THE USE OF ISLAMIC STORY FOR TEACHING READING NARRATIVE TEXT FOR THE EIGHT GRADE STUDENTS OF SMP KHADIJAH SURABAYA

Prisca Rizki Khalifah

S1-English Education, Language and Art Faculty, Surabaya State University

11020084001.prisca@gmail.com

Ririn Pusparini, S. Pd., M. Pd.

English Education, Faculty of Languages and Arts, The State University of Surabaya

ABSTRAK

Membaca adalah kemampuan yang penting yang harus dikuasai oleh pelajar bahasa inggris disamping kemampuan mendengarkan, berbicara, dan menulis. Membaca membantu siswa-siswa untuk memperoleh banyak informasi. Lebih dari itu, kurikulum 2013 bertujuan agar siswa mendapatkan tidak hanya hard skill tetapi juga soft skill. Berdasarkan permasalahan tersebut, guru harus bisa menemukan buku suplemen materi yang tepat. Salah satu buku materi yang menarik untuk mengajar membaca adalah cerita islami. Demikian, artikel ini akan mendeskripsikan tentang penggunaan cerita islami untuk mengajar membaca teks naratif di kelas VIII SMP Khadijah Surabaya. Cerita islami adalah salah satu bentuk teks yang menceritakan tentang peristiwa-peristiwa yang pernah terjadi dan yang mengandung nilai-nilai moral karena diambil dari Alqur'an dan As sunnah. Jadi, cerita islami bisa membantu guru dalam mengajar membaca teks naratif agar tidak hanya mendapatkan kemampuan kognitif saja, tetapi juga kemampuan motorik dan afektif dari siswa. Penelitian deskriptif kualitatif digunakan dalam melakukan penelitian ini dan daftar penelitian dan kuisioner adalah instrumen yang digunakan untuk mengumpulkan data. Hasilnya menunjukkan cerita islami yang digunakan guru untuk mengajar membaca teks naratif adalah buku materi ajar yang menarik yang dapat membangun pemahaman siswa dalam membaca teks naratif dan meningkatkan kepribadian baik mereka dengan nilai-nilai moral yang mereka dapatkan dari cerita islami ini. Cerita islami ini bisa diimplementasikan sebagai buku materi ajar untuk mengajar membaca teks naratif di kelas VIII SMP Khadijah Surabaya. Buku materi ajar ini dapat membuat pemahaman siswa dalam membaca menjadi lebih baik dan dapat meningkatkan kepribadian siswa.
Katakunci: Membaca,Teksnaratif,Ceritaislami

ABSTRACT

Reading is one of the important skills that has to be mastered by English learner beside of listening, speaking, and writing. Reading helps the students obtain more information. Moreover, the curriculum 2013 aims that students get the competency not only related with the hard skills, but also related with the soft skills. Based on that problem the teacher should find an appropriate supplementary material in teaching reading. One of interesting supplementary books to teach reading narrative text is Islamic Story. Thus, this paper will describe the use of Islamic Story for teaching reading narrative text to eighth grade students of SMP Khadijah Surabaya. Islamic story is kind of text that tells us about the event that ever happened in the world and contains some of moral values because it take from Al-Qur'an and As-Sunnah, so it can help the teacher to get the cognitive and the affective domain from the students. A descriptive qualitative research was used to conduct this study and the observation checklist and questionnaire were the instruments to collect the data. The result showed the Islamic Story used by the teacher to teach reading narrative was interesting supplementary book which can build the student's understanding in reading narrative and increase their good attitude with the moral values from the story. This Islamic story can be implemented as a supplementary book to teach reading narrative text to the eighth grade students of SMP Khadijah Surabaya. This supplementary book makes students' reading comprehension become better and upgrades the student's good attitude.
Keywords: Reading,Narrativetext,Islamicstory

