knowledge that we do not know. By reading, human will improve insight about important knowledge that will be useful for their life later. It means, reading activity is important thing in order to improve our knowledge. Richards and Renandya (2002, p. 273) explained that in many second or foreign language teaching situations, reading receives a special focus. There are two reasons for this. First, many foreign language students often have reading as one of their most important goals. Students want to be able to read information and pleasure, for their career, and for the study purposes. In fact, in most English as Foreign Language (EFL) situations, the ability to read in foreign language

is all that students ever want to acquire. Second, written text serves various pedagogical purposes.

Based on the informal interview with two English teachers and seven students at SMA N 2 Prabumulih on August 10th 2015, only fifty percent of the eleventh grade students' reading comprehension score could reach the passing grade, where the minimum passing grade for the eleventh grade was 75. The writer got some information that many students had problems in comprehending the reading text, especially in narrative text such as (1) they had lack of vocabulary, (2) they could not get main idea or find some problems from the narrative text, and (3) the students could not relate the material (narrative text) into real context with their condition. Based on those phenomena as previously mentioned, the writer can conclude that most students including SMA N 2 Prabumulih still have problem in reading, especially narrative reading.

Therefore, the writer considered that it was necessary to find out the suitable and interesting strategy. One of the strategies is Interactive Notation System for Effective Reading and Thinking (INSERT) strategy. According to Wendling and Mather (2008, p. 112), INSERT was designed to help students monitor their thinking and learning while reading. Students are taught to reflect on their reading, connect to prior knowledge, and insert one of the symbols as students think about their reading. Then, according to Tankersley (2005, p. 134), In narrative texts, students can place the notes wherever they have an observation to make, find a link to something in their own background. According to Barnes (2013, p. 2), INSERT is a during-reading strategy that helps readers consciously interact with the text to clarify their thinking. This strategy can be used for various ages and the strategy can be used in various subject areas (Forget, 2004, p. Vii). It means that INSERT strategy is appropriate to narrative text.

Concept of Teaching

Teaching is an activity to help, guide someone to get and develop skill, attitude and ideas. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2007, p. 8). Moreover, teaching can be said the noble thing because it is a process of transferring knowledge that can help people to know something new. It is stated in the holy Qur'an surah An-Nahl, verse 125, states below:

$$\text{ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۖ وَجَادِلْهُم بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَن سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾}$$

The meaning: Invite to the way of your Lord, Allah with wisdom and good instruction, and argue with them in a way that is the best. Indeed, your Lord, Allah is most knowing of who has strayed from His way, and He is most knowing of who is rightly guided. (Q.S An-Nahl: 125). (Al-Hilalahi & Khan)

Relate to the verse above, as a teacher, we have to show the best attitude in transferring our knowledge. According to Harmer (1998, p. 2), the character and personality of the teacher is a crucial issue in the classroom. Then, a good teacher has to teach by heart (Yunsirno, 2010, p. 155). Moreover, according to Richardson, Morgan and Fleener (2008, p. 13), the goal of teaching is to move students from being dependent on teachers to being independent in their learning habits that is, to make them autonomous learners. But it is not fair to expect that students can become autonomous in thinking and learning without the benefit of instruction. It means, teaching is an activity that is really noble in the life and as a good teacher we have to have a good personality.

Concept of Reading

Reading is a very important component in English because it plays an important role in a human communication. The purpose of reading is to get the information from the text, and to learn information from the text. According to Nunan (2004, p. 70), the purposes of reading should be the same in class as they are in real life: 1) to obtain a specific fact or piece of information (scanning), 2) to obtain the general idea of the author (skimming), 3) to obtain a comprehensive understanding of reading, as in reading a textbook (thorough comprehension), or 4) to evaluate information in order to determine where it fits into our own system of beliefs (critical reading). According to Mikulecky and Jeffries (2004), skimming is a high-speed reading that can save you time and help you get through lots of material quickly, and scanning is very high-speed reading that you do when you are looking for specific piece of information. Then, according to Sutarsyah (2014, p. 1), in order to understand what you are reading from an English text, you need to guess the meaning of unfamiliar words (words you do not know) from the context. This will help you read faster and easier.

Moreover, according to Grabe and Stoller (2002, p. 9), reading processes refers to cognitive activity involving skills, strategies, attentional resources, knowledge resources, and integration. The term abilities are used as a general term that covers comprehension skills, strategies, and knowledge resources available to the reader.

Concept of Reading Comprehension

Reading comprehension is as a thought process through which readers become aware of an idea, understand it in terms of their experimental background and interpret it in relation to their own needs and purpose. Moreover, according to Duffy (2009, p. 14-15), reading comprehension depends on prior knowledge or knowledge about the world. Without background knowledge, that is, without the vocabulary that

comes with various experiences, there is no comprehension. They do not learn the content of the texts but how the texts are constructed through their respective element. Besides, according to Zwiers (2010, p. 179), that before reading, build students' interest in the text and engage the prior knowledge of the students by using anticipation guides. It means the teacher should motivate students to interest with the text that will be given by connecting their prior knowledge. Therefore, reading comprehension means a knowledge that sometimes depend on prior knowledge of the people. The people not only focus on understand the content of the text but also comprehend the text.

