



## DEVELOPING READING NARRATIVE TEXT MATERIALS FOR EIGHTH GRADERS OF JUNIOR HIGH SCHOOL IMPLEMENTED WITH CHARACTER BUILDING

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### Abstrak

Degradasi moral sangat berperan besar dalam perubahan tingkah laku siswa seperti yang ditunjukkan oleh surat kabar dan media masa. Character building diperlukan untuk diimplementasikan dengan segera, akan tetapi tidak ada buku yang membahas tentang hal tersebut. Studi ini bertujuan untuk menemukan materi naratif teks yang dibutuhkan oleh siswa kelas VIII, mengembangkan materi naratif teks, dan menemukan keefektifan serta kesesuaian materi. Research desain dari studi ini ialah Research and Development. Subjek studi ialah 40 siswa SMP. Studi dilakukan dengan analisis, mengembangkan materi, validasi ahli, dan try out. Studi mkenunjukkan bahwa siswa membutuhkan materi naratif teks berisikan character building. Temuan terakhir menunjukkan bahwa materi sesuai diterapkan kepada siswa untuk mempelajari naratif teks dan poin dari character building di dalamnya.

### Abstract

*Moral degradation has impacted students' behavior recently as it is also shown in mass media and in school. Character building need to be implemented in students' learning activity, however, there is no book includes character building in it. This study intends to find out a narrative reading text materials needed by eighth graders, develop a narrative text reading text materials, and to find out the effectiveness and the appropriateness of the materials. The research design of this study is research and development. The subjects were 40 students of junior high school. The study was conducted by doing need analysis, developing materials, expert validation and try out. The research finding reveals that students need a set of narrative reading text materials which are implemented with character building. So the materials were developed based on the students' need and the syllabus mapping. Some improvements were conducted in order to enclose the effectiveness and appropriateness of these materials. The last finding reveals that the materials suit on students of this stage as they learn narrative text well and learn some points of character building in it.*

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## INTRODUCTION

The fact that students' moral behavior decrease day by day is clearly shown in our surrounding. Students have lack of respect to others, teacher and parents as they attack others, students, neglect the norm and neglect their neighborhood. It is apparently shown that there should be a great changing, and it is educators' job. Students' character must be better to create a great generation of our nation.

Teaching should not only deals with materials, however, it should also deals with the students character since it should not only produce high intellectual but also great character, as it is cited in the rule of national education ministry number 22, 23 and 24. So, it is important to teachers to notice students' character by encouraging them to know and to learn more about it while learning materials. A materials implemented with character building is truly needed in this case.

A narrative text is a difficult text for students to learn as it is long and having sequence. While they miss an idea of a part of a text they won't understand the whole text content. Moreover, narrative encloses students to character building and their surroundings. There must be a moral value established in each narrative story and local narrative text introduces specific moral points to learn.

Eighth graders are the object of this study, as it is cited that character building should be taught in early stage, the younger the better. As it is stated by Tillman (2003: x) that building up students' character is better started from the very beginning and did in daily activity, as it affects teachers all over the world to use their nations; culture to teach and integrate it in curriculum and daily activities. Students of eight graders begin their teenage phase. It is started with fast physically progress as the progress of sexual function of their body. They also start to critically use their mind both in formal and informal field. They response their environment law and norm, and able to judge right or wrong and predicts its impact (Depdiknas 2009: 5-8).

Reading skill plays an important role in English learning process, especially when students have to deal with National examination which includes reading and writing skills. Reading is an ability to draw meaning from the printed page and interpret this information appropriately. (Grabe, William and Fredricka L Stoller, 2002: 9). So, the important aspects to acquire by the students of junior high school are vocabulary

and grammar since they are still in the basic stage of learning and have lack of vocabulary or it is called as lower level reading process (Grabe, William and Fredricka L Stoller, 2002: 20).

