

**THE EFFECT OF EXPOSITORY METHOD ON READING NARRATIVE TEXT
ABILITY AT THE GRADE VIII OF SMP NEGERI 1
ANGKOLA TIMUR**

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Abstract

This research conducted to find out whether there was effect of expository method to reading narrative text at the grade VIII of SMP Negeri 1 Angkola Timur. To conduct this research, experimental research method had been applied by the writer, then the writer took sample by using cluster sampling and To collect the data, the writer used observation and test. Observation used to get data of the using expository method. Test used to get data of reading narrative text ability. To analyzed the data, the writer used descriptive and statistic by using t-Test formulation. Based on the descriptive analysis, it could be seen that the students good category before using expository method in reading narrative text ability of the score 69.8. In other side, it could be seen that the students at the grade VIII of SMP Negeri 1 Angkola Timur got very good category after using expository method in reading narrative text ability to got the score 80.6. Thus, it could be said that expository method tended to one factor that affected the students' reading narrative text at the grade VIII of SMP Negeri 1 Angkola Timur.

Key Words: The Effect, Expository Method, Reading Narrative Text Ability

A. INTRODUCTION

In Indonesia, English is a compulsory subject for students at SMP (SMP: *Sekolah Menengah Pertama*) level. In the teaching and learning process, English has been designed into foreign language uses and it indicates the students can use to have knowledge and ability in English. Actually, the use of English as foreign language has been shown in *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. Moreover, there are four basic abilities that should be mastered by the students,

namely reading, writing, listening, and speaking abilities. But, the writer tends to discuss reading ability in this research. Thus, further discussion will be covered into reading ability.

Reading ability is basic ability that should be mastered by the students in teaching and learning process of English. Reading ability is coming up in teaching and learning process to open knowledge and experience of students. Therefore, reading ability is emphasized for the students in SMP level and it helps the students to get functional level in the teaching and

learning process. Actually, functional level is known as level of the students in the teaching and learning process of English in that the students can solve daily or contextual problems.

In the teaching and learning process of English on Senior high school level, reading ability is designed to have learning activities with kinds of text. However, there are many kinds of text, such as: narrative, descriptive, procedure, recount, and so on. Then, all of the texts are separated by looking level of the students in SMP, such as the students at the grade VIII have narrative text as reading materials. In other words, the students are expected to have ability in reading narrative text.

Reading narrative text ability is aims to make students get social function, generic structures, and language features of narrative text. Social function shows the purpose of the text in real life. Then, generic structures show what components which are used to build the text. In the last, language features show language components, such as grammar, tenses, kinds of sentences, etc. Moreover, it allows the students get comprehension on story in the narrative text even it relates to fact or fiction. (Competency Standard 8. And Base Competence 8.1 and 8.2. of KTSP 2006).

But, the aims above cannot be filled by the students at all, for example, majority students at the grade VIII of SMP Negeri 1 AngkolaTimur (>65%) have not pass KKM (KriterionKetuntasan Minimal) on reading narrative text ability. The students just get 60 and they are expected to have 75. In deep, it indicates that the students have problem to get comprehension in that social function, generic structures, and language features of narrative text cannot get by the students in reading narrative text. It can be said that there is a problem in reading narrative text ability.

In the location, it can be seen that almost teacher of English in SMP Negeri 1 AngkolaTimur takes conventional method in teaching reading narrative text, namely lecturing method. Even when teaching and learning process of English are run, they just ask the students to read without check the comprehension. Therefore, it makes the students cannot get real ability in reading narrative text in that they cannot determine comprehension of the text.

Looking on the condition, it is showed that the teaching and learning process of English in SMP Negeri 1 AngkolaTimur have not well teaching methodology and it makes the students cannot fill the aims of the teaching and learning process. Moreover, it can be said that the problem on reading narrative text ability at the students to may come because the teacher cannot control their performance in teaching. Therefore, it is needed an appropriate solution to solve the problem in that it comes from teaching methodology too.

