

THE EFFECT OF HERITAGE NARRATIVE ON READING COMPREHENSION OF SECOND YEAR STUDENTS OF SMP TELEKOMUNIKASI PEKANBARU

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ABSTRACT: *This quasi-experimental research aimed to find out whether there is an effect of heritage narrative on reading comprehension of second year students of SMP Telekomunikasi Pekanbaru. This research was a nonequivalent (pretest and posttest) control-group design. In this design, there two groups as the participant (experimental and control group). Heritage narrative was applied in teaching the experimental group while the control group was taught by using narrative from other culture. The population of this research was all students of second year students in academic year of 2017/2018. The total number of population was 71. The sample is chosen by using cluster random sampling. In analyzing data, the writer used the quantitative approach. The results of the data analysis showed that the mean scores of pre-test were 44.86 (experimental group) and 43.47 (control group). The mean score of students after the treatment was higher than pre-test. Moreover, from the statistical analysis, it was found out the t-test (4.75) was higher than t-table (2.01) at the significance level 5%. It can be concluded that there was effect of heritage narrative on students 'reading comprehension.*

Keywords: *Heritage Narrative, Reading Comprehension.*

PENGARUH *HERITAGE* NARRATIVE TERHADAP PEMAHAMAN MEMBACA SISWA KELAS VIII SMP TELEKOMUNIKASI PEKANBARU

ABSTRAK: Penelitian quasi-experimental ini bertujuan untuk mengetahui apakah ada pengaruh *Heritage Narrative* terhadap pemahaman membaca siswa kelas VIII SMP Telekomunikasi Pekanbaru. Desain penelitian ini adalah non-equivalent (pre-test dan post-test) control group design. Dalam desain ini, ada dua kelompok yang diteliti (experimental dan control group). *Heritage Narrative* diterapkan dalam mengajar experimental group sedangkan control group diajarkan menggunakan teks naratif dari budaya lain. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII tahun ajar 2017/2018. Total dari populasi adalah 71 siswa. Sampel dari penelitian ini dipilih menggunakan teknik cluster random sampling. Dalam menganalisis data, penulis menggunakan pendekatan kuantitatif. Hasil analisis data menunjukkan bahwa nilai rata-rata pre-test adalah 44.86 (experimental group) dan 43.47 (control group). Nilai rata-rata setelah pengajaran lebih tinggi daripada pre-test. Selain itu, dari analisis statistic, ditemukan bahwa T-test (4.75) lebih tinggi dari T-table (2.0) pada taraf signifikansi 5%. Jadi, dapat disimpulkan bahwa terdapat pengaruh dari *Heritage Narrative* terhadap pemahaman membaca siswa.

Kata kunci: *Heritage Narrative*, Pemahaman Membaca.

INTRODUCTION

English is one subject that is important to be learned. Based on the 2013 curriculum, English is one of the compulsory subject that is needed to be learned in junior and senior high school. By mastering English, it will be easy to communicate with others whose languages are different. Learning English is not really hard as long as teacher can find/select the correct materials which are appropriate with what students need and what they know. In most cases in Indonesia, English is still learned as a foreign language at school.

In this globalization era, most of young generations seem they have lost their pride of national identity. This is possibly because they are influenced by other cultures from abroad which are getting into this country. And also they are rare to be involved in the materials of learning process. It means they are commonly taught with materials from other culture. Because of this situation, as a teacher is needed an approach in teaching so the young generation can get back their signifying identity. One of the ways is teacher can imply lesson material which relate to Indonesian culture especially in teaching English as they (young generations) are, borrowing Hassall, Murtisari and Donnelly's (2008) words,

“the main future determiners of the influence of English on the language”. So, by learning foreign language they still can maintain their local culture.

LITERATURE REVIEW

The Nature of Reading Comprehension

According to Harmer (1991), reading is an exercise dominated by the eyes and the brain. Then, Ahuja and Ahuja (2001) also state that reading is both a sensory and mental process. It involves the use of the eye and the mind. The eyes receive messages and the brain has to work out the significance of this messages. It requires the students to read for meaning. It means that they not only read the text but also understand the meaning of written text being read.

Burnes and Page (1985) state that comprehension is the process where background knowledge or the world knowledge of the reader interacts with the message encoded in the text to generate an understanding of an author’s message.

The components of reading according to King and Stanley (1989) state that reading has five components contained in reading texts, which are appropriate with the junior high school curriculum. They are:

a. Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word.

b. Finding main ideas.

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops.

c. Finding the meaning of vocabulary in context

It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read

d. Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it.

e. Making inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction.

The Nature of Heritage Narrative

Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

From very early on, the business of English language teaching has undergone various phases of development by employing various research findings to get the best practices in the teaching of English, including the use of local teaching materials. For example, teachers should help English learners reflect on their personal meanings in learning English (Kim & Kim, 2016), one of which is through the use of local narratives which have important meaning in the life of the learners. This has significant relevance with the most current developments in English learning at Indonesian schools which focus on genres so that the learning process becomes easier and more effective. The inclusion of heritage narrative in learning materials has the potential to make students feel more motivated to learn English as they find the learning materials familiar to their cultural background. Heritage narratives can be found in the culture of different ethnic groups across Indonesia, and with which most children are usually already familiar. Most of these narratives are legends orally handed down from generation to generation.

