# THE EFFECT OF USING LITERACY INTEGRATED METHOD

# ON THE STUDENTS' READING COMPREHENSION

# IN NARRATIVE TEXT

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**Abstract**. This experimental research investigated the effect of using literacy integrated method on the students' reading achievement in English narrative text. The sample comprises 76 students from two classes of VIII grade were taken from the total population of the second year students of Junior High School in SMP NEGERI 13 Binjai Indonesia in the academic year 2017/2018. The sample was grouped into an experimental group (VIII-1) and control group (VIII-2) each consisting of 36 students. Literacy integrated method was given as a treatment to VIII-1 while VIII-2 was given a treatment of grammar-translation method. Data from pre-test and post-test of the two groups and t-test analysis illustrate the significant effect of using literacy integrated method on the students' English reading comprehension in narrative text.

Key words: Literacy Integrated Method, Reading, Narrative Text

## INTRODUCTION

In English, there are four skills namely listening, speaking, reading and writing. In learning English, reading is one of the skills which has a vital role to give information to the reader. According to Grabe and Stoller (2002:9), reading is the ability to draw meaning from the printed page and to interpret this information appropriately. In reading, students do not only read the text but also understand the text. The primary purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. Manik (2010:1) states reading is one of the language skill that has to be improved in learning a language. This compilation is designed to provide students practice; it is based on the premise that reading is an interactive process in which readers get information from text and their background knowledge to build active communication.

In reading comprehension, the readers are expected to be able to construct meaning from a text and to interpret the information well. As reading is an important skill that must be

achieved by the students, reading has already been taught from the elementary level up to university level, because of this situation, the students are expected to be able to comprehend the reading text easily. This program helps to increase students' reading comprehension although reading is an essential low reading skill. The low reading skill proves that the education process has not developed the competence and interest of learners towards knowledge. Educational practices carried out in schools so far have not shown that schools function as a learner organization that makes all its citizens lifelong learners.

Curriculum (KTSP 2006), the education system in Indonesia is much improved. Since 2006, the new curriculum continues to be piloted, revised and loaded by new strategies to improve the quality of education. Character education, cultural literacy, and cultural development are the most prominent additional content to be developed in the 2006 curriculum.

To develop the school as a learning organization, the Ministry of Education and Culture developed the movement literacy school (GLS) GLS is comprehensive effort involving all the citizens of the school (teachers, learners, parents/ guardians) and communities, as part of the educational ecosystem. The teacher did not give direction to the students to study to the library, the teacher did not lead the students to read 15 minutes before the study. Implementation of the school literacy movement program cannot be separated from obstacles of failures in the implementation, because the nature and ability of students vary to allow the barriers to occur.

Based on the researcher's interview with the English teacher of SMP Negeri 13 Binjai, the researchers found that most of the students still had low comprehension in reading. The school library is one of support for the implementation of the program school literacy movement, which serves as a provider of reading materials such as science and information resources for educators and learners. But at the library of SMP Negeri 13, Binjai was still the lack of having reading books for learners, that what made one inhibiting the occurrence of literacy programs in the school and the lack of reading interest of students was also an obstacle to the program of literacy movement.

There were some reasons for such cases, such as the lack of students' interest to read the text, the lack of student' knowledge about the reading text and the ineffective technique which was applied by the teacher such as the English teachers in Junior High School generally taught the students using direct instruction. This method made the students more passive. The relationship did not happen among the students. Direct instruction just happened between the teacher and the students. Also, this method made the students bored and not enjoyable to learn.

The main objective of the school literacy movement is that educated participants should have a high interest in reading and curiosity so that the literacy integrated method can run well and by the expected. Therefore, the school should hold the program school literacy movement as an effort to increase the reading interest of learners by developing library management school. In the implementation of this school literacy, the integrated method can

be seen from student discipline. Based on the description above, the researchers were interested in doing this research.

Based on the formulation of the problem above, the objective of the research was "To find out the significant effect of using Literacy Integrated Method on the students' comprehension in Reading the Narrative text."

## REVIEW OF RELATED LITERATURE

*Literacy Integrated Method*

Literacy according to Kemendikbud (2016: 2) is the ability to access, understand, and use something intelligently through various activities, such as reading, seeing, listening, writing, and speaking. GLS is a participatory effort or activity involving the citizens of the school (students, teachers, principals, education personnel, school superintendents, school committees, parents or guardians), academics, publishers, mass media, communities and stakeholders under the coordination of the Directorate General of Primary and Secondary Education Ministry of Education and Culture.

