

NARRATIVE LEGENDS AS A TOOL FOR IMPROVING READING COMPREHENSION IN 11TH GRADE AT SMK WIRATAMA 45.2 WONOSOBO

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Abstract

This study aims to explore the use of narrative text as a tool to improve the reading skills of grade 11 students in vocational schools. This activity was carried out in the framework of a Field Experience Program (PPL) with a classroom action approach consisting of two cycles. Each cycle included narrative text learning that involved analyzing legendary stories. The results showed significant improvement in students' reading ability, especially in text comprehension, narrative structure recognition, and vocabulary acquisition. In addition, students' interest in reading also increased. Based on these findings, it can be concluded that narrative texts are effectively used to improve grade 11 students' reading ability

Keywords: Narrative Text, Reading Ability, Field Experience Program, Grade 11 Students

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi penggunaan teks naratif sebagai alat untuk meningkatkan kemampuan membaca siswa kelas 11 di sekolah kejuruan. Kegiatan ini dilakukan dalam rangka Program Pengalaman Lapangan (PPL) dengan pendekatan tindakan kelas yang terdiri dari dua siklus. Setiap siklus mencakup pembelajaran teks naratif yang melibatkan analisis cerita legenda. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan membaca siswa, terutama dalam pemahaman teks, pengenalan struktur naratif, dan penguasaan kosakata. Selain itu, minat siswa untuk membaca juga meningkat. Berdasarkan temuan ini, dapat disimpulkan bahwa teks naratif efektif digunakan untuk meningkatkan kemampuan membaca siswa kelas 11.

Kata Kunci: Text narrative, Kemampuan membaca, Pengalaman program lapangan, Siswa kelas 11.

INTRODUCTION

Education is one of the main pillars of building quality and competitive human resources in the era of globalization. Education not only aims to transfer knowledge but also shape the character, morals, and skills of individuals so that they can contribute positively to society. English learning in schools is not just about teaching vocabulary and grammar, but also providing access to a vast world of global knowledge. Through mastery of this language, students can open doors of opportunity to learn more, collaborate with people from different cultures, and broaden their horizons on various global

issues.

English is the world's most dominant international language, playing an important role in global communication, trade, and science. It is not only used as the language of instruction in many international forums but also as a key tool in information exchange and technological development. As a global language, English connects different cultures and countries, allowing individuals from different backgrounds to interact and share ideas.

Various teaching methods and approaches have been introduced to improve the effectiveness of English

language learning, one of which is the use of narrative text which has great potential in enriching students' vocabulary and understanding of language structures. According to research by Wahyuni and Sari (2022), the use of narrative texts in English teaching can improve reading skills and in-depth understanding of texts, as well as broaden students' cultural insights.

Most English teachers at SMK WIRATAMA 45.2 WONOSOBO teach with traditional methods. This situations, lead the students bored with learning English. The teacher's limitation on pedagogic competence invites the writer to create alternative solutions. The alternative solutions that the researcher apply is *NARRATIVE LEGENDS AS A TOOL* to improve the student's ability in reading. This solution is good based on some research to improve the student's ability in reading (Koklarová, 2024; Okumus, 2022; Pihel, 2021; Viola, 2023).

Several research has already been done by some experts like (Chen, 2022; Gunda, 2020; Herrera, 2024; Minser, 2020; Tamayo, 2021) but most of them did not implement the narrative legend on reading ability. This is a great reason for the researcher to choose this topic. The researcher would like to fill the gap in research.

(Clements, 2022) Narrative texts such as legends are often used in the English curriculum to introduce cultural elements and rich language structures. However, learning evaluation results show that most students still experience difficulties in understanding and applying the information contained in these texts. The main problems identified include students' low understanding of narrative structure, limited vocabulary, and difficulty in capturing the implied meaning of the text.

METHOD

In this community service activity, we focus on the application of narrative legend-based teaching methods to improve

students' reading comprehension. Narrative legends are a type of literary text rich in story elements and local culture, used as a tool to develop students' reading skills. Through this approach, students not only learn to understand the structure and plot of the story but also engage in the exploration of local culture and values contained in the legends.

We integrate various interactive activities such as group discussions, text analysis, and story creation, designed to deepen students' understanding of narrative texts and improve their ability to analyze and interpret information. During the implementation of the program, we apply teaching strategies that emphasize students' active involvement in the learning process. This involves periodic evaluations to measure the development of students' reading and comprehension skills.

RESULT AND DISCUSSION

After following the lessons given, students began to have a clearer understanding of grammar. PPL students act as teachers who explain various grammar concepts, ranging from sentence structure, and word usage, to grammatical rules in English. This explanation is done through learning methods that are designed to make it easier for learners to understand grammar, either through lectures, discussions, or exercises of relevant questions. Thus, learners can gain more in-depth knowledge about grammar that they may not have known before. This process shows that the involvement of PPL students in teaching makes a positive contribution in improving learners' understanding of grammar materials. After receiving the explanation, learners not only know the basic rules in English but can also apply the knowledge in daily language activities, such as writing and speaking by following the correct language rules.

Learners successfully develop English language skills by reading narrative texts well. This ability enables them to understand the content of the text more clearly and thoroughly. With a good

understanding of English, learners can easily identify important elements in the text, such as plot, characters, conflicts, and messages. This makes it easier for them to solve questions related to narrative texts. Questions that usually test understanding of story details or character analysis can be answered more precisely and quickly. As a result, learners are not only able to read fluently but also interpret narrative texts in depth, which in turn makes it easier for them to solve questions accurately and efficiently.

CONCLUSION

The application of a learning method that uses narrative text with a legend theme has proven to have a very positive impact on improving learners' reading skills. Through this method, learners are not only trained to understand the content of the text more deeply but also get the opportunity to learn and apply good and correct grammar contained in the narrative text. Indirectly, they become more trained in recognising sentence structure, the use of punctuation, and grammatical patterns in the text. In addition, as learners become more skilled in reading, they will find it easier to understand the important elements in narrative texts, such as the introduction of characters, setting, conflict, and resolution that form the storyline. This in-depth understanding of the structure and content of the text also helps learners to better appreciate literary works as well as improve their skills in composing their own texts. Overall, the application of this method not only contributes to the development of learners' literacy skills but also supports better language acquisition that can be applied in academic contexts as well as everyday life.

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