



## **TEACHING READING COMPREHENSION OF NARRATIVE TEXT BY USING “STORY RE-ENACTMENT” TECHNIQUE AT SENIOR HIGH SCHOOL**

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### **Abstract**

Dalam memahami teks naratif siswa sering mendapatkan kesulitan, diantaranya kurangnya kosa kata yang mereka miliki sehingga mereka tidak bias memahami teks naratif dengan cepat mudah. Selanjutnya, teknik yang digunakan guru tidak menarik bagi siswa yang mengakibatkan rendahnya minat siswa dalam kegiatan membaca. Untuk mengatasi masalah tersebut, salah satu cara melalui Story Re-enactment. Makalah ini bertujuan untuk mengetahui sejauh mana Story Re-enactment berdampak pada pemahaman siswa terhadap teks naratif. Story Re-enactment adalah sebuah teknik untuk mendorong siswa agar lebih memahami teks yang mereka baca atau yang mereka dengarkan. Story Re-enactment ini dapat dilakukan dalam bentuk grup atau pasangan untuk mendiskusikan teks terlebih dahulu lalu dipraktekkan sesuai dengan langkah-langkah yang ada dalam Story Re-enactment. Langkah pertama adalah guru memberikan teks naratif kepada siswa, lalu bacakan teks naratif kepada siswa atau siswa baca sendiri teks tersebut. Langkah kedua, Siswa menceritakan kembali teks naratif berdasarkan pemahaman mereka sesuai dengan alur cerita dan menyiapkan alat-alat atau perlengkapan sebelum menampilkan kembali cerita (teks naratif). Langkah ketiga, guru menyediakan teks naratif untuk siswa dan siswa membuat alat-alat atau perlengkapan dari teks naratif yang diberikan guru. Langkah keempat, siswa menghiasi alat-alat atau perlengkapan yang dibuat sebelumnya untuk lebih mudah memahami jalannya cerita. Langkah kelima, siswa menggunakan alat-alat atau perlengkapan untuk menampilkan kembali cerita. Langkah terakhir, guru menilai penampilan siswa dengan cara mendengarkan cerita yang ditampilkan siswa, apakah siswa masih menggunakan bahasa buku atau kosa kata mereka sendiri.

**Key Words:** *Pemahaman membaca , Naratif teks, Story Re-enactment.*

### **A. INTRODUCTION**

Reading is one of important English skills that should be mastered by the students beside listening, speaking and writing. Reading is the activity to get

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many kinds of information. Through reading, the students get much knowledge on education, science, technology, politics, business and et cetera.

As stated by Brown (2004:185), “reading is a skill that teachers expect learners to acquire”. From this statement, we know that the learners should have a reading skill. It means, the learners should understand about what they have read or should comprehend a text that they have read. However, to comprehend a text is not easy, especially a narrative text. Basically, the purpose of reading is to comprehend what is read. It means, by reading a text, a reader will get some information or knowledge.

In fact, there are several factors that make reading of narrative text difficult for the students. Based on the writer’s experience in teaching practice at SMA N 1 Lembah Gumanti, Alahan Panjang, most of the students have lack of interest because the technique used by the teachers are not interesting for the students. Most of English teachers often used the same technique in teaching reading. For example, they asked their students to read a text and find difficult words, explained the meaning of those words, and asked them to answer the question related to a text. Finally, teachers discussed the students’ answer in order to get the correct answer. Therefore, the students are not interested to learn.

Then, most of the students find difficulties in understanding a text because they have lack of vocabularies in reading a text, especially a narrative text. They spend much time to find the meaning of the words in getting information details. So, it is hard for them to comprehend a text because they focus on words. They can use the strategy such as word-level strategy but they did not use it. The word-level strategy can be defined as understanding text through understanding the meaning of words (Arianto, 2017).

According to Gloria (1998:34), “there are several factors that make the students difficult to comprehend the text. First, they read slowly and word by word. They do not read the words in their group; as a result, they lost the meaning of the sentences and they cannot catch the idea or information brought of the sentence. Second, they have lack of vocabulary and they do not skills to guess the meaning of certain words in the text. The last is, they do not have background knowledge about the topics being discussed in the text”.

Because of the reasons above, students have low level of reading comprehension. To deal with this problem, English teachers should find an effective technique in guiding their students to comprehend the narrative text more easily. As stated by Nurcahyoko. 2013 “the quality of teachers and well-integrated supports from media and society are essential for education”. On Jakarta Post Newspaper: 20, July: page 6.