To solve the problem, it is necessary to use an appropriate teaching method. In this case, expository method may apply as appropriate one because it control the students to get comprehension on reading narrative text because they have appropriate instruction from the teacher. Initially, expository method is a teaching method and it is focused to get certain instruction from the teacher. Thus, this method tends to teacher centered in the teaching and learning process of English. But, the teacher just shows comprehension which is looked as necessary points, then the students will get it as material evaluation. In other words, the comprehension of the students still evaluates to know whether they get comprehension from the teaching and learning process.

Based on the previous explanation, it can be said that there is a

problem on reading narrative text ability at the grade VIII of SMP Negeri 1 Angkola Timur. It may be come because the students have un-well teaching methodology in the teaching and learning process of reading narrative text ability. Then, to solve the problem, it is necessary to use an effective teaching method. In this case, expository method is known as the suitable one to solve the problem in the reading narrative text ability. Therefore, it needs a proven by conducting a research about, "The Effect of Expository Method on Reading Narrative Text Ability at the Grade VIII of SMP Negeri 1 Angkola Timur."

1. The Nature of Reading Ability

Reading ability is a skill in from English and it has complex process because it needs ability of the readers to get meaning from text. To get the meaning, reading ability needs certain instruction or teaching method in that it makes the readers to infer connection between letters and words.

Burkhardt in Randi (2009:27) states reading ability is complex process to infer meaning from text that is the meaning can be taken by developing insight. It indicates that reading ability has complex process in which it needs certain ability to have inferential or meaning. Moreover, reading ability develop insight toward meaning on the text.

Similarly, Paris, et.al. in Taylor and David (2002:154) explains reading ability is a skill of the students to identify letters or words in that the students should get knowledge from connection or comprehension between then. It indicates that reading ability is used to allow the students have identification toward connection

between letters and words or comprehension.

Furthermore, Taylor and Crithley as cited by Taylor and David (2002:174) states to get reading ability, it is needed to apply appropriate instruction or teaching method until the students can get contribution from the reading. It explains that reading ability is taken by using certain instruction or teaching method in the teaching and learning process.

In addition, Keene and Zimmermann in Serravallo (2010:43) states to get reading ability, these are factors should be known, namely: activating prior knowledge before, during, and after reading a text; determining the most important ideas and themes in a text; creating visual and sensory images before, during, and after reading a text; asking questions; drawing inferences; retelling and synthesizing, and using fix-up strategies when comprehension breaks down. It explains that there are many factors that should be looked in reading ability, such as kinds of text, comprehension or meaning of the text, teaching method or instruction, and so forth.

In other side, BNSP/Badan Nasional Standar Pendidikan (2006:124) explains that reading is used to get comprehension or understanding toward functional text, such as: narrative, descriptive, procedure, etc. Therefore, it can be said that reading has strategic position in the teaching and learning process of English in SMP level.

Based on the previous quotations, it can be concluded that reading ability is a complex process to get meaning from the text. Actually, the

process is used to have ability in the teaching and learning process. In the teaching and learning process for SMP level, reading is used to get functional comprehension through functional text, such as narrative text. In this case, the students in the SMP level are expected to have their comprehension toward the text and they can use it in the real life. But, it is also applies by taking certain teaching method or instruction in the teaching and learning process of the reading until the students can get the aims of the teaching and learning process in the certain way.

2. The Nature of Narrative Text

Narrative text is kind of text in the teaching and learning process of English. Narrative text is used as learning materials on teaching reading. In this case, the students are expected to understand story about fact or fiction. Moreover, social function, generic structures, and language features are major aspects that should be looked on narrative text. In other words, all of the aspects show meaning or comprehension of the text.

Biber and Conrad (2009:5) say, “The term text to refer to natural language used for communication, whether it is realized in speech or writing”. It can be assumed that text is a form of language and it is showed into written form. Therefore, text may be said as learning material for written language, such as reading.

Knapp and Watskin (2005:14) say, “A text can be seen from two key perspectives: a thing in itself that can be recorded, analyzed and discussed; and also a process that is the outcome of a socially produced occasion”. It means that a text has some factors that should be considered, such as meaning, letters, and the function of the text in social life.