School literacy movement according to Kemendikbud (2016: 3) is a social movement with the collaborative support of various elements. The efforts are taken to make it happen in the form of reading habits of students. This habit is done with a 15-minute reading activity (teachers read the book, and school residents read inwardly, tailored to the context or target school). When reading habits are formed, they will then be directed to development, and learning.

This literacy activity is conducted to foster students' interest and reading culture. DitjenDikdasmen (2016: 4) states that literacy activities are implemented to improve reading skills so that knowledge can be mastered better. Reading materials contain the values of character, in the form of local, national, and global wisdom that is delivered according to the stage of development. This critical breakthrough should involve all stakeholders in the education field, from the central, provincial, district, to the education unit. The involvement of parents and the community is also an important component of the GLS.

Stages in the implementation of School Literacy Movement According to the Directorate General of Primary and Secondary Education (2016: 28) are as follows:

1.  Stage 1

The habit of fun reading activities in reading and on reading activities in school residents. The growth of reading interest is fundamental to the development of students' literacy skills.

2. Stage 2

Development of reading interest to improve literacy skills Literacy activities at this stage aim to develop reading comprehension skills and relate them to personal experiences, critical thinking, and creative communication skills through reading-response activities.

3. Stages 3

Literacy-based learning Literacy activities at the learning stage aim to develop the ability to understand texts and relate them to personal experiences, critical thinking, and creative processing of communication skills through responsive textbook reading activities and textbooks. In this stage, there are academic bills (related to subjects).

The are some advantages of literacy (1) Can stimulate mental, (2) Adding insight and knowledge, (3) Adding vocabulary, (4) Improve memory quality, (5) Train skills to think and analyze, (6) Increase focus and concentration, (7) Train to be able to write well, (8) Can expand one's thinking, (9) Can help prevent cognitive function decline, (10) Can increase one's empathy

*Grammar Translation Method*

The Grammar Translation Method (GTM) is reportedly the oldest and the most traditional method of foreign language teaching. Although the history of the Grammar Translation Method is not well-documented, it is generally assumed that the method stemmed from the teaching methods of Latin and to a lesser extent from Greek (Howatt, 1984). In the early 15th century Latin was the major foreign language due to its extensive usage in the government, academic, and business sectors. However, in the 16th century due to political upheavals, the importance of Latin gradually declined, and some other languages such as French, Italian, and English gained prominence. In the 18th century, these languages were included in the curriculum of educational institutions of Europe. The first country to adapt the Grammar Translation Method was Germany, especially by Prussia, for which this method is also referred to as the Prussian Method. This teaching method was modeled after the same principles followed in the teaching of Latin; hence formerly it was also called the Classical Method. The method saw its heyday in the 19th century and came to be known as the Grammar Translation Method.

There is procedure of grammar-translation method, they are (1) Reading comprehension questions about the text, (2) Identifying antonyms and synonyms from words in the text (3) Memorizing vocabulary selected from the reading texts (4) Forming sentences with the new words (5) Recognizing and memorizing cognates and false cognates (6) Practicing fill-in-the-blank exercises (7) Writing compositions from a given topic.

The are some advantages of the grammar translation method (1) As the classes are carried out in the mother tongue, teaching takes less effort and time, while the students can also learn much comfortably. Moreover, the teacher can assess whether the students grasped the lessons or not. (2) The translation exercises help the students to compare the native

language with the target language, which in turn enhance their ability to understand the meaning of words and complicated sentences. In this way, they can learn the target language grammar in a relatively easy way. (3) The focus on understanding the target language literary texts increases the students' reading and writing skills. (4) The Grammar Translation Method also enables the students to understand how the mother tongue functions, to give them the capacity to communicate its thought. (5) The memorization of grammar rules and vocabulary of the target language provides the students with good mental exercise which helps to develop their mind. (6) As this method chiefly stresses developing reading and writing skills, the teacher does not necessarily need to be fluent in the target language. (7) The study of target language literature helps the students to learn the best forms of language. (8) The emphasis on accuracy enables the students to learn the correct grammar of the target language.