Based on these, the writer offers “Story Re-enactment” as a technique that can be used by the teachers in teaching reading comprehension. Herrel (2002) says that Story Re-enactment technique is used to allow the students to be active in class instead of just sit down in class while reading and listening to teachers. Story Re-enactment encourages students to act out stories after they heard or read the stories. Story Re-enactment allows the students to work in pairs or groups, help the students in enriching their vocabularies and help the students in increasing the ability of speaking. Students can interaction with their friends to

develop their oral language. It means that by discussing the text with their group members, students can develop their oral language that stated on an article written by Robb (2013: 15) and makes the students enthusiastic to follow the lesson.

## **B. DISCUSSION**

As stated by Zainil (2008: 10), “reading is a written communication in which the readers are communicating with the writer of the reading materials”. It means that, reading is a kind of communication between two or more people, such as the writer can share the information with the readers then the readers are communicating with the writer of the reading material to get the information or knowledge. Furthermore, Cambridge Advanced Learner’s Dictionary stated, reading is “the skill or activity of getting information from books”. It means, it is a process for someone to get some information from a written text. So, in reading, the readers need to comprehend the information that is given by the writer.

Moreover, reading comprehension is the goal of reading. In reading comprehension, we can read the text first and then we can get the information from a text and understand the information from a text. To get the information we have to read from the title until the last paragraph. As stated by Mc. Whorter (2007:113), “reading comprehension is the understanding of ideas that is taken from reading material”. It means that, it is the process of readers actively finds the meaning in the text, combining information from a text and their own background knowledge to build meaning. Besides that, in teaching reading the goal is to improve students’ ability in reading comprehension. It means the students should have a reading skill to make them more easily understand the text that they have read and increase their ability in reading comprehension. According Depdiknas (2004) states “teaching reading comprehension has some purpose, such as the comprehending textual, textual means the students have to find the main idea, supporting details, and get information from text, and interpersonal meaning. Interpersonal meaning means the students can respond the text”. There are several types of texts in reading: descriptive, exposition, discussion, recount, narrative and et cetera. Almost all of the texts are studied in senior high school. One of the texts that the writer chooses is narrative text.

Narrative text is a text that tells a story with complication or problematic events that happen in the past and tries to find the resolution to solve the problem. According to Herman (2007:23-24), “narrative is the representation of events and consisting of story”. It means, in narrative, we talk about story. The story is an event or sequence of events that is happened in the story. While reading to a narrative text, students are demanded to comprehend the text in order to get the meaning of whole text. As stated by Zainil (2008:10), “readers should get the meanings of the text by reading the lines, between the lines and beyond the lines”. Nevertheless, not all of students can get the meanings of a text easily. It needed high concentrations, imagination, and list of vocabularies to facilitate students in comprehending narrative text. Hence, English teachers have to be very creative in guiding their students to comprehend narrative text. Nowadays, there are lots of techniques used by English teachers in classroom. One of the techniques that can be used by English teachers is Story Re-enactment.

According to Herrel (2000:206), “story re-enactment is a technique that encourages students to act out stories after they heard or read the stories”. It means that story re-enactment is used to allow the students to be active in class instead of just sit down in class while reading and listening to teachers. This technique can be done with groups or pairs by discussing the text first. As stated on article written by Rob (2013:15) that “story re-enactment allows students to re-read, discuss, and re-create stories”. Herrel (2002:17) stated the steps in using story re-enactment. They are read a story (narrative text), it means, read the story to the students or have read the story independently, retell the story, it means, students retell the story based on their comprehension to their friends in sequence and make a list the props based on the story, making the props, decorating the props and using the props for retelling based on the students’ creativity, cooperation, reading comprehension, vocabularies, and also ability in speaking. Finally the teacher assesses the students’ retelling.

**The preparation for implementing story re-enactment technique in teaching reading comprehension of narrative text will be discussed as follows:**

Teachers can use story re-enactment technique to make teaching reading comprehension of narrative text become interested for the students and make them enthusiastic to follow the lesson. The successfulness of teaching can be achieved by great teaching preparations, before coming to the class; it is an important for teachers to consider several preparations. There are several preparations that the teachers should do:

**1. Preparing lesson plan**

Preparing lesson plan is guiding for teachers in teaching. By using lesson plan, teachers can see every single activity in the process of teaching reading comprehension of narrative text by using story re-enactment because it includes the procedure of technique in teaching.