Reading skill that is needed for eighth graders are for searching information to find out the value from the narrative text, and reading for general information, as it is also stated by William Grabe and Fredricka L Stoller (2002: 13-15) that the purposes of reading are to search simple information, to skim quickly, to learn from texts, to integrate information, to write, to critique texts, and to gain general comprehension. Based on curriculum demand, reading skill of eighth graders is not merely understanding the idea of the text but also how it sounds. Meaning to say, they need to learn pronunciation and intonation as it is also stated by Rukmini in her book (2010: 1) that curriculum explains that the English learner are to be involved in working with texts. They do not learn the content of the texts but how the texts are constructed through their respective element and lexico grammatical features to achieve the socio purposes.

Teachers need to find materials which suits on the curriculum, that is based on the standard competence and the basic competences. The standard competence of reading skill is to understand the leaning of short essay in form of recount and narrative text to interact with students' surrounding. The basic competences of reading skill are reading aloud functional text and short simple essay in form of recount and narrative text in good pronunciation, stress and intonation, responding meaning and generic structure of short simple essay accurately, fluent and acceptable which is related to students' surrounding in form of recount and narrative.

The chosen texts are Javanese folktale, as it is stated above in the standard and basic competences that the reading text should be related to students surrounding. As the time allocation is 4 x 40 minutes for the first basic competence and 8 x 40 minutes one to learn recount and narrative reading skill materials, it is decided that the materials cover 6 x 40 minutes materials to learn narrative text.

National Education Department suggests some steps to teach language in classroom, they are Building Knowledge of Field, Modelling of Text, Joint Construction, and Independent Construction. In the first steps students' experience in learning English are investigated through brainstorming. In the next step students are given model to learn. Then students are involved in the task. Finally they create their text individually.

Narrative text is a text, which related a series of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate. (Anderson and Anderson, 2003a).

The social functions of narrative text are to amuse, entertain and deal with actual and vicarious experience (Linda Gerot and Peter Wignell, 1995: 204). The generic structure of this text is orientation, evaluation, complication, resolution and reorientation. Orientation sets the scene and introduces the participants involved in the text. Evaluation is stepping back to evaluate the plight. Complication happens when a crisis rises. Resolution is when the crisis resolved for better or for worse. And reorientation is an optional one that contain writer's opinion or conclusion. (Rukmini: 2010: 20)

Narrative text focuses on specific and usually individualized participants. It also uses material processes, behavioral and verbal processes, relational and mental processes. It is also uses temporal conjunctions and temporal circumstances. It always applies past tense in the narration. (Linda Gerot and Peter Wignell, 1995: 204)

It is stated in Government Rule number 19 2005, page 6, that the aim of national standard education is to guarantee the national education quality to educate people and shape the character and civilization. Graduated students later will not only own good knowledge and quality but also good character in order to be independent in the next education stage.

Building up students' character is better started from the very beginning and did in daily activity as it is stated by Tillman that teachers all over the world are eager to use their nations; culture to teach and integrate it in curriculum and daily activity. (2003: x) The moral value that must be integrated to him are peacefulness, tolerance, happiness, responsibility, cooperative, simplicity, honesty, freedom, and unity.

The National Education Department also established 20 points of character building that must be underlined in school. They are sincere, honesty, humble, affection, discipline, economize, no surrender, justice, positive thinking, independence, peacefulness, tolerance, emotional control, citizenship, responsibility, creativity, hard-working, and collaboration (Depdiknas, 2009: 9-13).

The objectives of the study are to find out kinds of materials which are needed by eighth graders and their opinion about the existing English materials, to describe how the development

of narrative reading text materials implemented with character building for eighth graders of junior high school is developed, and to find out whether the material is effective and appropriate for eighth graders of junior high school.

## METHODS

The research design of the study is Research and Development (R & D) as the aim of this kind of research is to develop or create product (Borg and Gall, 1983: 772).

The try out was conducted in Ambarawa Pangudi Luhur Junior High School. It is a private one in Semarang regency. It was chosen as the subject of the study since its heterogeneity of the students and its achievement. It has 15 classes and 5 of them were eighth graders. One class was chosen randomly and it was 8C which has 40 students. The students dealt with the need analysis and try out then.