The are some disadvantages grammar translation method (1) The overemphasis on accuracy leads to repeated corrections of errors which hinders the consistency of learning, (2) This method overemphasizes accuracy to fluency, (3) It is a teacher-centered method since the role of student is passive, (4) It ignores communicative competence as the goal of learning, (5) Little or no emphasis is given on listening and writing skills, (6) The students often fail to speak in real life situations since they are familiarized with the target language culture through reading passages rather than by direct interaction with the target language elements, (7) Learning often gets dull and tiresome since the students need to memorize lots of vocabulary items and grammar rules.

*Effect*

The effect is defined to change ability that the students have after having treated by using a certain technique. It is usually the aspect of the method in which the relationship between different subject and variables can be determined. Effect of teaching treatment in language is related to the change of getting something to the cognitive system. The result is the important of ability. The ability is the result of the learning process which involves teachers with students.

The improvement which creates comprehension or achievement by the students then is realized in the form score so that it can measure the certain position of students in the class because the score they have effected their improvement in the learning process. It is important to recognize and support children's and young people's achievement. It can help to develop their confidence and motivation for learning. It can also help them to reflect on their learning and plan appropriate next steps. According to Brown (2001, P. 391), an achievement test is related directly to classroom lessons, unit, or even a total curriculum. Achievement test can serve as indicators of features that a student need to work on in the future, but the primary role of an achievement test is to determine acquisition of course objectives at the end of a period of instruction.

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*Reading*

Reading is very important for study purposes, careers. Or simply for pleasure. Only by reading, we can get much information. According to Manik (2010:1), Reading is one of the language skill that has to be improved in learning a language. This compilation is designed to provide students practice; it is based on the premise that reading is an interactive process in which readers used information from the text and their background knowledge to build active communication. Reading is interactive in the sense that linguistic information from the text interacts with information activity by the reader from the long-term memory, as background knowledge Grabe (2002:18). Stoller (2002:9) reading is the ability to draw meaning from the printed page and interpret the information appropriately. Grabe and Stoller (2002:9) state that reading is the ability to draw meaning from the printed page and interpret the information appropriately. It means reading is about comprehending written text. We have to comprehend the text first to be able to draw the meaning and interpret the information based on the text.

According to Nunan (2005:69) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. To read, we must be able to decide (sound out) the written words and also comprehend what we read. Based on the statement above, it can be concluded that reading is communication through the text includes knowledge, news, and story. The readers read to get more knowledge and information from a written text.

*Narrative Text*

Narrative text is a kind of genre and narrative is a type of text that is very appropriate to tell activity or past event that protrudes problematic experience and resolution which intends to amuse and give a moral lesson to the reader. Bear (2010) states that narrative text is an imaginative story to entertain people (imaginative narrative text is a story that aims to entertain people).

Dirgeyasa (2014:45) states that there are some types of narrative text. They can be imaginary, factual or a combination of both. They many include fairy stories, mysteries, science fiction, romances, horror stories adventure stories, fables, myths, and legends, historical narratives, ballads slice of life, and personal experiences. However, the narrative also is written to teach or inform, to change attitudes/social opinions, e.g. soap operas and television dramas that are used to raise the topical issue. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

Bear (2010:50) explains that a good narrative has the characteristics are:

1. Plot: a meaningful and dramatic series of events that form the story

2. Setting: includes information about when and where the events of the story take place

3. Sequencing: since the text action is a sequence of events in time, an obvious and effective way to the narrative it is in chronological order.

According to Arlina (2015), there are four elements in the narrative text they are orientation, complication, resolution, and Coda.

1. Orientation: orientation contains a prefix that contains a story about the introduction of Character, Time, and The Genesis in the story (Especially Narrative).

2. Complication: Complication is a paragraph that contains the description of the appearance of a conflict or problem that arises in a narrative text.

3. Resolution: resolution is a paragraph that contains the end of a conflict in the story narration.

4. Coda: Coda is a narrative text paragraph at the end of the story, but in general that is taught in school is not always given in the text narrative coda.

According to Keir (2009:4), the language features of the narrative text are as follows:

a. Use of word chains to build topic information

b. Extensive use of nouns, adjectives, verbs, and adverbs to enhance the plot, setting, and characters.

c. Use an adjective to build noun groups

d. Use time connectives to sequence events

e. Use thinking and saying verbs to show how characters are saying, feeling, and thinking.

f. Use past tense

According to Sanggam and Shinoda (2008: 1), a text is a meaningful linguistic unit in a context. Text in a language is unique. Some languages may have some similarities in a text. They also have some differences. Indeed, a text is an effective and efficient higher linguistics unit containing several components may contain one or more than one clause. Texts can be classified and organized in a multitude of ways: everyday, formal, entertaining and informational. Different types of texts have distinctive characteristics, depending on what they are made to do Sanggam and Shinoda(2008: 2).

