

The Development of Learning Media Handbook Narrative Text to Improve Students' Reading Skills in X grade Students' at SMK Swasta Siti Banun Sigambal

Suci Purnama Sari¹, Anna Leli Harahap^{2*}, Rizki Lestari³, Desi Aulia Putri⁴, Tia Ramadani⁵

^{1,2,3,4,5}FKIP, English Education Study Program, Al-Washliyah University

Abstrak

Penelitian ini mengkaji pengembangan dan penerapan "Handbook Narrative Text" untuk meningkatkan keterampilan membaca siswa kelas sepuluh di SMK Swasta Siti Banun Sigambal. Fokus penelitian ini adalah meningkatkan pemahaman siswa terhadap teks naratif, dengan penekanan pada pemahaman struktur naratif, penguasaan kosakata, dan peningkatan tata bahasa. Penelitian ini menggunakan pendekatan ilmiah yang terdiri dari mengamati, bertanya, mengasosiasikan, bereksperimen, dan menjalin hubungan untuk mendorong keterlibatan aktif siswa dan berpikir kritis. Data dikumpulkan melalui asesmen pre-test dan post-test, observasi, serta umpan balik dari siswa. Hasil penelitian menunjukkan peningkatan signifikan dalam kemampuan siswa untuk memahami teks naratif, peningkatan keterlibatan siswa, serta meningkatnya kemandirian dalam membaca. Selain itu, siswa juga menunjukkan peningkatan dalam penguasaan kosakata dan tata bahasa. Temuan ini menunjukkan bahwa penggunaan Handbook Narrative Text, bersama dengan pendekatan ilmiah, merupakan strategi efektif untuk meningkatkan pemahaman membaca dan mendorong pembelajaran mandiri. Penelitian ini menyoroti pentingnya media pembelajaran inovatif dalam pendidikan bahasa, khususnya dalam pengembangan keterampilan membaca.

Kata Kunci: Handbook Narrative Text, Pendekatan Ilmiah, Pembelajaran Mandiri

Abstract

This study investigates the development and application of a "Handbook Narrative Text" to improve the reading skills of tenth-grade students at SMK Swasta Siti Banun Sigambal. The research focused on enhancing students' comprehension of narrative texts, with a particular emphasis on understanding narrative structure, vocabulary acquisition, and grammar improvement. The study employed the scientific approach, consisting of observing, questioning, associating, experimenting, and networking, to encourage active student engagement and critical thinking. Data were collected through pre- and post-assessments, observations, and student feedback. The results showed significant improvement in students' ability to comprehend narrative texts, increased student engagement, and a greater sense of independence in reading. Additionally, the students demonstrated enhanced vocabulary and grammar skills. The findings suggest that the use of a Handbook Narrative Text, along with the scientific approach, is an effective strategy for improving reading comprehension and fostering independent learning. This research highlights the importance of innovative learning media in language education, particularly for reading skills development.

Keywords: Handbook Narrative Text, Scientific Approach, Independent Learning

1. INTRODUCTION

English is a global language that plays a vital role as a means of communication in many countries. In Indonesia, English has become an integral part of the education system, primarily due to its widespread use in various forms of media such as television, the internet, newspapers, and magazines. The presence of English in these platforms has made it necessary for students to develop competence in the language. As part of the curriculum, English is taught as a compulsory subject, and students are expected to acquire proficiency in four core skills: listening, speaking, reading, and writing. Among these skills, reading holds a significant place, as it helps students understand language structures, improves vocabulary, and aids in academic success. This paper focuses specifically on reading skills, which are essential for students to fully grasp the language.

Reading plays an important role in learning English as it enhances cognitive functions and facilitates language acquisition. Mikulecky and Jeffries (2004) emphasize that reading not only helps students learn to think in English but also builds their vocabulary and writing abilities. In a similar vein, Rubin (1993) highlights that reading is a critical component of academic achievement and lifelong learning, as it allows individuals to access information and knowledge that is necessary for personal and intellectual growth. For students in Indonesia, mastering reading skills is especially important, as it enables them to engage with various types of English texts,

such as descriptive, narrative, and recount texts. In particular, narrative texts are fundamental for tenth-grade vocational school students (SMK) as they help students understand complex ideas, improve critical thinking, and develop comprehension skills.

However, many students face challenges in reading comprehension, which hinder their ability to understand and interpret texts effectively. During an observation at SMK Swasta Siti Banun Sigambal, the researcher found that teaching methods were still conventional, with a heavy reliance on translation and teacher-centered approaches. These methods did not encourage student engagement or independent learning. Furthermore, students struggled with vocabulary, comprehension, and identifying key ideas in longer texts. To address these challenges, the researcher aims to explore the potential of using a "Handbook Narrative Text" as a learning media to improve students' reading skills. This study focuses on the development and application of this teaching tool, examining its effectiveness in enhancing reading comprehension for tenth-grade students at SMK Swasta Siti Banun Sigambal.

By using the scientific approach, which includes five stages—observing, questioning, associating, experimenting, and networking—the study aims to evaluate how the "Handbook Narrative Text" can improve students' reading skills and foster a more interactive and independent learning environment. The findings from this research will contribute to the understanding of how learning media can be used to address reading difficulties and enhance students' ability to comprehend narrative texts.

2. RESULTS AND DISCUSSION

The research aimed at improving students' reading skills through the use of a "Handbook Narrative Text" at SMK Swasta Siti Banun Sigambal produced several notable findings. Data were collected through pre- and post-assessments, observations, and student feedback regarding their engagement with narrative texts.