Nugroho and Hafrizon (2010:18) say, “The narrative text type tells a story. Its purpose is to present a view of the world that entertains or informs the listener or reader. The response text type is a person’s response or action to another text (a book, film, play, and so on)”. It indicates that narrative text is kind of text in that it has story. Moreover, the story can be used to open perception or point of view toward certain object or topic.

In deep, Nugroho and Hafrizon (2010:18) say that narrative text is build by purposes, generic structure, and language features. Then the writer looks the quotation explains that narrative text has social function, generic structure, and language features. It means that there are three components which are used as machine to show meaning or comprehension on narrative text. They are social function, generic structures, and language features of the text. Thus, all of the aspects are taken as measurement in the teaching and learning process of narrative text.

Based on the quotations above, it can be said that narrative text is kind of text which show story based on fact or fiction. For this case, narrative text is used to entertain or open point of view of the readers or the students about something. Therefore, they can be applied in the real situation to solve the problem in the teaching and learning process.

3. The Nature of Expository Method

Expository method is teaching method in that the teacher explores learning materials and then it conveys to the students in the teaching and learning process. Initially, expository method is appropriate for teaching and learning of reading because it shows points of the learning. For this case, the

students have opportunity to get comprehension by having instructions.

Riyanto (2009:137) states that expository method is teaching method in that it belongs to teacher centered in the teaching and learning process. Expository method is used to give the learning materials and it has been explored by the teacher. Therefore, the students have certain instruction from the teacher to get comprehension on the learning material.

Related to the previous quotations, Sagala (2005:78) states that expository method is aimed to make the students have comprehension and return the comprehension into real situation or evaluation in the teaching and learning process.

In addition, Istarani and Ridwan (2014:34-35) states that expository method has advantages and disadvantages in the teaching and learning process. For this case, the teacher should explore the advantages in order they students have goal of the learning.

- 1) Advantages
 - a) The teacher can control the extent of performance or ability of the students in the teaching and learning process.
 - b) It is appropriate for the learning materials which needs long time to get comprehension or information from the learning.
 - c) The students can observe the points of the learning materials which have been conveyed by the

teacher in the learning process.

- d) It is appropriate for the students in the big group (more than 7 students) in classroom.
- 2) Disadvantages
 - a) It is limited to the students who have well attention in the teaching and learning process.
 - b) It can not be solve different ideas or arguments from the students to get comprehension from the learning process.
 - c) It is not appropriate for the learning materials which develop physical skill.
 - d) It will be successes if the teachers have well knowledge and performance to convey the learning materials for the students in the teaching and learning process.

Furthermore, Syafruddin and Irwan (2005:167-168) explains that expository method has procedure or steps in the teaching and learning process, such as:

- 1) Convey the information for the students in that the student should know what the information or comprehension which should be mastered in the teaching and learning process.
- 2) Check the information in that the teacher looks whether the students have the information or comprehension from the teaching and learning process.
- 3) Allow the students to practice their

comprehension in that the students use the information to get certain meaning from the learning process.

- 4) Ask the students to apply their comprehension in real situation in order the students get benefits from the teaching and learning process.

Based on the previous quotations, it can be seen that expository method is kind of teaching method in that it is used to teacher centered. It means that the teacher gives certain instruction in order the students have well comprehension or information from the learning materials. Then, it can be seen that expository method allows the students to master the learning material by looking or observation to points of the learning that have been conveyed by the teacher. To apply the expository method, there are three general steps, namely: (1) introduction in that the teacher convey the information, (2) the teacher check the information or comprehension of the students by giving evaluation, and (3) the teacher ask the students to apply their comprehension in the real situation.

B. METHODOLOGY OF RESEARCH

The writer determined to conduct this research in SMP Negeri 1 AngkolaTimur, focused on the Grade VIII student and took this school as location of the research because these reasons. First, there is no research like “The Effect of Expository Method on Reading Narrative Text Ability at the Grade VIII of SMP Negeri 1 AngkolaTimur” in the school. Hence,

the writer got possibility to take data toward the variables of the research. Second, the writer just focused on students’ problem in reading narrative text ability. Third, location of the school was strategic to the writer’ home. Hence, the writer got opportunity to observe and get information about expository method and reading narrative text ability. In the last, the writer worked to collect data, analyzed, and make a research report.