**2. Preparing material**

Teachers should prepare the material before coming to the class; they must connect teaching material with the topic based on syllabus and curriculum that is appropriate for using in learning. For example: in this technique, before starting to act out the story, teachers give the text to the students and makes them retell the story or share comprehension of the story to their group members and the text that the teachers give to the students is about narrative text.

**3. Preparing media**

Media is a kind of tools to help teachers in the process of teaching, such as laptop, speaker, picture and projector that makes the lesson interesting for the students because the quality of teachers and well-integrated supports from media is essential for education.

**4. Teaching procedures**

**1. Pre-teaching activity**

In this activity teachers help the students in guiding their background knowledge about the topic that being discussed in the text that will be learned. The text that is going to learn is narrative text. Before going to the topic, teachers need to do these activities; teachers greet the students, teachers and the students

start to pray, teachers check students' attendance, teachers check students' readiness, teachers review the previous lesson, teachers state a new topic, teachers introduce the topic about narrative text and teachers inform the purpose of the lesson and tell the students what they will learn.

## 2. Whilst teaching

Whilst teaching activity is the activity conducted during teaching process. In this step, teachers lead the students to the main activity in teaching learning process. Based on curriculum 2013, there are five steps that should be done by teachers. They are as following:

### 1) Observing

The teacher stimulates the students' background knowledge by showing the pictures of Ockok the Owl and Wak the Hawk by using power point. Then, the students observe the pictures.

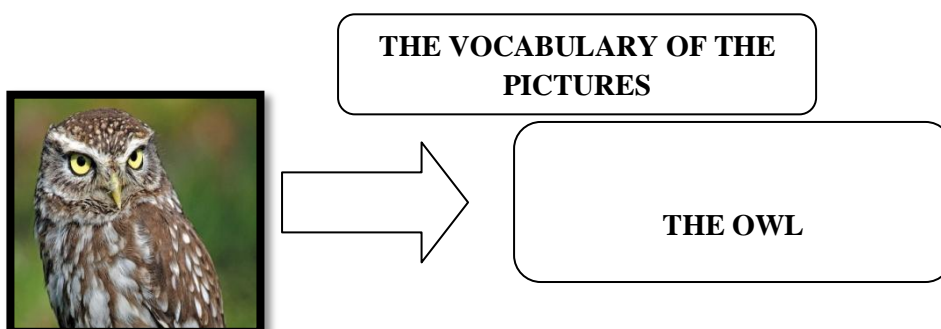
## The story of Ockok the Owl and Wak the Hawk

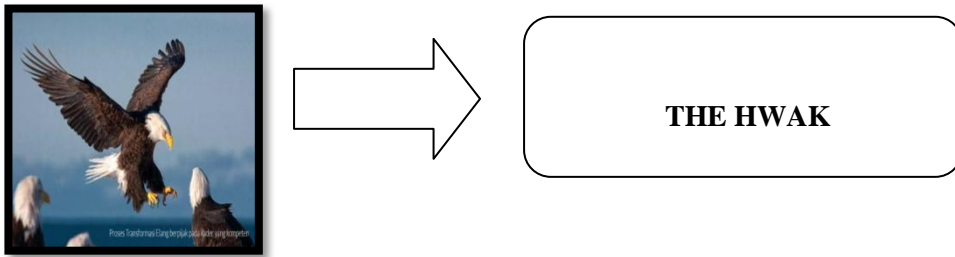


After the students observe the pictures, the teacher lead the students to discuss about Ockok the Owl and Wak the Hawk by asking some questions in order to check if the students understand or not, such as have you ever seen these pictures? Have you ever heard about the story?

### 2) Questioning

In this step, the students are expected to ask questions about the information that they have observed and the students can ask the teachers or their friends about the information that they don't know, such as the vocabulary about the pictures.





Then, the teacher asks all of the students in the classroom to discuss the vocabulary about the pictures. Finally, the students can get the answer from the pictures that they don't know.