Concept Narrative Text

In senior high school there are five of texts, descriptive text, procedure text, recount text, report text, and narrative text. From the syllabus of eleventh grade students in the first semester shows that reading narrative is one of reading materials that has to be mastered by students. According to Hutchinson and Waters (1987, p. 80), a syllabus is a document which says what will (or at least what should) be learnt. In this case, the writer is focusing on narrative text. Narrative text itself frequently appears in all semesters of all grades for senior high school and viewed important for students because it is one type that always appears as material for National Examination. However, many students still have difficulty in comprehending narrative text. Moreover, according to Sejnost and Thiese (2010, p. 9), narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories).

Moreover, according to Kistono et al., (2007, p. 33), the generic structures of narrative text are:

1. Orientation: sets the scene, introduces the participants (characters) of the story.

2. Complication: tells the beginning of the problem which leads to the crisis (climax) of the main participants.

3. Resolution: the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4. Re-orientation: closure of the story.

Therefore, narrative text is a story with complication or problematic events, and it tries to find the resolution to solve problem.

Concept of INSERT strategy

INSERT was originally created by Vaughn and Estes in 1986. Students are taught to reflect on their reading, connect prior knowledge, and insert one of symbol as they think about their reading. Then, INSERT gets readers interacting with the text by inserting their thoughts into the ideas proposed by the text to monitor their comprehension and make decisions (Barnes, 2013, p. 2). Moreover, according to Department of Educational Services, all students can understand and apply this strategy for a variety of materials.

Furthermore, according to Rozmiarek (2006, p. 49), INSERT strategy is flexible and may be simplified when necessary. INSERT serves as a formal method of assisting readers to interact with the text in a meaningful, productive manner (Chapel, Thomas, & Smith, 1996, p. 404). Besides, according to Gillis and Dougall (2007, p. 49), this strategy works best when students use sticky notes and this strategy help students interact with text and holder their thinking. Then, according to Tankersley (2005, p. 134), while students read silently, provide them with sticky notes to insert into the text whenever they find a confusing point or want to ask a question about what they are reading. In narrative texts, students can place the notes wherever they have an observation to make, find a link to something in their own background. This strategy can be used for various ages and the strategy can be used

in various subject areas (Forget, 2004, p. Vii). It means that INSERT strategy is appropriate to narrative text.

Research Design

The method that was used to conduct this study was experimental method. Experimental research, which comes out of the framework of scientific realism, is thought by many to be the only type of research that results in findings that suggest causal relationship (Lodico, Spaulding & Voegtle, 2010, p. 228). This study was conducted by using quasi-experimental design, pre-test and post-test nonequivalent group design. Creswell (2012, p. 309) states, "the quasi-experiments include assignment, but not random assignment of participants to groups. According to Cohen, Manion, and Morrison (2007, p. 283), quasi experimental designs in educational research can be represented as:

Experimental Group	**01**	**x**	**02**

Control Group	**03**		**04**

Where:

------ : The dashed line separating the parallel rows in the diagram of the non-equivalent control group indicates that the experimental and control groups have not been equated by randomization

01   : the pretest of the experimental group

02   : the post test of the experimental group

03   : the pretest of the control group

04   : the post test of the control group

x   : the treatment of the experimental group (using INSERT strategy)

Population and Sample

Creswell (2012, p. 142) states that population is a group of individuals who have the same characteristic. The population of this study was the eleventh grade students in SMA N 2 Prabumulih in the academic year 2015/2016.

The sample of this study consisted of two groups of the eleventh grade students of SMA N 2 Prabumulih. Purposive sampling technique was used to get sample in the study. According to Fraenkel, Wallen, & Hyun (2012, p. 107), purposive sampling consist of individual who have special qualification of some sort or are deemed representative on the basis of prior evidence. Based on informal interview with the English teacher, the writer took class XI.MIA 3 and XI.MIA 4. Purposive sampling was used because these classes have the same poor English competence, especially in reading skill, and the total of students for each class. However, The writer determined the two classes which class became control and experimental group, after those classes were given the pretest.

The result in pretest between XI.MIA.3 and XI.MIA.4 showed that the students' score in class XI. MIA.3 was lower than class XI. MIA.4. Because XI.MIA.3 got the lower score in pretest, the writer assumed that this class is better to get the treatment by using INSERT strategy. This class was as experimental group in this research. Meanwhile, XI.MIA.4 got the higher score in the pretest, so that why this class was as control group in this research.

Data Collection

According to Arikunto (2010, p. 193), test is a series of questions or exercises used to find out the students' skill, intelligence, attitude of an individual or group. The purpose of giving test is to know the situation, knowledge, ability and performance of the students. They were pre-test and post-test.

According to Neuman (2007, p. 205), the pretest is the measurement of the dependent variable prior to introduction of the treatment. The pretest was administrated to know students' English reading comprehension before treatment.

