

## Optimization Reading to Learn Learning Model on Narrative Text Writing Skills for Junior High School Students

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### ABSTRACT

Educational research is currently more dominated by the development of learning models. However, this has not shown satisfactory results because it tends not to be piloted or disseminated. The purpose of this study is to explain the effect of applying the *reading to learn* learning model on improving students' narrative text writing skills, especially junior high school students. The sample of this study was the 9th-grade students of SMPN 5 Padang Panjang, totaling 32 students. Data was collected by processing the results of the pretest in the form of performance obtained before the implementation of the reading to learn learning model and the post-test obtained after the implementation of the reading to learn learning model. Data were analyzed using the descriptive analysis method. Based on the results of data analysis, it was found that there was an increase in students' narrative text writing skills before and after the implementation of the *reading to learn* learning model. This increase can be seen from the number of scores obtained by students regarding the completeness of the narrative text structure from 68 to 89, the completeness of narrative elements from 60 to 75, and the application of EBI from 50 to 72. Therefore, this study can be useful to see the effectiveness of the *reading to learn* learning model toward students' writing skills and as a way out of writing problems.

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## 1. INTRODUCTION

One aspect of the skills that must be mastered by students is writing skills. Writing is a productive and expressive language skill (Tarigan, 2013:3); (Boeriswati, E., Lustyantje, N., & Ulya, R. H, 2021). Furthermore, Dalman (2015:4) states that writing is a process in conveying thoughts, ideas, ideas, and feelings into the form of meaningful written symbols. This is also stated by Azis (2009:7) which states that writing is a process that uses letters with the aim of compiling, recording, accommodating aspirations, entertaining, providing information, and communicating and changing one's knowledge. Thus, it can be understood that writing is the delivery of ideas, ideas, and feelings in writing which aims to provide information and increase one's knowledge.

One of the text genres that must be mastered by junior high school students is writing narrative text. Based on the results of observations at SMPN 5 Padang Panjang, it can be explained that there are two dominant problems related to students' narrative writing skills. First, the students' lack of interest in reading. Interest in reading is one of the motivating factors for someone to read and write. Afnita, A., Saputra, D., Ulya, R. H., & Efrianto (2021) explains that interest plays an important role in a person's life and has a great impact on behavior and attitudes. Interest in reading is a high tendency of the heart towards something related to reading (Erni, E., & Ulya, R. H., 2021). So, it can be said that reading interest is a source of motivation that encourages individuals to carry out reading activities (Hurlock, 1980). In addition, the results of the study show that writing skills have a significant correlation with one's reading interest (Nugraha, Zulela, and Bintoro, 2018); (Novrizta, 2018); (Safitri, Susiani, and Suhartono, 2021); (Rinawati, Mirnawati, dan Setiawan, 2020).

The research of Martavia, Thahar, and Asri (2016) shows that students who have a high level of mastery of reading interest, get high scores of expository narrative writing skills. Conversely, if the level of mastery of students' reading interest is low, then the value of students' expository narrative writing skills is also low. Second, students' vocabulary mastery is still limited so they have difficulty in conveying their thoughts into writing. This is due to the lack of vocabulary and low interest in reading students. The results showed that there was a relationship between vocabulary mastery and students' writing skills (Daniati, Yarmi, and Ardiasih, 2021). Furthermore, based on several research results related to the relationship between reading and writing, it can be understood that the low writing skills of students are influenced by low interest in reading and writing students' vocabulary mastery (Hasra, Dalle, and Usman, 2018); (Yuningsih, Herlina, and Astuti, 2020); (Collins, 1991).

The HOTS learning that will be implemented at SMPN 5 Padang Panjang is related to language literacy, both English and Indonesian. Learning the language will support students' reading literacy skills. In language learning, students will be directed to the highest level of reading literacy, namely reconstructing text. Therefore, this research was directed to the results of the texts that were reconstructed by students based on the texts given by the teacher. Teachers need effective tools to help students learn more science and develop the critical reading-to-learn skills that literacy research identifies as essential for academic success (Biancarosa and Snow 2006). To achieve this, in HOTS literacy learning, a reading to learn (R to L) model will be applied.

