

TEACHING READING NARRATIVE TEXT USING STELLER THROUGH SIGNAL GROUP

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Abstract

The purpose of this study was to understand the scenario and implementation of learning to read Narrative Text. using Steller through Signal Group, to find out teacher and student responses, as well as teacher and student barriers to the implementation of teaching scenarios during online learning during the covid pandemic. This research uses a qualitative descriptive method. The participants in this study were students of class X in one of the Vocational Schools in Cimahi and an English teacher. The instruments in this study were questionnaires, observation sheets, teacher field notes, and tests. Based on research in the field, data obtained that the scenario and implementation of the teaching scenario went well and also received positive responses from both students and teachers. The difficulty experienced by most students is understanding the purpose of the text and looking for references. Another obstacle faced by teachers was technical problems with the Steller application, while student barriers were prerequisite skills 61.33%, time/interruption 70%, motivation 71.7%, technical 76.8% and social 83.7% which showed that all the obstacles faced by most of the students are not too annoying but the unstable internet connection and storage space of the device. Thus, the writers conclude that the use of Steller in this study can help the implementation of learning to write Narrative Text. In addition, teachers can also create appropriate learning media on the Steller teacher story page, especially for teaching reading Narrative Text. However, the teacher must estimate the obstacles that may occur during the activity, especially for technical problems that may occur.

Keywords: Reading, Narrative Text., Steller, Signal Group

INTRODUCTION

There are four skills that an English learner must learn, namely . listening, speaking and reading, Each of these skills must be mastered by every English learner. In learning to read, there are many types of texts that must be understood by students, such as descriptive texts, recount texts, narrative texts and so on. These texts sometimes have aspects of differences and similarities. However, the writer will only focus on narrative text as the main discussion in this study. We know that the main purpose of reading narrative texts is not only so that students understand entertainment narrative texts but also on the aspect of building a better relationship between their knowledge and understanding based on the books that must be read (Usu & Adi, 2021). Based on the 2013 curriculum, narrative text is a type of text that must be studied by students in vocational high schools. Students are expected to be able to find important information from narrative texts, but also understand the general structure of the text as well as hidden meanings and supporting details in what they read. So through the process of reading narrative texts, students are expected to be able to hone their reading skills through light media containing entertaining material. Thus, because reading is the main consideration in this study, there are several aspects that must be implied to evaluate students' reading comprehension such as,

- a. Identifying the Main Idea
- b. Looking for Reference
- c. Understanding Vocabulary

d. Making Inferences

e. Explore Detailed Information

Brown (2007) divides reading strategies into three stages, as follows:

1. Pre-reading stage

This pre-reading stage consists of brainstorming and recalling student acquaintances about vocabulary, grammatical features, and experiences to create relevant connections between their creativity, their prior knowledge, and their subsequent studies.

2. Stage While Reading

The current stage of reading consists of reading aloud or reading silently. Reading aloud can be done as a way to encourage students and create class cohesion. Meanwhile, silent reading can be done as a way to make students focus in understanding the text and get the important points from the text.

3. Post-reading stage

The post-reading stage is the last stage which aims to evaluate students' reading comprehension. This can be done by asking, summarizing, or clarifying.

read selectively to find detailed information such as name, place, number, date, etc.”.