According to Neuman (2007, p. 205), posttest is the measurement of the dependent variable after the treatment has been introduced into the experimental situation. The posttest was administrated to know students' English reading comprehension scores after treatment.

Findings and Discussion

Test Validity

According to Fraenkel et al., (2012, p. 147), validity is the most important idea to consider when preparing or selecting an instrument for use, validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes.

1. Construct validity

According to Muijs (2004, p. 68), construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring. After constructing the instruments related to some aspects measured, then it is consulted to achieve some expert judgements from at least three validators to evaluate whether the components of the instrument can be applied in research activities. There are some charateristics for expert judgements or validators, such as: (1) English educational background, (2) English lecturer, and (3) minimum score TOEFL 500. The validators are (1) Amaliah Hasanah, M.Pd, (2) Eka Sartika, M.Pd, and (3) Benny Wijaya, M.Pd. They were the lectures of UIN Raden Fatah Palembang. Based on the assessment carried out by validator I, II, and III, the instrument can be used with a few revision. It means that the research instrument can be applied in this research.

2. Validity of each question item

To find out the validity of the test question items, the writer analyzed the items of the tests by conducting the try-out in order to find out the validity of each question items. The instrument of the test was tested to 31 students (XI.MIA.5) of the eleventh grade students of SMA N 2 Prabumulih. The result of the test was analyzed by using Correlation Pearson Product Moment in SPSS (Statistical Package for Social Science) version 16. The writer did tryout to find validity of question items. The tryout of the test was held on Monday, 25th January 2016 at 09.00 a.m-10.30. In analyzing the result of try out, the writer labeled the answer into two category. 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} (0,355), it means that the item is valid.

In this case, there were 60 multiple choice items that were given to the students. The result analysis of validity in each question items in the table, It was found that there were 18 questions considered invalid.

3. Content validity

According to Fraenkel et al., (2012, p. 148), which states content validity refers to the content and format of the instrument. In order to judge whether or not a test has content validity, a specification of the skills or structure should be made based on the curriculum and syllabus. The instruments of the test were taken from Senior High School books.

Test Reliability

According to Fraenkel et al., (2012, p. 154), reliability refers to the consistency of the scores obtained—how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Then, according to Nasution (2011, p. 77), a measurement tool is called Reliable if the tool in measuring a tendency in different time properly show the same result.

According to Muijs (2004, p. 75), which states, above 0.7 a correlation coefficient is usually considered to offer reasonable reliability for research purposes. In this part, split half method is used to obtain the scores of tryout analysis and the result analysis are presented in a table score.

Based on the result Guttman Split-Half Coefficient above, the p-output of Guttman Split-half Coefficient was 0, 755 which was higher than 0.70. Since the result of reliability of test was higher than 0.70, it can be concluded that reading test was reliable for this study.

Normality Test

Normality test was used to measure the obtained data whether it was normal or not. The normality test was used to measure students' pretest scores in control and experimental groups, and students' posttest scores in control and experimental groups. The function of normality test is for goodness-of-fit, testing to see if the observed data fit a normal distribution. The writer used One sample Kolmogorov-smirnov test to analyze the normality. In this study to know the normality of the sample was used One sample Kolmogorov-smrinov in SPSS 16. The data are obtained from students' pre-test and post-test scores in control group, pre-test and post-test scores in experimental group. The result showed that the pretest in control and experimental groups were 0.545 and 0.094. Then, the result in posttest in control and experimental groups were 0.237 and 0.283. It can be concluded that the data were considered normal since they are higher than 0.05.

Homogeneity Test

The function of homogeneity test is to determine the students' scores are homogeneous or not. In this study to know the homogeneity of the sample was used Levene statistics by using SPSS 16. The homogeneity test is to measure students' pretest and posttest score in control and experimental group. The result showed that

the pretest scores was 0.089 and posttest scores 0.506. 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=30 (2.042), and t-value= 12.936. It can be stated that there is a significant improvement from students' pretest to posttest scores in experimental group taught using INSERT strategy since the p-output is lower than 0.05. It can be stated that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

And, it was found that the p-output was 0.000 and the value was 5.191. Since the p-output was lower than 0.05 level and the t-value (5.191) was higher than critical value of t-table (2.000). It can be stated that there was a significant difference on students' reading comprehension score taught by using INSERT strategy and those who are not taught at SMA Negeri 2 Prabumulih. It can be stated that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

Conclusion

Based on the findings and interpretations presented in the previous chapters, the writer concluded that there is a significant difference on students' narrative reading between those who are taught by using INSERT strategy (Experimental group) and those who are not taught by using INSERT strategy (Control Group) at SMA N 2. Moreover, from the result showed that there is a significant improvement on students' narrative reading who are taught by using INSERT strategy.

Therefore, it could be assumed that INSERT strategy is an effective way to improve students' reading comprehension, especially students' narrative reading at

the eleventh grade students of SMA N 2 Prabumulih. It could be seen from the result of the test, it implied that INSERT strategy could be used as an alternative strategy in teaching reading.

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