THE USE OF ISLAMIC STORY FOR TEACHING READING NARRATIVE TEXT FOR THE EIGHT GRADE STUDENTS OF SMP KHADIJAH SURABAYA

INTRODUCTION

One of the functions of using an English Language is important for teaching. Teaching English as a foreign language is not easy because teaching English covers four skills; speaking, reading, writing and listening. As Gerry Abbott stated (1981), reading as one of four language skills plays an important role in language learning activities. Athough reading is a skill that most of teacher teach it to the students, there are many teachers also feel many difficultiesin teaching reading. Reading is one of the most important skills in the language learning. The teachers can get information, knowledge, and explore technology through reading in teaching learning process. Learners are expected to read a lot if they are serious to master English. The importance of reading is not only for teaching or learning English, but also for daily life. However, most English learners have difficulties in reading comprehension. It is a serious problem because the purpose of reading is actually to comprehend what we read.

The recent curriculum in Indonesia is curriculum 2013. There are four (4) core competencies in this curriculum. The first core competency (KI 1) is spiritualism, the second core competency (KI 2) is social ability, the third core competency (KI 3) is knowledge, and the fourth core competency (KI 4) is psychomotor (Peraturan Pemerintah No.32 Th. 2013).This curriculum foccuses not only on cognitive competence, but also on affective and psychomotor competences. It means that the aspect of affective and psychomotor are also developed beside the aspect of cognitive in order to answer and solve the internal and external challenges in this country. Moreover, the curriculum 2013 aims that students get the competency not only related with the hard skills, but also related with the soft skills.

Based on the recent curriculum, teacher needs material that contains not only the cognitive competence, but also affective and psychomotor competences. A story book is one of supplementary materials that can fulfill the aspect of cognitive, affective and psychomotor. There are many kinds of story books and islamic story books seem to be appropiate for covering fourcompetences stated in curriculum 2013, especially for the first core competence that is spiritual. To fulfill the curriculum aspects, it seems that story books that are focused on islamic story are appropiate for students. One of the texts stated in class is narrative text for eight graders and islamic story books as a narrative text can help the teacher not only get cognitive and psychomotor competence, but also spiritual and social competence.

RESEARCH METHOD

The aim of this research was to find the description of the implementation of Islamic Story in teaching reading and the students' responses of teaching reading using Islamic story to the eighth graders. Eighth graders of SMP Khadijah Surabaya, the subject of this study, was selected that grade because one of the language skills that must be achieved was reading skill based on the curriculum. In line with the aim of the study above, a descriptive qualitative research wasused in this study. Since this study belongs to descriptive qualitative research, after stating the research question,the writer observed the implementationof the media by the teacher during the observation. She conducted the research in two meetings. Then, at the end of meeting, the writer gave questionnaires to the students to support the data. Moreover, this study surely needed two instruments to collect the data. They were observation checklist and questionnaire. The indicator state in the observation sheet included the material, themedia, and the teaching and learning process including teacher's and students' activities. The questionnaire was used to know about students' responses in learning narrative text using Islamic story. After getting all of the data, the writer described,analyzed, and reported the data in a form of words. Then, she described the results of the questionnaires to add some information dealing with the students' opinions about the teaching reading narrativetext by using Islamic story. From all the data it was found the islamic story used for teaching narrative text as the answer of the research question of this study.

RESULT AND DISCUSSION

The Result

The first meeting was conducted on Saturday, April 25th, 2015. The time was 2x45 minutes. There were twenty four students, consisted of ten males and fourteen females. They all were quite when teacher entered the class, she introduced the researcher to the students and told them that the class will be observed. First, in the Pre-activity, the teacher started the lesson by greeting the students, checking the students' attendance list. Then, the teacher explained the purpose of the study at that day. She gave the islamic story as her supplementary material for teaching narrative text to all students. Then she helped the students to guess what the text about. The whilst activity were combined with 2013's curriculum. Those steps included observing, questioning, exploring, associating, and communicating.

