

EXAMINING NARRATIVE TEXT AS THE ENGLISH PRACTICUM ASSESSMENT IN JUNIOR HIGH SCHOOL

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Abstract:

This study aims to find out the implementation of Narrative Text as the English Practicum Assessment in Junior High School and the challenges in learning English literature in secondary school as the English Practicum Assessment. This research used a qualitative descriptive method to determine teachers' methods and techniques in teaching and learning English using literature in school. Based on the result of the interview, the teacher describes the implementation of Narrative Text as the English Practicum Assessment in Junior High School. The teacher used storytelling for the material practicum assessment. Meanwhile, the teacher found the challenges in learning English literature in secondary school, such as the English Practicum Assessment. The challenges experienced include the students' difficulty in pronunciation, lack of vocabulary mastery, and need to be constrained by grammar. Narrative Text as the English Practicum Assessment in Junior High School to encounter the problems that impede the implementation of narrative Text in the practicum assessment, and from this reflection, researchers can find out the results of the literature used in the practicum assessment in Junior High School by using storytelling which the program has a positive impact on enhancing students' language abilities, particularly in English.

Keywords:

Literature; Narrative text; Practicum Assessment; Speaking



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INTRODUCTION

English literature is essential in education and offers a chance to delve into all aspects of human nature, including experience, feelings, and inspiration. The importance of English literature for students' language development includes critical thinking skills and cultural awareness. The literature emphasizes the complexity of human life and the interconnectedness between individuals when examined from various viewpoints. According to Van, literature is considered an effective tool in language learning (Van, 2009). In addition, English literature has often been impacted by the country's imperialist activities around the world and the multilingualism of its readers. It has produced many notable works in various genres, including drama, poetry, and prose, and is highly considered for its richness and diversity (M.H., Butler et al., 2023). Meanwhile, in Indonesia, English literature is significant in educational curricula, including in schools. Studying English literature in schools provides students with a range of benefits.

In Indonesia, the kind of literature most schools use for English learning is narrative text. The text is a narrative that describes something fascinating, with the intention of entertaining the listeners or readers (Lubis,2016). Narrative text tells a past and even meaningful story to entertain readers, such as short stories, novels, and folktales.

By using the strategy of narrative text in learning English, students not only improve their language skills but also build up their creativity and imagination. There are many ways of implementing narrative text to improve students' language skills, such as drama, role play, and storytelling.

The Indonesian learning system uses a practicum curriculum at every school level. According to (Madkur, Ahmad 2017) claimed up to now there have been 10 curricula, which develop. As stated by Dit. PSMP (Direktorat Pembinaan Sekolah Menengah Pertama/ Directorate of Junior High School Development, 2009), the Indonesian government has officially issued different curricula, including started with (Rencana Pelajaran) was published in 1947, (Rentjana Pelajaran Terurai) in 1952, (Rentjana Pendidikan) in 1964, 1968 Curriculum, the 1975 Curriculum, Student Active Learning/Cara Belajar Siswa Aktif (SAL/CBSA) curriculum in 1984, 1994 curriculum, Education Unit Level Curriculum/Kurikulum Tingkat Satuan Pendidikan (KTSP) in 2006, 2013 curriculum (later on in this paper is sometimes referred to as K-13 to avoid repetition) and for today Indonesia is using Independence Curriculum. Based on the problem of this research, the Practicum Assessment has started since 2013 curriculum up to present in every school level. Based on curriculum 2013, language learning aims to enable the students to use English. The primary purpose of learning is to develop the student's skills in communicating English well.

There are four skills in learning English: reading, listening, writing and speaking. In this era, being competent to speak English fluently is much more important than simply understanding the structure of the sentences. Speaking is an interactive process of constructing meaning, including generating, receiving and processing information using words and articulating sounds (Burns,2019). Engaging on the curriculum that has been mentioned previously, students are required to communicate in English actively. However, there are still many of the students who found difficulties in speaking English. It comes from many factors, one of them is a lack of interest in learning to speak English.

As for the practicum assessment programs to improve English speaking skills in Junior High school, there are some strategies to pass it. All the programs or techniques held will help the student improve their abilities in the field of English. Meanwhile, those that are closely related to developing speaking skill through narrative text (Fikri, Ahlul., 2014).

In Indonesia, learning to speak English through literature (literary text) in secondary school has challenges because the students have difficulty in memorizing, lack of vocabularies and difficulty in pronunciation. So, this study aims to find out the implementation of Narrative Text as the English Practicum Assessment in Junior High School and the challenges in learning English literature in secondary school as the English Practicum Assessment.

METHOD

This research study utilized a qualitative descriptive method to investigate or determine the methods. The subject or topic the research is focused on needs to be clarified. However, the methodology suggests that the researchers gathered data through observations, interviews, or other qualitative means to gain insights into the teaching methods employed by teachers and techniques in teaching and learning English using literature in school. As by Moriarty (2011) claimed, Data collection methods often involve close interaction between researchers and participants, allowing for exploring emerging issues. The research used an audio recording and interview notes taken with an English teacher specializing in teaching the third year of junior high school alongside students from the third year as the study subjects. The interview and recording were both conducted on the same day. Researchers also used other sources from journals, books, and internet articles to strengthen the point. The researchers finally analyzed the data by taking into account the results obtained from the interviews.

