

Learning English Using Narrative Text At Junior High School

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Abstract

This article discusses of the teacher's ways and methods of teaching narrative text in English classes at the junior high school level. Learning English is not a prioritized language of communication, so learning literature is one of the teacher's problems in the classroom. Therefore, this article aims to find out the problems using narrative text and solutions to overcome them. The method used in this study was descriptive qualitative through interviews with a teacher at SMPN 1 Kedunggalur. The results of the research indicated that the most obvious problem of using narrative text was the lack of students' understanding in several aspects such as: the meaning of vocabulary, sentences, and delivery during the lesson. Even though there are some problems faced by students, they will later gain knowledge of language both linguistics and introduction to new cultures when learning English using narrative text. This is all thanks to the teacher trying to create an interactive classroom atmosphere so that literature and language learning can be conveyed and well received.

Keywords: Narrative text, Method, Learning

INTRODUCTION

There are many methods that teachers use to develop English teaching in the classroom. These methods are not only limited to students' understanding of the notions that contain theories that must be understood, these methods are also used so that students can learn grammar and sentence structure in English. Narrative text, for example, this one element of literature can be used as a way to increase effectiveness in students' understanding of language.

A narrative is a kind of fictional text that describes an event (or several events) that happened to a character (or group of characters) as if the author were living among the primary characters. (Gündüz, 2003) The narration need not be true and might be written from the viewpoint of one of the characters. Narrative texts are texts "that can be read at once" in terms of duration. The goal of narrative text is to explain the events of the story in a sequential manner. (Adali, 1982) The goal of a narrator is to make the subject of a tale come alive. To accomplish her goals, he must thus find solutions to the challenges of interest and persuasion.

Literature teaching using narrative texts is seen as a useful one. Narrative texts usually use long texts that must be understood by students. However, students often find things boring, and difficult to understand. As a result, students are not interested in the process of learning to read and understand narrative texts. In fact, reading is a fundamental thing that is important for us to get any information. Hyles (2008), "digital born", created and read on a computer. Teachers must be selective in finding the right learning media to achieve learning goals. Based on the explanation above, it can be argued that this study intends to investigate "Learning English Using Narrative Text At Junior High School".

Literature is an important element in language learning. Parkinson & Thomas (2022) relationship between language and literature in the classroom context. They examine literary language in a variety of texts of different genres and classroom learning. Hall & Cook, (2012) say that the theory of language teaching and acquisition has changed for more than one hundred years. This change is caused by several perspectives such as psychological, educational, political, and linguistics. All of which come from a mix of statements, observations, experiments, and theory. In this case, teaching literature in class is believed to be able to increase students' learning motivation and curiosity of students.

Curiosity is how we learn about our world. Loewy (1999) showed that curiosity is the ultimate magic that stimulates exploration, involving both imagination (understanding alternative explanations of

new phenomena) and intelligence (charting out the best way to determine which explanation is the most likely). Learning literature is a learning method that is more interesting and fun compared to traditional learning methods, because with this method students can acquire other aspects of language and knowledge through literary works. All of this is caused by the method of learning literature which does not only include theories that must be understood and memorized, but can obtain a result as proof of learning.

METHODOLOGY

This study uses a qualitative descriptive method by conducting interviews with English teachers in junior high schools. Apart from that, the researcher also added instruments such as giving a number of questions related to learning literature in the English class which had been arranged systematically. These questions include what methods are used by teachers in teaching literature in English classes. Also what are the class conditions and problems during learning and how to deal with them. Researchers also asked questions about evaluating understanding and the results of student learning. Finally, the researcher will explain and describe the results of the interview.

RESULT AND DISCUSSION

The research results refer to a number of questions that we gave in interviews with teachers. The first question (1) "In narrative teaching in class, what method is used?", from this question the teacher gave the answer that "The learning method that I use is interesting method, namely role play", he added the answer "Students are made into several groups, students then explore the narrative text that is given. Here the teacher explains a little description of the narrative text, then students explore the role in the narrative text". From this question it can be concluded that the teacher's method of teaching literature with narrative texts is the role play method. The role play method is an effective teaching technique for narrative literature (Smith, 2022). Role playing is an interactive educational system that brings learning to life. This method makes students move and feel an emotional attachment to the story. This method allows students to better interpret the contents of the narrative text given by the teacher by acting directly on the story given. Sherrin (2016) activities carried out by students in the form of hearing, seeing, and acting out stories have proven to be effective in increasing their understanding. Gillian Porte Ladousse said that "Role playing is included in the category of language learning techniques which can be said to be low input-high output techniques". This means that the time for presenting teacher-centered learning or material is very short and the rest is more for students who study the material by acting out the contents of narrative texts. narrative. Role playing is an effective method and in line with teaching narrative literature where this method can facilitate the process of teaching and learning language. more interesting, and improve language acquisition.

The second question we asked the teacher was "Does the method used make students enthusiastic about learning material?", To this question the teacher answered "Students are very enthusiastic about the lessons that I bring. Because students really have to be active to understand the contents of the narrative text and also their role in the text. Students also have to practice both in pronouncing and understanding the contents of narrative texts". From this second question, we can conclude that the student response to the learning method given shows quite good enthusiasm. One of the things that plays an important role in learning is the interest or willingness of students to learn. To be able to take part in learning properly, students must first be interested in giving birth to motivation or enthusiasm in learning (Yosodipuro, 2012). In the role play method brought by the teacher, the students welcomed it with great enthusiasm, it was proven that the students carried out the instructions given by the teacher very well and happily. Enthusiasm starts with a person's interest in one particular thing that causes attention, thus triggering continuous efforts to achieve that goal (Suyono, 2015; Afdhal, 2015). Students also show excellent activity during the learning process. This makes the class atmosphere more lively with students who are more active in interpreting and acting out the narrative texts given so

that it is not seen that students are idle or playing alone outside the learning context. However, there is one problem that occurs, namely the existence of obstacles in exploring narrative texts. Evidently many students were confused and asked both the teacher and friends next to them. However, this problem does not become complicated because the teacher has provided a solution, namely explaining some difficult sentences so that later students are not confused when given reading comprehension.

The third question we asked in interviews with teachers was "Has the narrative learning provided achieved student understanding?". the answer from the teacher to the question was "Yes, it can be achieved with the results of learning narrative text, children have achieved the expected understanding of more than 78%". The results of the teacher's evaluation show that the results of learning using the role play method have achieved the expected understanding of 78%. This can be proven where students are able to explore appropriate roles in narrative texts which are given with quite good pronunciation and intonation even though there are some pronunciations that are still wrong, but this makes sense if you look at their level who are still in junior high school. At the end of the lesson, the teacher also evaluates by giving text exercises to students to know and understand the elements and also the structure of narrative text in the form of text content, vocabulary, intent, purpose, orientation, complications, resolution in the text.

CONSLUSION

The conclusion of the research discussed in the given information is that the use of the role play method in teaching literature using narrative texts is effective in increasing students' understanding and improving language acquisition. The students showed enthusiasm for the method, and the teacher's evaluation showed that the learning goals were achieved. However, there was a problem with some students being confused and needing help with the material, but the teacher was able to provide solutions to this issue. Overall, the use of the role play method was found to be a successful teaching method for narrative literatur

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