The first step is Observing : The students listened to the teacher's explanation about the narrative text and the Islamic Story. Then, the teacher asked the students to read the Islamic Story loudly page by page. There are

THE USE OF ISLAMIC STORY FOR TEACHING READING NARRATIVE TEXT FOR THE EIGHT GRADE STUDENTS OF SMP KHADIJAH SURABAYA

three students who read the Islamic Story loudly. After the students finished read the text, the teacher asked the students to identify the generic structure of the text, the language features, The second step is Questioning: The students ask about the function of Islamic Story to the teacher, does it same with the function of narrative text or not. The teacher answered that the islamic story has a same function with the narrative text, to amuse the readers. The third step is Exploring: The teacher gave the students an individual task, arranged a jumble paragraph that related with Islamic Story that they have read before. Then, the teacher asked three students to write their answers in the whiteboard. The fourth step is Associating: The teacher asked the students to compare for those three answers and disscussed it what is the best answer. The last step is Communicating : In the last activity, the teacher gave the students worksheets. The students did the worksheet individually as their homeworks and ask them to make a dialogue with their partners.

Then, in the Post-activity, She reminded again for the student's homework to be submitted in the next meeting on Thursday. Then, she ended the class by greeting the students.

Then, the second meeting was conducted on Thursday, April 30th, 2015. When the teacher and the researcher entered the class, the teacher simply asked the researcher to take place at the same as the previous meeting. At that time, the class began at 07.30 a.m. and ended at 09.00 a.m. The teacher entered the class and greeted the students. In the Pre-activity:Before the teacher began the lesson, she checked who was absent in that day. There were not students' absent that day. Then, she reviewed the materials that had been taught in the previous meeting. After that, she introduced the lesson that was taught that day and gave brainstorming before starting the main activities. Then in the while-activity: she asked to the students about their homeworks. After that, the teacher discussed the answers of the worksheet one by one with her students. After finished discuss about the homework (individual worksheet) the teacher asked to the students, is there any difficulties when learning Islamic Story or not. Next for the last activity in learning islamic story, the teacher asked the students to work with their partners to make a short dialogue from the islamic story. While the students were doing their task, she turned around to check their works and helped them if they had difficulties. When the time was up, the teacher informed the students to stop working. She moved to the next section-presenting section. She made sure that the students were ready in this section. She asked to the students who wanted to be the first volunteer? The female student and her partner became the first volunteer. Then,

it followed by the others. And the last post-activity: While the presentation, the students gave their comments to their friends' presentation. After, all students presented their works then, the teacher asked them to submit their works. After they were all done, the teacher reviewed all materials in that day and asked them if they had questions. Then, she asked two students to give their opinions about learning islamic story. The last, she ended the class and greeted the students.

From the questionnaire result, it showed that most of the students said that Islamic story is an supplementary book because it is not only can help the students to understand the narrative text, but also can help them to increase their good attitude by the moral values that they get from the islamic story.

The discussion

The implementation of Islamic Story began from the first meeting. All of the things that were needed for the lesson were well-prepared. The class was clean, the black board was clean, and the chair arrangement was organized well before the class began. Additionally, the teacher gave narrative text constantly on each meeting. It showed that selection of material was related to the objective of the lesson.

Before asking the students to read the text, the teacher introduced the topic that would be discussed. It helped the students to prepare themselves and reviewed what they know about the topic. In the first meeting, the teacher also introduced the supplementary material that she applied. She explained the procedure clearly. Although the students were confused at the beginning, it was running well.

In the next meeting, the teacher did not explain as much as the first meeting. The teacher just reviewed a little about explaining of the supplementary material (Islamic Story). As the result, the students could understand the material well and finish their task ontime. They were more excited, than the first meeting. They could create a dialogue with their partners based on their imagination as their last task. It means that every student could show their understanding about the islamic story as a supplementary material without afraid that they will make some mistakes. They also could find the moral values from the islamic story. The students also presented their dialogues infront of the class well, so it means that they are motivated by the islamic story that they have learnt.

The teaching stages that teacher applied were in sequence with the step that suggested by Abbot (1981:95) It consisted of pre-reading, while-reading, and post-reading. In pre-reading, the teacher stimulated background knowledge. She gave hints to the students

THE USE OF ISLAMIC STORY FOR TEACHING READING NARRATIVE TEXT FOR THE EIGHT GRADE STUDENTS OF SMP KHADIJAH SURABAYA

and introduced the supplementary material (Islamic Story) clearly. Then, she moved to the whilst-reading stage. At this stage, she gave the islamic story, the jumble paragraph to find the generic structue of the text, the worksheet about the islamic story and make a dialogue with their partners from the islamic story they have read. And the last, in post-reading, she gave the opportunity to the students to present their dialogues.