### 3) Experimenting

The teacher shows the story of Ockok the Owl and Wak the Hwak by using the texts. Then, the teacher asks the students to scan the story silently for 10 minutes. After that, the teacher asks the students about difficult words that they don't know in the story based on their comprehension and the students ask difficult words to the teacher. Before the teacher gives the answer about difficult words, the teacher asks the students to check the words in the dictionary, after that the teacher and the students discuss the words. Furthermore, the teacher asks the students to explain what the story is about? What is the structure text and language features of the narrative text?, and the students can answer the questions based on their comprehension about the story and their knowledge. Finally, the teacher lead the students to collect the information, discuss it together, and sharing the information about the story. The teacher explains about the material that is narrative text.

### 4) Associating

In this step, the teacher divides the students into several pairs. The students retell the story about Ockok the Owl and Wak the Hawk in pairs based on their comprehension. Before the students retell the story in pairs, first the teacher gives the students a text about the story, the title is about Ockok the Owl and Wak the Hwak. Second, the teacher asks the students to read the story individually to know how far the students understand about the story or the teacher read the story to the students to make the students more easily comprehend the story. Third, the students retell the story to their friend based on their comprehension in order to re-enact the story. After that, the students make a list the props about Ockok the Owl and Wak the Hwak based on sequence in the story that the teacher told before enter the lesson. Then, the students are creating the props or making the props based on their creativity, and decorating the props to make them easily identifies the story. Next, the teacher asks the students to use the props for retelling the story and the students use the props through working in pairs or small groups to comprehend the story more easily because working in pairs or groups can make them interested to follow the lesson and can express their ideas rather than just working individually. Finally, the teacher asks the students to re-enact the story in front of class.

### **5) Communicating**

In this step, the students present the story about Ockok the Owl and Wak the Hwak in pairs based on their comprehension and their creativity. Then, the teacher can see the students who are using book language or their own vocabulary. The teacher can also see the students are using a new vocabulary about the story or their creativity based on their knowledge that they have about the story.

### **3. Post-teaching activity**

In this step, the teacher evaluates the students' comprehension about the story of Ockok the Owl and Wak the Hwak by asking questions to the students. For example, the teacher asks the students to give suggestion or correction to their friends' performance, after that the teacher asks the students' respond about their friends' suggestion or correction. Then teacher asks the students about the story that they have talk before by using a questions, such as what the lesson today, can you give me the example of it, can you tell what happen with Ockok the Owl and Wak the Hwak, where did the story happen, what do you think about the story and et cetera. Finally, the teacher asks the students to write mind mapping about the story based on their comprehension. It can be the title, the participants, the times, the places or the complication in the story. It is because this activity is needed to know how far the students understand about the related topic and the teacher gives a chance to the students to give feedback. After that, the teacher concludes the lesson and reminds the students to keep practicing, and teacher tells about the topic of the lesson for the next meeting. In conclusion, the students have preparation in each step of teaching learning process.

## **C. CONCLUSION AND SUGGESTION**

Story Re-enactment is a technique that encourages students to act out stories after they heard or read the stories. This technique can be done with groups or pairs by discussing the text first and allows the students to re-read, discuss, and re-create stories. This technique is effective to increase students' creativity, cooperation, vocabularies, reading comprehension and also ability in speaking because the students can interaction with their friends to develop their oral language. It means that by discussing the text with their group members, students can develop their oral language. Before the students retell the story in pairs, first the teacher gives the students a text about the story. Second, the teacher asks the students to read the story individually to know how far the students understand about the story or the teacher read the story to the students to make the students more easily comprehend the story. Third, the students retell the story to their friend based on their comprehension in order to re-enact the story. After that, the students make a list the props based on sequence in the story that the teacher told before enter the lesson. Then, the students are creating the props or making the props based on their creativity, and decorating the props to make them easily identifies the story. Next, the teacher asks the students to use the props for retelling the story and the students use the props through working in pairs or small groups to comprehend the story more easily because working in pairs or groups can make them interested to follow the lesson and can express their ideas rather

than just working individually. Finally, the teacher asks the students to re-enact the story in front of class.

Based on the conclusion above, it is suggested to English teacher to apply this Story Re-enactment technique in teaching reading. It is expected that this technique can help the students to solve their problem in reading because this technique can increase the students' vocabularies, creativity, cooperation, and interest. The English teacher should be able to create interesting technique during teaching and learning process. Interesting technique can help teacher to attract students' interest in order to the students have full attention to the lesson.

**Note:** This article is written based on the writer's paper with the advisor Dr. Jufri, M.Pd.

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