1. **Improvement in Reading Comprehension:** After using the Handbook Narrative Text, students showed significant improvement in their ability to understand narrative texts. The pre-assessment revealed that many students struggled with identifying main ideas, topic sentences, and the structure of narrative texts. However, after the intervention, the post-assessment demonstrated that students were able to more easily extract main ideas, understand the plot structure, and analyze the characters and events within the stories.
2. **Increased Engagement:** Students reported increased interest and motivation in reading after using the new learning media. Prior to the intervention, many students found reading English texts to be a tedious task, often relying on translations and teacher explanations. However, after using the Handbook, they expressed more confidence in tackling texts independently. The scientific approach, which involved stages of observing, questioning, associating, experimenting, and networking, encouraged students to think critically and interact with the texts in a more engaging way.
3. **Vocabulary and Grammar Enhancement:** Another positive outcome was the improvement in students' vocabulary and grammar. The narrative texts used in the handbook provided students with contextualized language exposure. By encountering new words and sentence structures in the context of storytelling, students were able to internalize vocabulary more effectively. Additionally, the repeated reading and analysis of narrative texts helped reinforce grammar rules, particularly in the use of tenses, sentence structures, and conjunctions.
4. **Teacher's Role and Student Independence:** The teacher's role shifted from being the central source of knowledge to a facilitator who guided students through the reading process. Students became more independent in their approach to reading. They were able to make inferences, understand the meaning of unfamiliar words through context, and use reference materials (such as dictionaries and the internet) more effectively. The scientific approach also supported this shift by promoting collaborative learning and peer discussions, which further encouraged student autonomy.

Discussion

The results of this study align with previous research on the importance of reading for language acquisition. Mikulecky and Jeffries (2004) highlight that reading not only improves vocabulary but also enhances cognitive skills such as critical thinking, problem-solving, and language production. This study confirms that students at SMK Swasta Siti Banun Sigambal, after using the Handbook Narrative Text, demonstrated significant growth in their reading abilities, particularly in understanding narrative structures, identifying key ideas, and improving overall comprehension.

The increase in student engagement can be attributed to the interactive and student-centered approach adopted in the study. The scientific approach, which encourages active participation through observation, questioning, and experimentation, provided students with the tools to approach texts independently. This method supports the argument that reading comprehension can be enhanced when students are encouraged to be more involved in the learning process (Rubin, 1993). When students are given the opportunity to ask questions and form connections with the text, they develop a deeper understanding and retain information better.

Moreover, the improvement in vocabulary and grammar observed in the study reflects the findings of Buscemi (2002), who asserts that reading plays a crucial role in language development. By reading narrative texts in context, students were exposed to new words and grammatical structures, which they could apply in both written and spoken forms. This reinforces the idea that reading is an active process that involves not only decoding words but also understanding their meanings and usage in context.

One of the most significant findings of this research was the increased independence demonstrated by students in their reading tasks. Before the intervention, students heavily relied on teacher instructions and dictionaries to comprehend texts. After the use of the Handbook Narrative Text, students became more confident in using context clues to figure out the meanings of unfamiliar words and ideas. This shift is consistent with the educational goal of fostering independent learners, capable of critically analyzing texts and using resources effectively.

However, the study also revealed that while the Handbook Narrative Text was successful in improving students' reading skills, some challenges remain. A few students still struggled with reading long and complex texts, which suggests that more practice with longer passages or texts with varied sentence structures may be necessary. Additionally, while engagement levels increased overall, a small group of students remained less motivated to read and often required additional support.

In conclusion, the development and application of the Handbook Narrative Text proved to be an effective tool for enhancing the reading skills of tenth-grade students at SMK Swasta Siti Banun Sigambal. The students' improved ability to understand narrative texts, increased engagement with the reading process, and enhanced vocabulary and grammar skills highlight the positive impact of this teaching method. By incorporating the scientific approach, students were able to engage more actively with the text and develop greater independence in their reading practice. These findings underscore the importance of innovative learning media in promoting effective language learning, particularly in reading comprehension.

3. CONCLUSION

This study aimed to explore the effectiveness of using a "Handbook Narrative Text" as a learning media to improve the reading skills of tenth-grade students at SMK Swasta Siti Banun Sigambal. Based on the results, it can be concluded that the use of this learning tool significantly enhanced students' reading comprehension. The students showed notable improvements in understanding narrative structures, identifying main ideas, and analyzing the text's content. Moreover, the study revealed an increase in student engagement and motivation to read, with students becoming more independent in their learning process.

The integration of the scientific approach, which included observing, questioning, associating, experimenting, and networking, played a key role in encouraging active participation and critical thinking. This approach helped students develop the skills necessary to engage with narrative texts more effectively, improving their ability to make inferences and utilize context clues for better comprehension.

Additionally, the study highlighted the importance of reading as a tool for expanding vocabulary and improving grammar. By encountering new words and sentence structures within the context of narrative texts, students were able to internalize the language more effectively, which contributed to their overall language development. The shift from teacher-centered learning to a more student-centered approach fostered greater independence, allowing students to take ownership of their learning.

In conclusion, the development and application of the Handbook Narrative Text proved to be an effective strategy for improving students' reading skills. It not only addressed the challenges faced by students in comprehending narrative texts but also empowered them to become more self-sufficient and confident in their

reading abilities. This study contributes to the growing body of research on the importance of innovative learning media in enhancing language learning, especially in reading comprehension. Future research could explore the long-term impact of using such media on other language skills and in different educational contexts.

4. REFERENCES

Buscemi, S. V. (2002). **The Writing and Reading Connection: A Guide for English Teachers**. New York: McGraw-Hill.

Mikulecky, B. S., & Jeffries, L. (2004). **Advanced Reading Power: Extensive Reading Practice**. Pearson Education.

Rubin, D. (1993). **The role of reading in language acquisition**. *Journal of Language Learning*, 23(4), 45-60