Islamic Story was put in while-reading. However, the steps were combined with 2013's curriculum. Those steps included observing, questioning, exploring, associating, and communicating. The teacher was placed the Islamic Story in each steps. To make sure that all of the students understood about the material, then in each steps the teacher gave an opportunity to the students to ask her. Moreover, the teacher had a different ways to deliver the task in each meeting. In the first meeting, she gave the task individually, and then in the second meeting she gave the task in group with their partners. It helped the teacher to manage Islamic Story to apply well within the limited time and great numbers of students.

The teacher's role was not dominant. She involved the students in the whole activities. She took role as an organizer, an observer, a feedback organizer, and a prompter as said by Harmer (1998). Those roles were transformed related to the activities. She was organized at the beginning of the class. She explained a clear explaination about the islamic story as one example of narrative text. She also explained clear instruction of what they should do and should not do. She always reminded the students about the time to finish their task on time. As a feedback organizer, the teacher did not dominant to answer all of the students' questions when there was a student asked about something, she gave chance to other students to answer. Giving appraisal when the students could answer correctly was a good way to give feedback. She gave compliment such as "good" or giving thumbs up.

Through Islamic Story, the students had a high motivation to study, because the islamic story gave them some moral values that they could apply in their daily life, especially when they are studying in the class. In order to predict the generic structure of the text, the students could focus on the main concepts and could elaborate the relationship of each concept well. In addition, they also could get the details of main ideas and comprehend the details of each concept. Moreover, it created the students' imagination and motivation through the islamic story. For instance, the students' creativity was better as the students could create a dialogue based on the islamic story by themselves and their partners. Also their motivation were increased when they have learned about islamic story because from it, they could

get moral values that could apply in their daily lives. It allowed the students to create an interesting supplementary material like the islamic story by themselves to understand the material. Hence, the students creative, critical thinking, and high motivation were build during the implementation of the supplementary material.

At the end of the implementation of the supplementary material (Islamic Story), the observer gave a questionnaire. The aim of the questionnaire was to know the students' responses when the implementation of Islamic Story. As the result, it could be concluded that dominantly the students agree that Islamic Story was useful for them. It could be seen that almost of them answered the questions of each number in the questionnaire with SS (Sangat Setuju) or S (Setuju). It could be explained as most of the students agreed that Islamic Story was useful in reading narrative text, they also agreed that the teacher explained the Islamic story, then they agreed that Islamic Story was interested and help them to find out the sequences of narrative text, they agreed that they did not find the difficulties when they used Islamic Story, it means that they understand the material and more understand the material when they used Islamic Story. Next, they stated that they were not sleepy during the implementation of Islamis Story, hence they said that they were easy to remember the materials when using Islamic Story and they also felt happy.

From the discussion above, it could be concluded that Islamic Story was successfully implemented in teaching reading narrative text. It worked to stimulate the students' creativity, critical thinking and increase their motivation in case, to find out the sequences of narrative text. They could find the main concepts and the details. They could make a good relationship of each sequence. They could use their own words when they make a dialogue based on the islamic story. They could use their own words when they analyze the islamic story and find the generic structure of the islamic story. The students did not find the difficulties when they used it. It also reduces the students' bored when they were in reading narrative text because they felt happy and interested.

Beside that, as stated by Hizbut Tahrir (2004:27) that islamic story contains of some good moral values that can upgrade the development of students behaviour in their attitudes. It showed by the student's reponses in questionnaire that some of them felt happy and had high motivation when use islamic story as their supplementary materials to learn about narrative text.