Each text has its own rules and characteristics. Narrative text also has its own characteristics. There are three special characteristics of narrative texts which are called generic structure, social function, and linguistic features. The general structure is known as the elements that make up the text into a narrative text. A text is called narrative text if it has 3 generic structures, namely orientation, complication and resolution. The media used in this research is the Steller application. Steller is an acronym for storyteller. The app is very easy to use because all the elements for storytelling, including text, photos, and videos, are available here. So that the writing produced in Steller will be more interesting and interactive because it combines elements of text, photos, and videos. It is suitable for those of you who like to write modern quotes or poetry. Rukun (2019), for example, states that the use of Steller as a medium for learning to read stories can help increase students' motivation in learning to read stories. Furthermore, the use of Steller as a learning medium in the reading class has proven to be effective (Hanifah & Bharati, 2019). The use of Steller as a medium for teaching reading can also improve students' reading skills because it is proven that Steller can increase their reading interest (Rahayu, 2019). As a result, the more they read, the more they benefit from developing their English skills. Steller is expected to be a medium to practice reading skills, this helps students to understand new vocabulary, slang, phrases, idioms and so on and as a result students will become familiar with English sentences even though most students are reluctant to look at the dictionary to find the meaning of the sentences. new vocabulary they found (Permatasari et al., 2020). This phenomenon occurs because Steller is easily accessible, helping them overcome boredom by presenting diverse stories (Rahayu, 2019). However, even though Steller can be used as a platform to teach reading, in this case the teacher must make the right learning strategy when they want to use Steller as a platform to teach reading because Steller provides many variations of story genres which can lead to inappropriate teaching and learning scopes. . So that in this study the writers create a teaching scenario that uses Steller as a platform to teach reading Narrative Text by creating independent story pages that aim to make students more focused on learning and reading. The writer believes that teacher can also create its own learning material that helps students to focus their learning and reading narrative text in accordance to its features that support teacher to create the independent story page by attaching picture and allowing students to comment their thought toward particular part of the story. However, unfortunately the writer also believes that beyond the supportive communication feature between writer and reader that Steller provide, it still does not support actual time communication that needed by teacher to communicate and discuss everything about the lesson.

So that in this research, the writer need Signal Group to support the two way communication between teacher and student. Other than that, according to the previous study done by some researcher before related to the use of Steller as a learning media to teach reading and reading, the writer believe that the use of Steller to teach reading narrative text in this research will also create positive feedback from the students. Signal is a software that offers messaging services. So, of course, its main use is to exchange messages or often called chat. This application claims to be safe to use. You can send chat, voice messages, to make voice and video calls without fear of being watched by anyone. Messages exchanged in it also use end-to-end encryption. If you're confused about what that means, Glints will explain. The chat you send will turn into a code sent to Signal. After that, Signal will send it to the person you exchanged messages with. The key to the code belongs only to that person's Signal app. This means, only you and the recipient can read it. Signal's side doesn't know anything.

METHOD

This research uses descriptive method as research design. The final result of this study is a combination of numbers that represent the calculation of the data accompanied by a description as an additional explanation to support the appropriate final conclusion. This understanding is supported by Zaluchu (2020) which states that descriptive research methods generally describe research results and variables so that readers get complete information about each variable or topic of discussion contained in the research model. An explanation of each characteristic or nature of a phenomenon that is the subject of research characterizes this method. The purpose of this descriptive research is to create a systematic, factual and accurate depiction of reality regarding the facts, characteristics and relationships between the phenomena being investigated (Prasanti, 2018). Through this descriptive method, the researcher wants to provide an explanation of a phenomenon so that it is easy to understand. The phenomena analyzed in this study are the implementation of teaching scenarios; student responses, difficulties and barriers; as well as teacher responses, difficulties and obstacles that occurred during the implementation of the teaching scenario. The way descriptive research describes research variables can be analyzed qualitatively, but is also often analyzed and described quantitatively using percentages, averages, frequencies, or other statistical analyzes to determine relationships (Nassaji, 2015). The subjects in this study were students of a vocational school in the Cimahi area. From the observations made, the data obtained that there are several characteristics of students according to the initial observations made by the writer, it was obtained data that the characteristics of students were heterogeneous and students tended to be passive in learning English. The level of students' understanding of English is still low. This is based on the students' average English test scores which show less than the KKM (Minimum Achievement Criteria).

RESULTS AND DISCUSSION

Results

This study uses a questionnaire to determine student responses to the implementation of learning to read Narrative Text using the Seller Signal Group. From the results of the questionnaire data obtained that most of the statements have positive answers. Students believe that the activities carried out increase their insight, improve their critical thinking, increase their confidence to express their opinions and also make it easier for them to understand the material. This happens the media and techniques used can help students to have a better understanding of the learning material, improve students' critical thinking, and also stimulate students to be