## RESEARCH METHOD

The research was using experimental research. In this study, there were two classes, namely the experimental class, and the control class. The experimental class was the class which was taught by using literacy integrated method. Meanwhile, the control class was taught by the Grammar Translation Method. The details were showed in the table as follows:

**Research design for experimental group and control group**

| Name of group | Pre-test | Treatment | Post-test |
|---|---|---|---|
| Experimental (X) | ✓ | Literacy Integrated Method | ✓ |
| Control (Y) | ✓ | Grammar Translation Method | ✓ |

There were three stages in doing procedure of research, they were: pre-test, treatment and post-test.

1. Pre-test

    The researchers had given the pre-test to both of experimental and control class to know the average score on preliminary data. The purpose of pre-test was to know the students' reading achievement before treatment. This research was using multiple choice test. The test was taken from students' books based on KTSP. The test consisted of 20 item tests.

2. Treatment

    The treatment was conducted into two classes. They were experimental class and control class. Both of experimental class and control class were given the same material but each of class was given different treatment. The experimental class was taught by using LiteracyIntegratedMethod and the control class was taught by using Grammar Translation Method.

3. Post test

    The researchers delivered material to experimental class and control class, the researches gave the test to both of the classes on post-testing by using same test instruments and items. Conducting the post-test in experimental and control classes was by giving test in the form of multiple choice test. The researchers analyzed the students' score and then the researches compared the score of the sample classes, finally, the researchers analyzed the test hypotheses to find out the effect of literacy integrated method to the experimental class in teaching reading comprehension on narrative text.

Using Literacy Integrated Method

*Location*

The location of this research was conducted at SMP NEGERI 13 Binjai Jl Letjen Jamin Ginting. The research was conducted during the academic year 2017/2018. The reason for choosing this school because researchers found from the interview with the teacher that the students' ability in this school in reading narrative text were still low. So, it was important to find out the effect of using of Literacy Integrated Method on the Students' Reading Achievement in Narrative Text.

*Instrument of Collecting Data*

The instrument for collecting the data in this research was multiple choice test, with four options (A,B,C, and D). The test was taken from students' book based on KTSP. There were 20 items to answer and the score for each correct answer was scored 1 and the wrong answer was scored 0.test. So, the total score was calculated by using formula:

$$\text{Score} = \frac{R}{N} \times 100\%$$

Notes :

$S$ = scoring of the text

$R$ = number of Correct Answer

$N$ = Number of item

*Technique for Collecting Data*

In this research, the data was collected by following procedures as follows:
1) Giving pre-test to experimental and control classes
2) Teaching treatment the experimental group by using Literacy integrated method.
3) Teaching treatment the control group by using Grammar Translation Method.
4) Giving post-test in experimental and control classes by giving same test in the pre-test.
5) Correcting the students' answer

*Technique of Analyzing Data*

In analyzing the data, the result of the data was analyzed by using statistical procedure which consisted of mean, standard deviation (SD) and dependent t-test. The mean was used to find out the average of the sample. To find the mean, Ary (2010):

a. Mean

$$\bar{X} = \frac{\Sigma X}{N}$$

Where:

$\bar{x}$ = mean

$\Sigma$ = sum of

x = raw score

N = number of cases

b. Standard Deviation

$$S_D = \sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{n}}{N-1}}$$

Where:

SD = standard deviation

D = deferences between with t=test and post-test

N = numbers of pairs

c. Dependent sample T-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Where:

t = t-ratio

$\bar{D}$ = average difference

$\Sigma D^2$ = different score pre-test and post test

$(\Sigma D)^2$ = difference score experimental group and control group

N = number of student

## FINDINGS AND DISCUSSION

In this section, the writers showed the result of the test. The finding of the research was there was a significant effect of using Literacy Integrated Method on the students' reading achievement in Narrative Text. Teaching reading narrative text in the experimental group by using Literacy Integrated Method was higher than teaching reading narrative text by Grammar Translation method. The t-observe of the experimental group by using Literacy

Integrated Method was higher than t-table in without t-observed was 21.70 and 5.77 (21.70 > 5.77).