In conducting this research, experimental research design is used to look whether there is an effect of the treatment to certain ability in teaching and learning process. Then, one class design experimental class can be done if it just have one treatment. Therefore, O_1 is used to show the teaching and learning process without the treatment and the other one it tends to the teaching and learning by using the treatment. In this case, expository method is used as certain treatment and it will be applied in O_2 . Therefore, to know how the treatment gives an effect, it should be compared between result on O_1 and O_2 . In other words, comparing between pre-test and post-test show how the treatment gives its effect on experimental research.

Furthermore, it can be said that population has been planned to be a target of generalization or conclusion. Hence, the writer determines to takes the VIII grade of SMP Negeri 1 AngkolaTimur with 233 students. To have the sample, the writer uses cluster sampling and it shows there are 32 from VIII-2 as sample. In getting data of the research, the writer uses observationa dn test. Then the writer takes

descriptive and statistic analysis by t-Test to analyze the data.

C. RESULT OF THE RESEARCH

After analysing the data, the writer get three results. In this case, the writer shows them into these elaboration.

1. The students at the grade VIII of SMP Negeri 1 Angkola Timur got enough category before using expository method in reading narrative text ability. In this case, the students got 69.8. It meant the students got comprehension on social function and generic structures of narrative text in the teaching and learning process of reading narrative text ability.
2. The students at the grade VIII of SMP Negeri 1 Angkola Timur got very good category after using expository method in reading narrative text ability. In this case, the students got 80.6. The students got comprehension on social function, generic structures, and language features of narrative text in the teaching and learning process of reading narrative text ability.
3. There was significant effect expository method to students reading narrative text. Actually, it could be seen from the hypothesis testing in which t_{count} was higher than t_{table} , namely $5.31 > 2.75$. Thus, it could be said that expository method tended to one factor that affected the students' reading narrative text at the grade VIII of SMP Negeri 1 Angkola Timur.

D. DISCUSSION

In previous description, the writer found that the students got average on reading narrative text ability

in enough category and very good category. In deep, the students got enough category on pre-test and the students tended to have very good category on post-test. In this case, the students found that the students could get KKM on reading narrative text ability after taking expository method in the teaching and learning process at the grade VIII of SMP Negeri 1 Angkola Timur. Therefore, it could be said that expository method had successes to keep students' reading narrative text ability. In this case, it could be used to keep students' comprehension on social function, generic structures, and language features of narrative text

Furthermore, the writer argued that these points should be considered as discussion points that related to the result of the research. In other words, the students at the grade VIII of SMP Negeri 1 Angkola Timur should be looked them as additional pints to keep teaching and learning process of reading narrative text. Thus, the writer showed the points into these elaboration.

1. The grade VIII of SMP Negeri 1 Angkola Timur could pass KKM on reading narrative text after using expository in teaching and learning process of English.
2. The students could develop comprehension on reading narrative text after using expository.
3. Expository method was an external factor for reading of narrative text.

E. CONCLUSION AND SUGGESTION

1. Conclusion

In this case, the writer get one conclusion. The conclusion is "There was significant effect expository method to students reading narrative text. Actually, it could be seen from the hypothesis testing in which t_{count} was higher than t_{table} , namely $5.31 > 2.75$. Thus, it could be said that expository method tended to one factor that affected the students' reading narrative text at the grade VIII of SMP Negeri 1 Angkola Timur."

2. Suggestions

Looking to the conclusions above, there were many suggestions which could be applied on this research. The suggestions were created to have connection with students, teacher of English, and other people who interested on this research. To make it clear, the suggestions were showed into following statements.

- a. The students at the VIII grade of SMP Negeri 1 Angkola Timur should know that expository method could be used to develop their comprehension on reading narrative text ability.
- b. Teachers of English in SMP Negeri 1 Angkola Timur could take teaching expository method as certain teaching method to develop students' reading narrative text, especially for the students at the VIII grade of SMP Negeri 1 Angkola Timur
- c. The teacher might to apply the teaching inquiry method in other English teaching and learning process, such as writing, speaking, and listening.

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