In learning to reconstruct texts using the reading to learn model, students are accustomed to reading and understanding texts through the stages that have been designed. The results of using the reading to learn model show that all students are able to write narrative texts. This shows that in honing writing skills, students need a stimulus that stimulates their ability to write texts. This is in line with the results of research conducted by Kristyanawati, et al (2019) which shows that students who are the object of research are able to write opinion articles after being given a stimulus in the form of observing the environment.

The reading to learn learning model is believed to be able to help students in solving writing skill students. This is because writing skills are high-level language literacy. Writing skills require special strategies and models in their learning. The reading to learn model allows students to have independence in finding ideas and then expressing them in written form. One way that can be done to overcome this problem is to increase students' independence and self-efficacy so that students can adapt well to the difficulties of the writing process, and their awareness of independent learning will increase and improve their abilities (Halim and Sofia Ulfa Eka Hadiyani (2020:1175-1184).

Based on the explanation of the results of the writing ability research, novelty can be determined in this study. Researchers tend to look for the relationship between reading skills, vocabulary mastery, or reading interest on writing skills. However, this study focuses more on finding the root of the problem in students' narrative writing skills learning. In addition, this research is oriented towards implementing the Reading to Learn learning model in order to improve the narrative writing skills of junior high school students. The application of the reading to learn model in learning to write narrative texts has not been done much. This research is a relatively new study related to the implementation of reading to learn in learning to write narrative texts for junior high school students. The results of this

study are expected to be able to add insight and reference for readers, especially teachers, on how to implement reading to learn in learning to write narrative texts.

## 2. METHODS

This research is a type of quantitative research using the descriptive method. It is said that quantitative research is a descriptive method because it uses descriptive statistics. In addition, the purpose of this study is to describe the application of the Reading to Learn learning model to the narrative writing skills of junior high school students. The sample of this study was the 9th-grade students of SMPN 5 Padang Panjang, totaling 32 students. Data was collected by processing the results of the pretest in the form of performance obtained before the implementation of the reading to learn learning model and the post-test obtained after the implementation of the reading to learn learning model. Data were analyzed using the descriptive analysis method. Based on the results of data analysis, it was found that there was an increase in students' narrative text writing skills before and after the implementation of the reading-to-learn learning model.

## 3. FINDINGS AND DISCUSSION





Through research related to the implementation of the reading to learn learning model, it was found that there was an increase in students' writing skills, especially writing narrative texts. The following will explain the implementation of the reading to learn learning model and the improvement of students' narrative text writing skills.






### A. *Implementation of the Reading to Learn Learning Model*

The reading to learn learning model is not "teacher-centered" or "student-centered". It is focused on how teachers and students interact to build knowledge (Banerji, R et al. 2005). In writing a narrative text, the first thing to do is to design the lesson as interesting and effective as possible. Teachers must prepare lesson plans and learning stages. In addition, the teacher should show students how a good story is written. In this case, the teacher must be able to bind students' attention to the text that will be used as a stimulus in writing narrative text.

The first step is to write together the story text that is in accordance with the stimulus text. Students are prepared to read each sentence in a short passage, by preparing them to identify each group of words in the sentence, which they highlight, and then to elaborate on the meaning of the words. The student's task is to identify the words in each sentence then the teacher prepares them with cues that tell them what the words mean and where to look. Furthermore, it is described by defining words, explaining concepts, or discussing student experiences. Through this carefully planned cycle, each student can read the text with complete comprehension, no matter what the starting level. The reading to learn learning cycle is designed from a close analysis of learning interactions between parents and children at home. This cycle is similar to the 'start-response-feedback' cycle that all teachers use, but the model is designed to ensure that every student can perform each task and then benefit equally from elaboration. Reconstructing literary texts has a different strategy when compared to writing factual texts or argumentative texts. The focus of reconstructing a narrative text for a story is on the literary language resources the author uses to engage and entertain the reader. When rewriting stories, students borrow the language patterns found in the text, but with different content - characters, events, and settings. The implementation activities are shown in the following table.