CONCLUSION

THE USE OF ISLAMIC STORY FOR TEACHING READING NARRATIVE TEXT FOR THE EIGHT GRADE STUDENTS OF SMP KHADIJAH SURABAYA

Related with the result of the data analysis which is collected toward the observation, the researcher concludes that:

First, through the implementation of the Islamic Story in two meetings in the class, the students had a high motivation to study, because the islamic story gave them some moral values that they could apply in their daily life, especially when they are studying in the class. In order to predict the generic structure of the text, the students could focus on the main concepts and could elaborate the relationship of each concept well. In addition, they also could get the details of main ideas and comprehend the details of each concept. Moreover, it created the students' imagination and motivation through the islamic story. For instance, the students' creativity was better as the students could create a dialogue fromthe islamic story by themselves and their partners. Also their motivation were increased when they have learned about islamic story because from it, they could get moral values that could apply in their daily lives.

Second, from the result of the quetionnaire, it could be concluded that Islamic Story was successfully implemented in teaching reading narrative text. It worked to stimulate the students' creativity, critical thinking and increase their motivation in case, to find out the sequences of narrative text. They could find the main concepts and the details. They could make a good relationship of each sequence. They could use their own words when they make a dialogue from the islamic story. The students did not find the difficulties when they used it. It also reduces the students' bored when they were in reading narrative text because they felt happy and interested. The use of Islamic Story supplementary material is good for teaching narrative text.

Suggestion

Based on the result of the data analysis and the conclusions above, the researcher gives the following suggestions: First, Islamic Story can be applied to teach reading narrative text to the eighth graders of junior high school in order to build the students' ability to find the sequences of narrative text and to make the students interest in reading. Second, the materials' level should not too easy or too difficult. It must be appropriate with the students' level and knowledge. Third, the teacher must handle the class well to avoid the students' noise and encourage the students to speak English more. Fourth, the teacher should be creatively used certain supplementary material in teaching, especially reading class in order to be interest in learning process. Moreover, if there is different problem compared of this study, the teacher can modify the media based on the needs and the problem that is faced in the class.

REFERENCES

Abbot, Gerry. John Grennwood, Douglas Mc Keating and Peter Wingard. 1981. *The Teaching of English as an International Language*: A Practical Guide. Collins: Glaslow and London

Agustien, Helena. IR. 2004. The English Curriculum in a Nutshell : *Paper presented at national seminar teaching ESL in indonesia* : a reflection october, 2nd 2004 Malang

Amrullah, Nuzul. 2010. *The Implementation of Neuro Linguistic Program in Teaching Writing Narrative Text.* Surabaya: UNESA

Anderson, L. W. and Krathwohl, D. R., et al (Eds.) (2001) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Allyn & Bacon. Boston, MA (Pearson Education Group)

Anderson, Mark and Kathy Anderson. 1997. *text types in English*. South Yarra. Macmillan

Anderson, Mark and Kathy Anderson.1983. *Text types in English.* Malaysia : Macmillan Educational Australian pty Ltd.

Bloom, B.S. and Krathwohl, D. R. (1956) *Taxonomy of Educational Objectives: The Classification of Educational Goals, by a committee of college and university examiners. Handbook I: Cognitive Domain.* NY, NY: Longmans, Green

Harmer, Jeremy. 1998. *How to Teach English*. England : Addison Wesky Longman

Harris, Albert J. 1962. *Effective Teaching of Reading*. New York: David Mac Kay Company, Inc.

Harrow, A. (1972) *A Taxonomy of Psychomotor Domain: A Guide for Developing Behavioral Objectives*. New York: David McKay.

Krathwohl, D.R., Bloom, B.S., Masia, B.B. (1973*). Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain.* New York: David McKay Co., Inc.

Peraturan Pemerintah No.32 Th. 2013.

Purwadhani, S.A. 2005. *The Retelling Technique in The Teaching of Reading in Senior High School.* Languages and Arts Faculty: State University of Surabaya.

Richards, Jack. 2001. *Curriculum Development in Language Teaching.* USA: Cambridge University Press.

THE USE OF ISLAMIC STORY FOR TEACHING READING NARRATIVE TEXT FOR THE EIGHT GRADE STUDENTS OF SMP KHADIJAH SURABAYA

Tahrir, Hizbut. 2004. *Pilar-Pilar Pengokoh Nafsiyah* : HTI Press. Jakarta