After the researchers assessed students' scores, then they calculated into formulas to find out Standard Deviation and T-test to know the differences between the students' score in the experimental group and control group. The students in the experimental group got the total score of pre-test 1970, and the mean was 54. In post-test, the total score was 2970, and the mean of the score was 82. Then researchers analyzed Standard Deviation to know differences between pre-test and post-test. It was found that the Standard Deviation of the experimental group was 7.77. Thus, those value can be used to find out the result of applying t-test formula.

The result of t-calculation showed that t-test was 21.70 and t-table was 1.66. The t-test was higher than t-table (21.70 > 1.66). After knowing students' scores in the experimental group, then the researchers calculated Standard Deviation and t-test to know the students' score in the control group. The total pre-test score of control group students was 1850, and the mean was 51.3. In post-test, the total score was 11650, and the mean of the score was 68.8. It meant that, the total and mean score in post-test of the experimental group was higher than the total and mean score in post-test of the control group. Standard Deviation of the control group was 0.57, and the result of t-test in control group was 5.77. It meant that the result of the experimental group was higher than the result of t-test in control group, namely 21.70 > 5.77

In analyzing the hypothesis, it referred to the t-table at the level significant of $\propto 0.05$. The testing criterion used for hypothesis result was: if t-test > t-table, it meant that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

Furthermore, the t-table with the level significant of $\propto 0.05$ with the degree of freedom (df) → (2n-2 = 72-2= 70) was 1.66. It means that Ha on this study was accepted since students' t-test in the experimental group was 21.70 and the t-table 1.66. Because the t-test value was higher than the t-table (21.70 > 1.66), therefore, it could be concluded that Literacy Integrated Method could improve students' achievement in reading the narrative text.

NindyaFarandina (2015), This study aimed to determine the influence and obstacles of School Literacy Movement Program on Students'Reading Interest at SD Integrated Islam Muhammadiyah An-NajahJatinomKlaten. The e research approach was the quantitative approach. The sample of students of grades 4 and 5 are 126 students. The data were collected by using questionnaire method, interview, and documentation. Test the validity of data used validity test and reliability test. The data was analyzed by using data descriptions, percentages, prerequisite analysis test, and hypothesis testing. The results showed: (1) School Literacy Program on Students Reading Interest in SD Muhammadiyah An-Najah Jatinom Klaten, with rxy = 0,550, r2xy = 0,302, t-value (7,332)>ttable (1.657); meant that the effect of the School Literacy Program on Students' Interest was significant. (2) Barriers occurred in reading loud, silent reading, classroom corner reading activity, and the most active book borrowers awards, from 126 samples 36.06% answered yes and 63.94% said no.

The low literacy culture of elementary school students was a problem related to the quality of education in Indonesia. The government tried to solve the problem by issuing

Permendikbud. 23 of 2015 on the growth of moral character which was then derived with the policy of School Literacy Movement as an effort to cultivate the culture of literacy in children. In its implementation, many of the supporting factors and impediments to this policy were implemented. This research would see how the process of this policy was done by looking at four subjects namely: communication, resources, commitment and bureaucratic structure of the executor of it.

By using literacy as a media in teaching reading narrative text, firstly the teacher would give the pretest to find how the scores that the students achieved before treatment was given. Based on the results, the teacher then divided the class into several groups. In each group, the teacher explained the material which was narrative text. Then, the teacher shared the narrative text for each group and asked them to make a narrative story. Each group would make the different story because every student had the same opportunity to give their critical thinking. Then, one of them collected all of the ideas from the member of the group they had discussed to arrange those ideas into a good narrative text. After these students finished their work, each group told the story in front of the class; then the teacher suggested the students' assignment. As the post-test, the teacher asked the students to read and write a narrative text individually.

**CONCLUSION**

There was a significant effect of Using Literacy Integrated Method on the students' achievement in reading especially in reading the narrative text. The result of computation in t-test was 21.70, while the critical value of 0.05 significant level was 1.66. The conclusion from the data analysis was the value of t-test (21.70) was higher than the t-table (1.66). It meant that the alternative hypothesis (Ha) was accepted and the teaching by using Literacy Integrated Method significantly affected the students' achievement in reading the narrative text.

Having the result of the study, the writers suggested to the teachers to apply the appropriate and interesting technique of teaching reading by using literacy integrated method to attract the students' motivation to read English texts. Moreover, it is also suggested to the students to improve their vocabulary mastery by reading more English sources. Finally, it is suggested to the other researchers to read and use more references dealing with a similar study to conduct his/her research.

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