more confident both to be more active in learning. Reading activities using the seller through this signal group facilitate students to learn through self-experience with objects that are actual and close to their daily lives. In addition, the use of Sellers as a medium for learning to read Narrative Text can also help students more easily understand stories and answer questions more easily. easy because Seller provides comments and image attachment features. In addition, the use of Seller as a medium for learning to read can improve students' reading ability because it is proven that Seller can increase their reading interest. Although most of the answers were positive, there were also some students who answered disagreed with the statement asking about students' perception of English, students' motivation and understanding to the material being studied. Temporary the teacher's response to the implementation of learning to read Narrative Text using Seller through Signal Group is very positive. The teacher is very impressed by Seler because this application offers students the flexibility to be creative and actualize themselves to the fullest. This application has advantages, the essay made can be equipped with photos and images. This makes a very good result for students who initially do not like to write to become interested in writing because the features presented are beautiful. Data about the obstacles faced by teachers were obtained through teacher field notes. The results showed that the teacher found several obstacles during the implementation of learning to read Narrative Text using this Seller via Signal Group. The main obstacle faced is that students are not familiar with this Seller application. Students take a while to be able to smoothly apply this seller because the language of instruction in this application is entirely in English. This is complained by many students. The teacher then took the initiative to form groups based on groups in the Signal application of each student. Another obstacle is the internet network that fluctuates and is unstable. So when the students were busy discussing and reading a script, they suddenly stopped because of the unstable internet network. The teachers' obstacles was also technical problems with the Steller application, while student barriers were prerequisite skills 61.33%, time/distraction 70%, motivation 71.7%, technical 76.8% and social 83.7% which showed that all problems faced by most of the teachers. and students do not interfere with the learning process to read narrative text using the seller application through this signal group

Discussion

The writer conducted tests on students to complete the existing data The test was carried out using this Seller application. The question consist of 8 multiple choice questions with aspects of identifying the main idea, looking for references, understanding vocabulary, making inferences, exploring detailed information, understanding Narrative Text including; text type; the purpose of the text; general structure of the text. Based on these results, students have difficulty in finding references and finding the purpose of the text. This happens because many students incorrectly answer questions that ask about references and ask the purpose of the text. Students' poor grammar mastery, their difficulty in understanding vocabulary, their difficulty in understanding long sentences, lack of learning media to acquire the previous language, and lack of family support and reading strategies can cause students' difficulties in understanding reading texts including finding locations. reference and understanding of the purpose of the text (Saraswati et al., 2021). Meanwhile, the obstacles faced by students are known through a questionnaire. The questionnaire consists of ten statements and two questions. The results of the student barrier questionnaire show that the percentage of all indicators is above 75.1% which indicates a very good response or a positive response. However, the questionnaire also found the obstacles they found during teaching reading Narrative Text using Seller via Signal Group is constrained by the internet connection and the lack of internet credit. This is in line with Anugrahana (2020) and Daher et al. (2020) which states that the absence of an internet connection and internet credit is one of the most common obstacles found in the implementation

of online learning. In addition, some technical problems such as an inaccessible invitation link, some problems regarding their understanding of typical text differentiation, their time management of activities and lack of space to install applications were also found during the implementation of teaching reading Narrative Text using Seller via Signal Group.

CONCLUSION

The conclusion of this research:

1. The implementation of learning to read Narrative Text using Seller to students through Signal Group is going well. The seller can be the right medium for teachers to teach reading narrative text. It provides several features, such as story pages with pictures and videos to create a learning field, so that teachers can attach some supporting pictures to support students in understanding the story and to evaluate students' understanding. In addition, teachers can also use the comments column as a column where students can answer their worksheets. However, Wattpad does not support real life time, so teachers need another platform to get two-way communication.
2. Teacher and student responses showed a good response to teaching reading Narrative Text using Seller to class X SMK students through Signal Group. make the material easy to understand. The learning process also does not make students feel bored because they try something new. It also makes them confident to express opinions, add insight, and make them think more critically.
3. Students' obstacles in learning to read narrative text through Seller are caused by internet connection, internet credit, technical problems (invitation link cannot be accessed), their understanding of typical text distinctions, their time management of activities, and insufficient space to install . application. Meanwhile, the teacher's obstacles are related to technical problems related to the application and students' indiscipline in managing their schedule of activities.

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