The instruments of this research are questionnaire and list of interview questions. Need analysis was conducted with this questionnaire and interview to gain the data of the students' ability in mastering narrative text and the need of inserting character building in it. Expert validation was conducted in order to get some experts' input and suggestions to enrich the developed materials. Pre-test was also conducted to measure students' ability in narrative text and of course a test was conducted in the end of the study to measure the effectiveness of the materials.

The data of the need analysis was presented in percentage. When the students need was more than 50% it was assumed that the need was considered as crucial input to develop the materials. The result of the pretest also plays important role in developing the materials. When the result was low, it was necessary to consider it as the input to develop the materials. The result of the experts' validation also played an important role to enrich the developed materials.

## FINDINGS AND DISCUSSION

The need analysis was conducted in class of 40 students and it was divided into 3 main topics; they are students' interest in learning English, the important of character building in education, and students' knowledge in narrative text. The first showed that most 77.5% students like English, 87.5% of them interested in learning English, and 82.5% of them assumed that English is difficult as rarely of them (15%) use English in their daily activity. 90% of them stated that

grammar makes English difficult to learn. Finally the last two questions deals with the topic of the study, developing narrative reading text materials, 62.5% of them stated that reading is more interesting than the other skills, however, they have lack ability in reading since 90% of them translating while reading.

In the second main topic, the students stated that 92.5% notice violence and crime that is done by students published in mass media, only 85% of them heard about character building. 87.5% of them stated that there is relation between moral degradarion and character building. 97.5% of them also stated that school has an important role in building up students' character and character building is crucially needed in this situation. To 97.5% of them, it is necessary to teach character building in class, and 82.5% of them stated that character building is necessarily integrate in school subject, however, 30% of them found that character building hasn't been inserted in English teaching materials. And 92.5% of them assumed that story is good media to develop students' character.

In the last main topic, 95% students agreed that story or folk tale is a good media to teach character building while teaching materials. However, only 65% students lije narrative text since 30% of them stated that it is hard to understand. In the next points they also do not know the aim, generic structure, language feature of this text, though 92.5% of them know that they get moral value from reading this kind of text.

From the above explanation, it is concluded that narrative reading text is not an easy text to them, though they like English, they found some difficulties in understanding this kind of text. It is also necessary to insert character building in students' materials in order to build up students character and narrative text is a good text to insert.

Interview were also conducted to obtain some information about students' interest in learning English, character building in education and

students' knowledge in narrative. The interview was conducted to two English teachers of Pangu-di Luhur junior High School.

From these interviews, it was found that students in this school have good interest in learning English. They like this subject much as it is seen from their eagerness to join the 'Bulan Bahasa' activities. They like English since they feel that they learn new code of language. However, they have difficulties in applying language in their speaking and writing as well as understanding reading text. They need to explore more vocabulary and grammar. All skills of language in this stage is important. However, reading is the main skill to pass the final test. Character building was also implicitly inserted in teaching learning process, however, there was no materials which implement character building though several years ago teachers were ordered to make lesson plan which is implemented with character building. Character building had been established in this school but it had not been structurally implemented in materials in every teaching meeting.

The materials which are studied by should cover the syllabus demand. As it is stated in *Standar Isi dan Standar Kompetensi Lulusan Tingkat Sekolah Menengah Pertama dan Madrasah Tsanawiyah Peraturan Mendiknas No. 22, No. 23 dan No. 24 th. 2006*, Standard Competence for Junior High School is translated as follows.

Listening: Undertanding simple oral interpersonal and transactional text both formally and informally in recount, narrative, procedure, descriptive, and report, in daily context.

Speaking: Expressing meaning orally simple interpersonal and transactional formal and informally in recount, narrative, procedure, descriptive, and report text in daily context.

Reading: Understanding meaning in simple transactional and interpersonal written text both formally and informally in recount, narrative, procedure, descriptive, and report text in daily context.

