THE USE OF STORY PATTERNED PARTNER IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT

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Abstract
General statements about the importance of the topic, gaps in the literature or discrepancies between theory and practice, study objectives, methods, main findings, and conclusions. The objective of this study was to know how story patterned partner was used in teaching reading comprehension of narrative text. Some researchers believe that story patterned partner could accommodate students in learning narrative text. This study tried to prove it in different way. Through the step of patterned partner reading chosen by the teacher, this study added new phenomenon about the use of that strategy. This study focused on the step of read-pause-retell as the step chosen by the teacher in teaching reading of narrative text. By using collaborative classroom action research, two cycles were implemented to do the research. There were 20 females and 7 males-students as the participant of the study. Observation and test were the source of data. While the activities of teaching were video documented to help researchers in filling out the observation sheet. The results proved that the use of story patterned partner in teaching reading comprehension of narrative text could help students to reach the standard minimum score as decided by the school as 75. Therefore, the use of story patterned partner in teaching reading of narrative text helped students to fulfil the standard minimum score.

Keywords: story patterned partner, reading comprehension, narrative text

INTRODUCTION

Reading is one of the most important aspects in education. Bouhedjam (2015) states that one of the most important aspects in education is reading. Reading activities have strong bond with literacy and the development of civilization. By reading, students can gain a lot of new information or knowledge from the written word. Reading is a basic need in education and affects students' learning achievement, the more the students read a text and understand it, the higher the knowledge they have (Sangia, 2018). Students must read because it affects other language skills, gives them a wide range of new information (Yusismi & Jufri, 2017). Reading is the key to learn a language because through reading students can acquire new vocabularies, understand the grammar well, and can solve problems (Fitriani et al., 2015). By reading students can easily get new knowledge from various sources that have been read. Therefore, reading is the most important aspect in education.

Reading comprehension is one way for students to gain new knowledge and information from the text. Budiman et al., (2019) state that the reader can try to develop the writer's thoughts and feelings and they can help students to understand the content of the text. It is an activity to get the meaning of certain words or sentences in the text. Marwan (2014) states that reading comprehension as a process of getting a meaning, therefore it is necessary to have an understanding. Nunan (1988) explains that there are

several reasons why it is needed: (1) by reading, students can learn many things and increase their knowledge; (2) reading support other language skills such as writing, listening and speaking; (3) as entertainment for students, because reading is done to refresh their minds not only for academic purposes. Reading comprehension is an activity to understand a text so that the reader can get the essence of reading by understanding more deeply about the concepts and information of the text.

Narrative text is one of the texts available in English. The narrative text itself is one of the texts that becomes the principal material in English learning. Narrative text is a fictional story involving sequences and related events. According to Friska (2018), narrative text has special features which can be found in a series of events to attract readers' interest, so that the reader's curiosity arise throughout the story. The content of this text is about characters, setting, plot, and conclusion. Narrative text has a generic structure and language feature as well. Generic structures and language features are aspects that must be considered in understanding narrative text (Lubis, 2017). In other words, narrative text is a text that tells an event in a coherent way where there is a general structure and language features in it.

Narrative text is one of the texts learned by the students of grade on second semester. Based on the interviewed result with the English teacher in one of senior high school in Central Java, there were some problems faced by students in studying narrative text. The first, students had low vocabulary mastery. The second, students had difficulty in understanding the content of the text that had been read because of the low of vocabulary they had. The third, students had difficulty in identifying a generic structure, and the last the students had difficulty in finding the moral values of the text they had read. The teacher also stated that the students had low interest in reading, they were less interested in reading text especially in English. It was because the past two years they had undergone online studies which were less for reading practice than offline class. As a result, they were not accustomed to reading and they were less interested in reading the text.

There are various strategies that can be used in learning narrative text. The study conducted by Budiman et al. (2019) showed that narrative text learning can be done through story mapping. In another study, face story strategy can be used to improve students' reading comprehension of narrative text (Albiansyah & Saputra, 2020). According to the study conducted by Yusismi and Jufri (2017), teaching reading comprehension of narrative text can also be carried out using the story re-enactment strategy. With the existence of various learning strategies, students can more easily understand the material because the strategies used are more varied.

Based on the problem faced by students of the tenth grade in reading a narrative text, the writer decided to have story patterned partner. Story patterned partner can be the solution to mediate the students in learning and understanding narrative text. The objective of this study is to know how the students used story patterned partner to improve their reading comprehension on narrative text.

METHOD

The researchers used collaborative classroom action research which consisted of planning, acting, observing, and reflecting. As the first step, planning was done to prepare the instruments to be used in teaching reading comprehension. In the acting stage, the researchers transfered the material by using story patterned partner in teaching

reading comprehension. In the observing stage, the researchers observed the effect of the story patterned partner on teaching reading of narrative text. In the reflecting stage, the researchers reflected, evaluated, and described the effect of the use of story patterned partner. The researchers could see the results at this stage to determine what the researchers should do in the next cycle.