**Table 1.** Description of the Stages of Implementation of the Reading to Learn Learning Model in Improving Writing Skills for SMP Padang Panjang Students

No.	Activity	Activity Description	Time	Information
1.	Introduction/ Apperception	In this activity, the teacher directs students about the narrative text material that has been studied. The teacher asks short questions related to the structure, elements, and spelling that must be in a narrative text.	10 Minutes	
		Core Activities		
	A. Serving a stimulus text	The teacher shows a narrative text entitled "The Power of Prayer" through a slide in front of the class.		
2.	B. Read together the text that has been broadcast	The teacher guides students to read together the text that is displayed while marking which parts are structure, elements, as well as checking spelling.	80 Minutes	
	C. Students mark/ underline keywords	The teacher asks students to determine the key words contained in the text. The teacher asks one of the students to come forward to act as a <i>reciter</i> and <i>scribe</i> who is in charge of reading and writing keywords		
	D. Replace keywords with synonyms,	Students are asked to replace keywords with synonyms, antonyms, or		

<p>antonyms, or other words that match the context of the sentence</p>	<p>other words that match the context of the sentence and write in notebooks</p>		
<p>E. Join construction</p>	<p>Students together reconstruct the text based on the key words that have been replaced without changing the sentence structure.</p>		
<p>F. Individual Text Reconstruction</p>	<p>Each student is asked to write a narrative text based on the stimulus text with patterns c, d, and e</p>		
<p>G. Write the reconstructed text</p>	<p>Students are asked to write the reconstructed text on the blackboard to evaluate whether it meets the requirements of a narrative text (structure, elements, and EBI).</p>		
<p>3. Closing</p>	<p>The teacher closes the lesson by concluding and evaluating the activities that have been carried out</p>	<p>10 Minutes</p>	

The learning stages are carried out regularly to improve students' narrative text writing skills. The stages described in the table are not standard stages, each teacher is allowed to use their own creativity in implementing this reading to learn learning model. From the stages that have been described, it can be seen that there is an intense interaction between teachers and students in the learning process. The teacher and students together create a new narrative text based on the stimulus text, and in the end students are also able to reconstruct the text themselves. Based on the results of interviews with students, it can be concluded that all students are happy with this learning model because they find solutions to problems in writing, such as the difficulty of finding ideas, difficulty in applying the structure of narrative texts, and not optimal depiction of elements and the use of EBI in their writing. Through this reading to learn learning model, all students become able to write. This can be seen from the improvement in their writing skills after the implementation of the learning model. This skill improvement is described in the following section.

## **B. Improving Students' Narrative Text Writing Skills**

### **1. Junior High School Students' Narrative Text Writing Skills before the Implementation of the Reading to Learn Model**

The research was conducted at SMP Negeri 5 Padang Panjang for four weeks. Starting from October 6 to November 3, 2021. The form of data collected in this study is the results of student performance tests. The test results in question are the ability of grade 9 students of SMP 5 Negeri Padang Panjang in writing narrative texts. The test was conducted twice (pretest and posttest). The pretest was conducted on October 6, 2021, while the posttest was conducted on November 3, 2021.

The research was conducted in grade 9 by giving a pretest, application of learning media and posttest. To determine the effect of the direct method based on literacy HOTS (R t L) on the students' narrative text writing skills in grade 9, the researcher gave a posttest to the students. The questions given are in the form of a performance test with three selected topics, then students must choose one topic to be developed into a news text.

To avoid being unobjective, the data were assessed by two people, the author himself and a student of the Indonesian Language and Literature Education Study Program, Padang State University. Each aspect of the assessment is given a score of 1 to 3. The first stage in this research is planning, the activities carried out are: 1) making a lesson plan that will be used, 2) making research instruments that will be used during the pretest and posttest. The second stage, namely the implementation of research. Based on the results of the research on the pretest of writing narrative text, the following results were obtained.