Writing: Expressing meaning in simple

As this study focuses on the reading skill, the syllabus mapping listed as follows.

STANDARD COMPETENCE	BASIC COMPETENCE	TIME
11. Understanding meaning in short simple text in recount and narrative to interact with their surroundings.	11.1 Reading aloud short simple meaningful functional text in recount and narrative text in good pronunciation, stress and intonation which is related to their surroundings.	4 x 40'
	11.3 responding meaning and rhetorical step in short simple text accurately, fluently and acceptably which is related to their surrounding in narrative and recount text.	8 x 40'

Meeting	Text	Specification	Character Building point	Activities
1st	The Story of Aji Saka	Reading focuses on vocabulary	No surrender	Brainstorming Vocabulary matching Example of using the vocabulary Vocabulary practice Reading comprehension Emphazising on the moral value
2nd	The Legend of Rawa Pening	Reading focuses on grammar	Appreciation	Example of the use of past tense in the text Introducing the formula of past tense Grammar practice Reading comprehension Focusing on the moral value
3rd	Timun Emas	Reading focuses on narrative text structure and lexicogrammatical features Reading focuses on pronunciation and stress	No surrender	Read the information of narrative text Work in group to find out the parts of narrative text Individual work to retell the story Pronunciation practice Reading stress model Reading practice: chain reading

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**RECONDENTS**


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**CRITICISM AND SUGGESTION**

Mr. Faridi

The grammar should be checked

Mrs. Anggani

The activities must be varied and really help students to comprehend the text. for example, there must be vocabulary list, example of using the words, vocabulary practice, and reading comprehension.

Mrs. Wahyu Ambarwati

The exercise must be improved and simplify the texts.

Mr. AV Sugiyanto

The grammar should be checked and notice the layout of each page.

interpersonal and transactional written form text formally and informally in recount, narrative, procedure, descriptive, and report in daily context.

The result of the need analysis, interview and syllabus mapping be the main input to develop the materials. Some Central Java folklore were chosen as the specification of this study was to implement character building in it, especially those which were related to their surroundings. The story of Rawa Pening, Timun Emas, and Aji Saka were chosen as they were interesting and simple as well as suit on them.

As it was stated above each material was divided into 4 parts, BKOF, MOT, JCOT, and ICOT. It was aimed to guide the students to learn

step by step to understand narrative well.

Then expert validation was conducted and some inputs were gain. The respondents for the materials validation were 2 teachers and 2 lecturers. They are two lecturers of Semarang State University, Mr. Faridi and Mrs. Anggani, Wahyu Ambarwati, M. Pd, and two teachers of Pangudi Luhur Junior High School, Mr. Budiono Titus, and AV. Sugiyanto, S. Pd.

The data obtained from the survey study were categorized into two types. The first data were gained from the score that reflected the respondents' opinion on the designed materials and input and suggestion from some interview. The second data were gathered by conducting try out.

The respondents' mostly answered "good"

PAGE	DESCRIPTIONS	REVISION
Cover	Write the point number of the Standard and Basic Competence Rewrite the Standard and Basic Competence in smaller font. Rewrite the third point of the Basic Competence	11 (Standard Competence) 11.1 and 11.3 (Basic Competence) Change the font size into 10 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>
2	Rewrite the instruction. <b>Answer the following question!</b>	<b>Answer the following questions!</b>
3	Add more exercise on vocabulary. Rewrite the instruction. <b>Match the following words with the meaning!</b>	Add more vocabulary exercise. <b>Match the following words with the meanings!</b>
	Rewrite the instruction. <b>Complete the following sentences with the words above!</b>	<b>Complete the following sentences with the words in the box!</b>
5	Rewrite the text of paragraph 2 Besides the king was also keen on eating the flesh of human ....	Besides, the king was also keen on eating the flesh of human ....
7	Add more exercise in grammar before coming to the next text.	Grammar exercise of finding an example of the use of past tense in the text, finding some form of some verbs, completing paragraphs with past tense, irregular form, constructing sentences.
13	Rewrite the text of paragraph 2 One night, while they were praying, Buto Ijo a giant with <b>supranatural</b> powers passed their house. He heard they pray. The reading aloud part is presented in the last part/meeting since students need to know the meaning first. Add more exercise on each focus (vocabulary, grammar and pronunciation)	One night, while they were praying, Buto Ijo a giant with <b>supernatural</b> powers passed their house. He heard they pray. The last task was actually the first task of the materials. It was moved as considering the in from an expert. Some exercise has been added.