Respondents

The respondents of this study were 27 students of a senior high school in Central Java which consisted of 20 females and 7 males. They knew each other well and they were in the same class.

Instruments

The researchers used two instruments for collecting data: observation sheet and test. Observation sheet was used to collect data related to teacher's steps in teaching reading comprehension of narrative text by using story patterned partner and also related to students' participation in the teaching and learning process. On the other hand, the test was used to determine the students' reading comprehension through the story patterned partner. By giving the test, the researcher could find out the score conformity with the minimum standard score. The tests were given twice. Both of the tests were given at the end of acting stage. They were used to measure the learning achievement of students' reading comprehension on narrative text. The tests were in the form of multiple-choice tests.

Procedures

The procedures for collecting data in collaborative classroom action research were done in two cycles. Each cycle consisted of four stages: planning, acting. observing, and reflecting. In the implementation of each cycle, the researchers used different texts. They were all about humor texts.

Data analysis

The researchers used qualitative descriptive analysis as the process of analyzing data. It covered description and no statistical calculation. The researchers focussed on analyzing the observation result through four steps: assembling the data, grouping the data, interpreting and elaborating the data, and reporting the result. On the other hand, the test results were only used to check the minimum standard score whether the test results were upper or lower than the minimum standard score or not.

RESULTS AND DISCUSSION

Result

In planning stage of cycle one, the researchers collaborated with the English teacher to prepare the lesson plan to be used in teaching. In acting stage, the researchers conducted a research on story patterned partner. The teacher taught reading of narrative text by using story patterned partner. While the researchers observed the activity of teaching and learning. There were three activities of story patterned partner applied by the teacher. They were opening, main, and closing activity. In the opening activity, firstly the teacher greeted the students and made sure about their condition before the lesson started. The teacher continued to build the students' understanding on narrative text. They could show their understanding by mentioning that narrative text was a story which happened in the past. One of them could give the example of narrative text such

as a fabel story title, *Crocodile and Rabbits* and a legend story title, *Surabaya*. At the end of the activities, the teacher added information about narrative text, its generic structure, and example of narrative text. In the main activity, the teacher applied story patterned partner. She followed the steps of story patterned partner. As the first step, she invited them to understand narrative text by practicing reading comprehensively. She gave a text to them which entitled *The Tale of Tom Thumb*. It has five paragraphs. She distributed through WAgroup. They chose their partner. After that, they decided who would be A and B. Since she has informed them about the text to be used, therefore, the text used in the cycle one was *The Tale of Tom Thumb*. She used a pattern named read-pause-retell.

When she explained the read-pause-retell, they listened the information carefully. They stated that they understood the steps in read pause-retell, they discussed about the text of the Tale of Tom Thumb. During the activity, the researchers found some students got difficulties in understanding the text. It was because their vocabulary mastery was insufficient. The researchers also found there were two groups did not follow the step well because they did not understand the text. On the other hand, sometimes the researchers helped them to understand the text when they were still discussing in group. In the retelling activity, she mediated it. The retelling activity started from paragraph one up to paragraph five. She asked them to retell the content of each paragraph. Each group retold the story well even they got trouble in some words. In the closing activity, both the teacher and the students concluded the text. The student K mentioned that The Tale of Tom Thumb was a story about a countryman and his wife who lived in comfortable cottage. They were not at all happy being childness. They both wished very much for a baby. Then the discussion was continued by student P who mentioned that the character of the story *The Tale of Tom Thumb* was a countryman, countryman's wife, Tom Thumb, and king Arthur. Then it was continued by the student C who mentioned that the story happened in a comfortable cottege. The next, the student E mentioned that the story was good because it was funny and entertaining. At the end, the student A mentioned that she liked the story. As the closing activity of the acting stage, the teacher distributed a reading test.

In the observing stage, the researchers observed the effect of the story patterned partner on reading narrative text. Based on the observation, it could be seen that some students still had difficulty in understanding the contents of the text they read. It was due to their vocabulary mastery was insufficient. Next, the researchers assessed the students' test result of reading comprehension of narrative text. There were fifteen students reached the standard score minimum. In addition, in the reflecting stage, the researchers categorized that the students still had difficulty in reading narrative text. The number of students who got score under or close to the minimum standard score were students who experienced some difficulties in observing information from the narrative text. Those students tended not to be active in class and only followed the learning process whether they understood it or not. Therefore based on the result, the researchers decided that cycle two should be created.