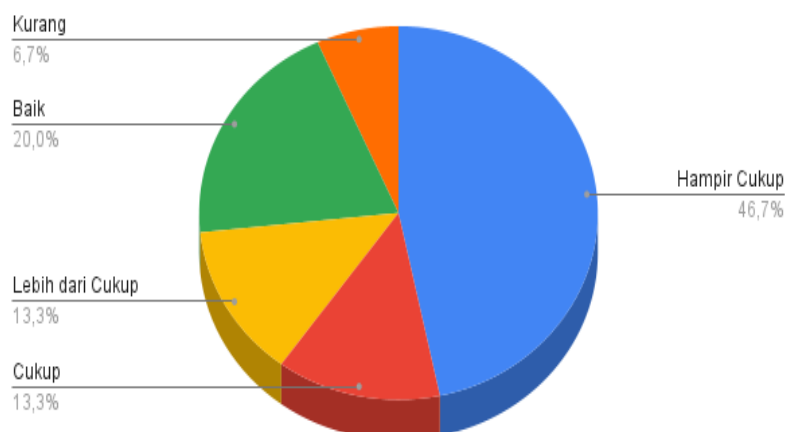


Figure 1. Qualification of Pretest Score Writing Narrative Text for Junior High School Students

In Figure 1, it can be seen that the pretest results of students in writing narrative texts are generally in almost sufficient qualification, which is 46.7 percent. This means that more than 50% of students have not been able to meet the qualifications in writing narrative text in the three narrative text indicators. The lowest qualification is in the application of Indonesian Spelling, following the description of elements, and the use of structures. When in the learning process students are given simple questions related to structure, elements and EBI, students can answer well, however, when the questions asked have reached HOTS, most students are not able to answer correctly. This is because the new learning process is carried out focusing on one party, namely the teacher. Students only act as listeners and then do the assigned tasks. In learning activities like this, students are very passive, so they do not participate in learning activities. This causes students not to have a maximum learning experience, which will further affect student learning outcomes.

From Figure 1, it can also be seen that the ability to write narrative texts of students before the reading to learn learning model was applied was only 33.3% who had the above sufficient qualifications. The rest are still in sufficient and almost sufficient qualifications, as can be seen in the following sample text.

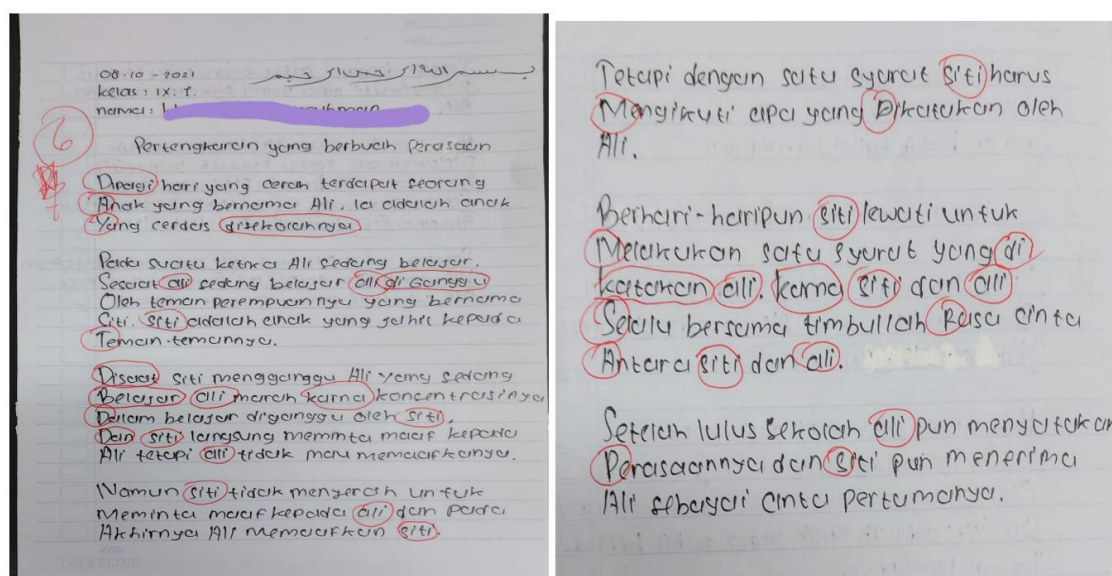


Figure 2. One of the Narrative Texts of Junior High School Students During the Pretest