meant the next step, that is trying out, could be conducted. They also gave suggestion and criticism toward the designed materials. There were considered as input to revise the designed materials. The input is presented as follows.

As the input from expert and teachers were gathered, some improve were made. The lay out were changed and the exercises were added. This aimed to give more knowledge to students to understand the text well before they comprehend it.

The first meeting contained reading comprehension which was preceded with vocabulary exercises. The second meeting focused on grammar. So it was begun with some example of grammar focus. And the last meeting focused on

the pronunciation and stress.

It was different from the previous arrangement which followed the basic competence that was reading aloud first, then comprehending the text. Some questions for evaluation were also designed in order to measure the effectiveness of this study, and of course it was not the only way to do it, as the moral value or character building points were also reflected in the attitude during and after the teaching learning activity.

The revision of the materials is presented below.

As the materials revised, it was tried to students. The subject of the try out were eight graders of Pangudi Luhur Junior High School. The

class was chosen randomly and the eight C was chosen as the subject of this study. It has 40 students and the ability of these students were average ones. The try out was done by applying pre test and teaching the reading text materials.

The first, second and third meeting were done for 2 x 40 minutes, and the last meeting was done in 40 minutes. As the materials was applied the students interact actively especially in the third meeting since they stated that they were so interested in learning pronunciation and interested tone. It was the different of learning English than their first language. They found some character building point by themselves and they applied it in during the teaching learning activity, as appreciating others when they were reading or answering question.

In this material application some points emerged and emphasized by teacher besides character building points which were established in the materials. However, some materials arrangement was still needed to be improved and some mistyped were still found. The next revisions were done, and added with some pictures.

The appropriate and effectiveness of the materials are measured in three aspects. They are teaching learning process record, the result of the post test analysis and the students' questionnaire on the materials. It is assumed that the materials are appropriate and effective to students, as it suits on the syllabus demand, actively followed by students, improve students' knowledge and introduce some character building points. Moreover, the result of the effectiveness of this study clearly prove that this materials are appropriate and effective.

## CONCLUSION

Need analysis and material mapping were done to answer this problem. It is found that students of eighth grade of Pangudi Luhur junior high school need to learn Narrative text more. Moreover, there is no textbook which includes character building in it yet, though the national education department suggested to insert character building point in teaching learning process.

Some models were taken as the reference to designed the materials, but only one model, Hyland model was adapted to develop the materials. The materials were designed for three meetings and it is presented in the last appendix. The first meeting was reading focus on vocabulary, next, reading focus on grammar and reading aloud. The arrangements of the materials were not based on the basic competence as it was re-

vised based on the need during the study.

The effectiveness of the study was found by observing three aspects. They are teaching learning process record, the result of the post test analysis and the students questionnaire on the materials. It is assumed that the materials are appropriate and effective to students, as it suits on the syllabus demand, actively followed by students, improve students' knowledge and introduce some character building points. Moreover, the result of the effectiveness of this study clearly proves that these materials are appropriate and effective.

For teachers, it is important to improve the students ability in language competence in order to encourage students to learn English, especially the reading one since students will have better understanding in reading while they have bad good language competence. Besides, it will give more knowledge to students to prepare well for the national examination. Since this study focuses on the narrative text for eight graders, it is suggested that further researchers will develop instructional materials for another genre, so that it will really help teacher to teach English fruitful materials in other text materials.

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