In the planning stage of cycle two, the researchers collaborated with the English teacher to prepare the lesson plan to be used in teaching process. In the acting stage, the researchers conducted research on story patterned partner. The teacher taught reading of narrative text by using story patterned partner. While the researchers observed the activity of teaching and learning. There were three activities of story patterned partner

applied by the teacher. They were opening, main, and closing activity. In the opening activity, firstly the teacher greeted the students and made sure about their condition before the lesson started. The teacher asked to the students about the previous cycle whether they still remembered or not. The students could show that they still remembered the material. One of the students could give an explanation about narrative text. One of the students could mention the example of narrative text of fable and legend. In the main activity, the teacher applied story patterned partner. She followed the steps of story patterned partner. As the first step, she invited students to understand narrative text by practicing reading comprehensively. She gave a text to students entitled *Nasreddin and Three Wise Men*. It has five paragraphs. She distributed the printed story. The students chose their partner. After that they decided who would be A and B. She used the same pattern: read-pause-retell. She re-explained the steps in the pattern because there were two students who did not come at the previous cycle. When she explained the read-pause-retell, the students listened the information carefully. They stated that they understood the steps in read-pause-retell, they discussed about the text of the Nasreddin and Three Wise Men. In cycle two, she gave different text from cycle one. Based on the observation data in cycle one, students had difficulty in understanding the contents of the story, so she gave a story that was easier to understand and it had simpler words so that it was easy for them to understand. During the activity, there were some students got difficulties in understanding the text. It was because their vocabulary mastery was insufficient. To make it easier, the teacher asked the students to write down the meaning of words they already knew on the text printed story. They also looked up the meaning of words they did not understand by using dictionary on their gadget. On the other hand, sometimes the researchers helped the students to understand the text when they were still discussing in group. In the retelling activity, the teacher mediated it. The retelling activity started from paragraph one up to paragraph five. She asked them to retell the content of each paragraph. Each group retold the story well. In this activity, they did not find many difficult words. In the closing activity, both teacher and students concluded the text. The students B mentioned that Nasreddin and Three Wise Men was a story about the three wise men who were going around the country. They wanted to get the answer of their question. One day, they got to Nasreddin;s town. And Nasreddin met them in front of his house because Nasreddin wanted to try to answer the question given by the three wise men. All the students mentioned that the characters of the story were Nasreddin and the three wise men. All students mentioned that the story happened in Nasreddin's town. All students mentioned that the story was good because it was funny. All students mentioned that they liked the story. At the end of the acting stage, the teacher gave a reading test to students.

In the observing stage, the researchers observed the effect of the story patterned partner on reading narrative text. Based on the observation, the teacher got positive responses about the teaching and learning process. The students participated more actively. In cycle two, the number of students who could pass the standard score were more than the previous cycle. In the reflecting stage, the researchers analyzed that the students were more interested in reading narrative text. They become more active to answer questions, give comment, and read the narrative text. Based on the score of the test in the cycle two, it can be mentioned that the use of story patterned partner could improve the students' reading willingness on narrative text. It meant that story patterned

partner could be used to teach reading comprehension on narrative text. As a result, the researchers did not continue to the next cycle.

Discussion

Theoretically, there were six types story patterned partner than can be used in teaching reading. However, the pattern used by the teacher was read-pause-retell. The first step was read. Partner A as the readers read the story given by the teacher. She read the story aloud. In this step, she went around the class to make sure that students practiced reading comprehension well and did not have any difficulties. The second step was pause. In this step, partner A stopped read and they gave partner B an opportunity to retell the contents of the paragraphs and continued to read the next paragraph after partner B finished. In this step, she observed the students' activity. The third step was retell. In this step, partner B retold the contents of the paragraphs that partner A had read. Partner B told what they remembered and understood about it. The teacher was as the facilitator.

From the steps provided by the teacher, the researchers could say that the read-pause-retell used by the teacher has helped students to understand narrative text. The results of this study were supported by the previous study conducted by Ardiana (2015) that the application of patterned partner reading strategy was effective and significant in improving the students' reading skill. Zulianti and Hastomo (2022) stated that the adoption of partner reading strategy successfully improved students' reading comprehension. In addition, students' engagement played in influential role and had an impact on their learning outcomes. Nery (2020) stated that students who were taught using partner reading strategy had a deeper understanding on learning narrative text.

CONCLUSION

Based on the analysis of the results, the way the teacher used to teach reading comprehension of narrative text was by using read-pause-retell. In the read step, the teacher asked the students to read the story. It was read by partner A and partner B as the listener. When they did it, the teacher went around the class to make sure that they practiced reading comprehension well and did not have any difficulties. In the pause step, partner A stopped to read and gave partner B an opportunity to retell the contents of the paragraphs. And they continued reading to the next paragraphs after partner B finished. In this step, the teacher observed the students' activity. In retell step, partner B retold the contents of the paragraphs that partner A has read. Partner B told what they remembered and understood. From the test scores, in cycle one there were fifteen students who achieved a minimum standard score and in cycle two there were twenty-seven students achieved a minimum standard score. The researchers could say that the use of story patterned partner could be used to teach reading comprehension of narrative text.

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