In the text, it can be seen that several EBI errors were made by students, such as the error in writing the preposition -di- which met the word place like -at school- which was written combined by the students. Another mistake is the improper use of the preposition - di -, as in the words -dipagi- and -disaat-, which should be -in the morning- and -at the time-. In addition, there are also some letter writing errors, such as writing errors in lowercase letters at the beginning of the name (Ali is written as ali, Siti is written as siti), writing capital letters that are not in place (such as the word -feeling- which is written -Pasan-). Inaccuracies in the use of punctuation marks were also found in the writing, such as the absence of a sign (,) after the word -but-, and several other errors.

In terms of structure and elements, the narrative text written by the student has met the requirements, such as the introduction (paragraph 1), complications (paragraphs 2, 3, and 4), resolution (paragraph 5), and reorientation (paragraph 6). but has not been worked out well by students. This is due to the lack of stimulus provided during the learning process.

In terms of elements, the student's text also has a complete structure, such as a plot or event, setting (time, place, and atmosphere), characters (Siti and Ali), and the theme of the story. Just like the structure of narrative texts, this element has not been worked out properly due to the process that does not provide enough stimulation for students to create stories.

This is not necessarily caused by inappropriate methods in learning, there could be other problems that also influence, namely the existence of an online learning system caused by the COVID-19 pandemic which is endemic almost all over the world. However, this problem cannot be ignored, considering that writing skills support students' language literacy skills, and will further assist students in higher order thinking processes (HOTS) in terms of creating texts. For this reason, a learning model that utilizes existing resources is applied and does not require large funds but is attractive to students, namely reading to learn. The following will show the results of student assignments before the reading to learn learning model is applied.

## 2. Students' Narrative Text Writing Skills with the Reading to Learn Learning Model

The following section will discuss how the students' writing skills after the implementation of the reading to learn learning model. The application of the learning model uses the stages described in the previous section in table 1. After the reading to learn learning stages are applied, the results of students' narrative text writing are obtained as shown in Figure 3 below.

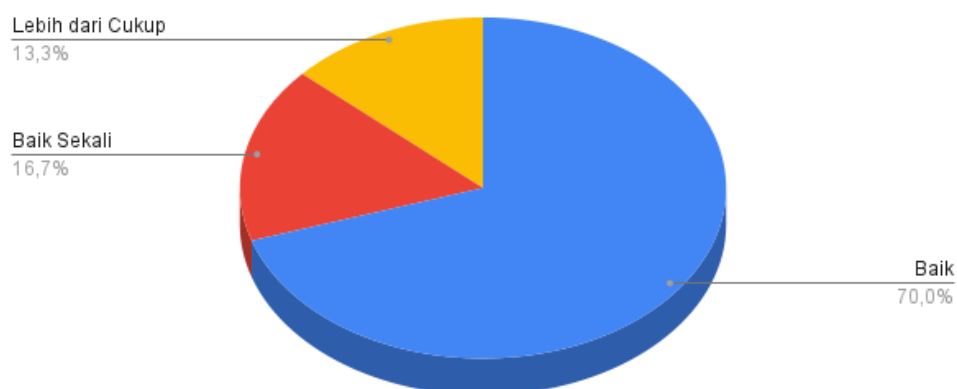


Figure 3. Qualification of the Results of the Student Narrative Text Writing Test after the Implementation of the Reading to Learn Learning Model

Figure 3 shows a very significant improvement in the narrative text writing skills of junior high school students after implementing the reading to learn learning model. This can be seen from the percentage of students who got a good score to 70% from the previous only 20%. There was an increase of over 300% in the student's writing skills. The increase covers all narrative text indicators (structure, elements, and EBI).

Figure 3 also shows that the application of the reading to learn learning model is able to improve students' narrative text writing skills to be better than before the learning model was applied. Students also feel that this model is interesting and able to provoke their imagination and creativity when writing texts, especially narrative texts. The following picture is the result of students' work after the implementation of the reading to learn learning model.