METHODOLOGY

This research was kind of experimental design that aimed to know whether there is the effect of *Heritage Narrative on reading comprehension of second year students of SMP Telekomunikasi Pekanbaru*. This research was conducted on March to April 2018 at SMP Telekomunikasi Pekanbaru. The population of this research was the second year students of SMP Telekomunikasi Pekanbaru while its sample was VIII-B and VIII-C. These samples were taken by using cluster random sampling technique. To conduct the research, the writer used tests as the instrument. Before the pre-test was given to get the data, it was necessary to do try-out in order to measure the validity and reliability the test. The try-out

consists of 30 multiple choice questions. The try-out was carried out in another class of the research class. After presenting the data of the experimental and the control group at the pre-test as well as at the post-test, the writer analyzed the data of both experimental and control group after the post-test given. To analyze the data, the writer used Microsoft Excel 2010 to calculate the T-test. The formulation of the T-test is in the following:

$$\frac{M_e - M_c}{\sqrt{\left(\frac{SDe + SDc}{(N_e + N_c) - 2}\right) \left(\frac{1}{N_e} + \frac{1}{N_c}\right)}}$$

In which:

Mc = the mean of control group

Me = the mean of experimental group

SDc = the standard deviation of the control group

SDe = the standard deviation of the experimental group

Nc = the number of students of the control group

Ne = the number of students of experimental group

RESULT AND DISCUSSION

Results

This experimental group was treated with *Heritage Narrative* during teaching and learning activities. Therefore, the writer gave the students of the experimental and the control group the pre-test as the basis level of their reading comprehension before teaching process was given to them. The results both of experimental and control group were in the following:

Table 4.1 Mean Score of Experimental and Control Group's Pre-test

Experimental Group	Control Group
44.86	43.47

Based on the result on Table 4.1, the writer found that the mean score of the students in experimental group was 44.86 while the mean score of the students in control group was 43.47.

After getting the students' level of reading comprehension in experimental group about reading activities, the writer found that their ability in English reading skill was still low during pre-test. In this case, the writer implied *Heritage Narrative* as reading text for the students. Furthermore, the students of the control group who were taken to be respondents of the research still had low ability in reading during the pre-test.

The Result of Post-test

After the writer conducted the pre-test, then the treatment was carried out. The writer taught the students of experimental group by implying *Heritage Narrative* for four meetings, while the students of control group using random narrative text in four meetings. The writer gave the post-test to both the experimental and control group to answer 30 questions based on the text. The results both experimental and control group were in the following:

Table 4.2 Mean Score of Experimental and Control Group's Post-test

Experimental Group	Control Group
59.58	45.97

From the table 4.2, it was found that the mean score of the students in experimental group was 59.58 while the mean score of the students in control group was 45.97.

Furthermore, the writer found that the experimental group had made better learning outcome, particularly in reading comprehension. Such learning improvement could be caused by the application of heritage narrative during teaching reading at the time of the research.

In the other hand, there was a bit improvement achieved by control group from the pre-test to the post-test. Such improvement could be because of the teaching process through random narrative text. The writer gave them a text that they rare hear or read. It made them difficult to understand the text.

Data Analysis

The results of the post-test belonged to two groups were analyzed using "T" test formula. Before coming to "T" test formula, it was necessary to find the standard deviation in experimental and control group. Standard deviation is intended to know the deviation or

the difference of each of the score from its mean. The standard deviation both of experimental and control group were in the following:

Table 4.3 Standard Deviation of Experimental and Control Group (After Applying Heritage Narrative)

Experimental Group	Control Group
931,48	2716,67

From the table 4.3, the writer found that the standard deviation of experimental group was 931,48 while the standard deviation of control group was 2716,67. After obtaining the standard deviation both of experimental and control group, the t-test can be calculated.

DISCUSSION

The findings of this research revealed that the students of the experimental group (the students who were taught using *Heritage Narrative*) get the improvement on reading comprehension more than the control group. The result of the post-test showed that the mean score of the experimental group (59.58) is higher than control group (45.97). It can be concluded that applying *Heritage Narrative* help student to comprehend the reading text.

Before giving the treatment, the writer checked the balance of the initial ability of the students of both groups. The data used to test the balance was the score of the pre-test. The mean score of the pre-test both groups was not significantly different that experimental group was 44.86 while the control group was 43.47.

After calculated the data, the writer got the score of T-test (4.75) is higher than T-table (2.01) at significant level 5%. It meant that there was the effect of *Heritage Narrative* on reading comprehension of students.

In brief, the findings indicated that applying *Heritage Narrative* help students in reading comprehension, narrative text especially legend. Thus, the answer to the formulation of problem is there is an effect of *Heritage Narrative* on reading comprehension of second year students of SMP Telekomunikasi Pekanbaru.

After doing the treatment, the writer found some strengths and weakness of applying *Heritage Narrative* in the classroom. The strengths are:

1. By reading the title of the text, students know what the text is about because it comes from their culture.

2. Besides students can improve their reading comprehension, they also can be aware about their culture and identity.

3. Students are interested to the text so teachers are easy to have their students' attention. While the weakness of this kind of text is teachers need to be careful while selecting the text because there is less local culture text in the text books so they need to make it by themselves or find it on Internet. But as we know that some texts in Internet have grammatical and structural mistakes.

CONCLUSIONS

It can be concluded that there is the effect of *Heritage Narrative* on reading comprehension of second year students of SMP Telekomunikasi. It was proved by the obtained score of t-test. The result showed that the score of t- test (4,75) was higher than t-table (2,01) at the significance level 5%. Therefore, there was significance improvement achieved by the experimental group in reading comprehension using heritage narrative. Based on the mean score both of groups, the experimental group was better than the control group. The differences between pre-test and post-test in experimental group was 14,72 points, while in control group was 2,5 points.

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