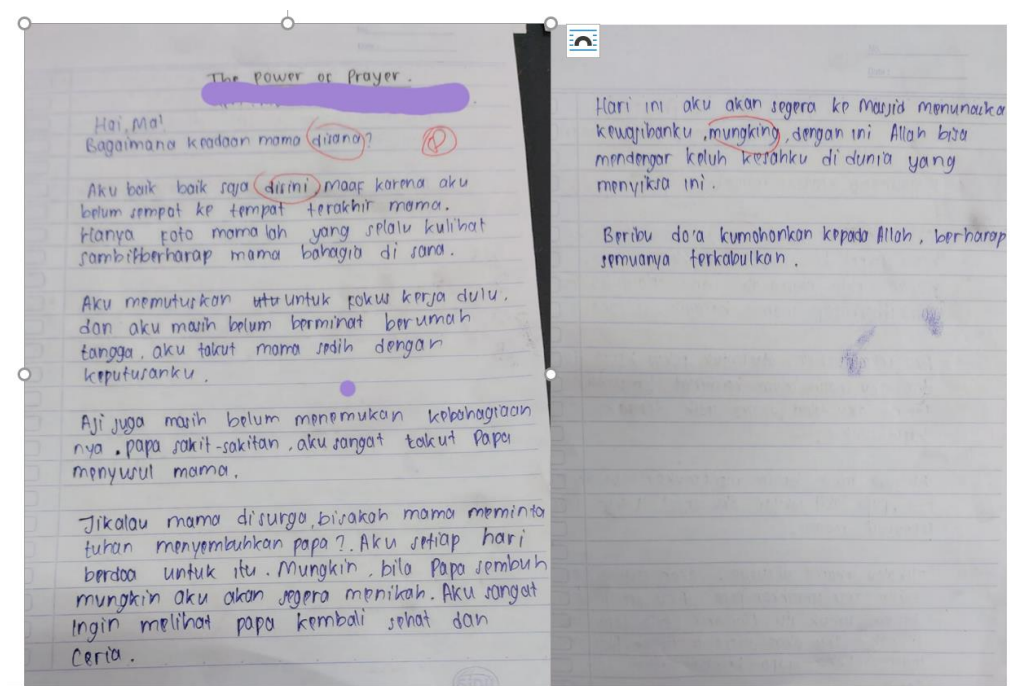


Figure 4. The Results of Students' Narrative Text Writing after the Application of the Reading to Learn Learning Model

Figure 4 shows the improvement of students' narrative text writing skills after the implementation of the reading to learn learning model. There is an increase in skills in the use of EBI in students' written texts. There are still some errors in the use of the EBI, such as the use of the preposition -di- which is still combined with the word after which is not a place word. It shows that the teacher must always remind students in every language learning in any material about the correct application of spelling.

In terms of structure and elements, all students are able to write narrative texts with complete structures and elements. This shows that the application of the reading to learn learning model is able to improve the narrative text writing skills of junior high school students. However, what needs to be underlined is that the focus of narrative text construction is on the literary language resources used by the author to engage and entertain the reader. When rewriting stories, students borrow the language patterns found in the stimulus text, but with different content - characters, events, and settings. This makes students' narrative text writing much different from the stimulus text given by the teacher in learning. This fact is in accordance with what was stated by Kartika-Ningsih and David Rose (2021:5) which stated that with the implementation of reading to learn, we believe that knowledge comes through teacher-student interaction.

#### 4. CONCLUSION

Students' literacy in language must be improved because language literacy is a life skill. The application of the reading to learn learning model is able to increase students' understanding of how the structure, structure, and spelling of narrative texts are. This is evident from the increase in student scores from the students' pre-test and post-test which shows that there is a significant change in students' narrative writing results that have an impact on the implementation of the Reading to Learn learning model. In addition, the application of the reading to learn learning model is able to improve students' skills in writing narrative texts and overcome students' writing problems which have been a serious problem in Indonesian language learning in junior high schools.

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