RESULTS AND DISCUSSION

Results

Language education for Secondary School students typically involves teaching through reading texts. Thus, texts should be chosen based on educational aims. Narrative texts are better for developing students' desired attitudes, values, and behaviors. Our results demonstrate that textbooks contain essential values, especially for practicum assessment.

Researchers made a list of questions asked by the English teacher, namely Nosa Setia Budi, S.Pd, and some students. From the answers given, Researchers discovered that the teaching program at the school had incorporated literature into its learning activities. The teacher teaches a different literature curriculum at every level of the school. In the 9th grade, the teacher gave the narrative text for the practice explained to the class weekly, and each meeting lasted 90 minutes. Based on the result of the interview, the teacher describes the implementation of Narrative Text as the English Practicum Assessment in Junior High School. The teacher used storytelling for the material practicum assessment. Meanwhile, the teacher found the challenges in learning English literature in secondary school, such as the English Practicum Assessment. The challenges experienced include the students' difficulty in pronunciation, lack of vocabulary mastery, and need to be constrained by grammar.

Discussion

Storytelling as The Implementation of Narrative Text

As a final assignment in Grade 9, Mr. Nosa uses storytelling as an assessment tool on each student. The reason he chose storytelling as a practicum assessment is because from storytelling, The teacher can see 3 aspects in English, namely listening, reading, and speaking.

“In planning the final assignment, I opted for storytelling as a practicum assessment because it authorizes me to evaluate three key aspects of English – listening, reading, and speaking. When students tell a story of the narrative text, I can observe their proficiency in expressing themselves orally (speaking), their understanding of language nuances and comprehension (reading), and their ability to engage an audience (listening) while the teacher explains before.”

According to Hugo (2010), claimed storytelling is a practice that is prevalent in all speech communities across various cultures. The nature of storytelling differs in each culture, which means that it can be used to practice speaking in different cultures and to learn about unique characteristics of each culture.

For the first planning, the teacher gave some narrative text based on the material. There was some narrative text that was given, such as folklore, short stories, fables, or fairy tales. Every student will be heard from the student for the first activity and then follow along as the teacher recites. For the estimation of time that is usually spent is as much as 60 minutes in each meeting.

The teacher embarked on helping students through the difficulties of narrative stories in preparation for the storytelling project, providing access to the cultural contexts and literary methods utilized in the selected stories and insights. This period of preparation not only provided students with critical background information but also encouraged them to delve deeper into the content, creating a genuine engagement with the material. The teacher also underlined the significance of excellent communication during storytelling. He encouraged students to pay attention in addition to the words on the page but also to the tone, pace, and intonation that contributed to an interesting story, and by doing so, students were not only practicing their language skills but also developing an enhanced sense of storytelling as a practicum assessment.

“So, throughout our learning sessions, I focused not just on vocabulary and grammar but also on story delivery. I teach students to be aware of their tone, pace themselves according to the plot, and use intonation to portray emotions. This procedure not only enhances their linguistic skills but also cultivates a sensitive sense of narrative.”

In addition to sharpening linguistic skills and storytelling abilities, this approach serves a dual purpose by fostering a deeper connection between language and culture. By encouraging students to submerge themselves in the nuances of storytelling, they not only polish their language skills but also gain insight into the cultural context and intricacies embedded in the narrative.

The Challenges Faced by The Teacher in Implementing Narrative Text Students' Difficulty in Pronunciation

Our finding showed that the challenges faced by the English teacher at SMP 1 Muhammadiyah Malang was the difficulties of the students in pronunciation and lack of vocabularies when they were asked to speak spontaneously. The English teacher stated

“When I asked the students to tell a story in front of the class, they grumbled because they felt the difficulties in direct speaking,”

Based on the result of the interviews, this indicates that students often felt anxious and lacked confidence when it comes to direct speaking. Language anxiety is a negative feeling and psychological tension felt by students in learning language.

There was a very major pronunciation issue as a result of the students' basic understanding of English pronunciation. This revealed that the students' pronunciation skills were a significant concern. It was found that their struggles with their pronunciation was caused by the limited understanding of basic English pronunciation. In line with this, according to Abrar, et.al (2018) states that language problems such as vocabularies, grammar, pronunciation and fluency are the challenges.

Lack of Vocabulary Mastery

One of the main issues people have been communicating is deficiency of vocabulary. It might be inferred that their understanding and fluency with a wide range of vocabulary and phrases are still lacking. As a result, they may find it difficult to express themselves clearly and effectively. In the recent study, lack of vocabulary was stated by some students of 9th grade in SMP 1 Muhammadiyah Malang.

“I feel really nervous when it comes to direct speaking. I don’t feel confident speaking because I still have to think word by word in English. Therefore, it is harder for me to convey what I want to say.”

In line with the statement of the student in SMP 1 Muhammadiyah Malang, it can be concluded that the problem of vocabularies becomes the main factor why the students felt the difficulties to convey what they want to say in English. This finding is also related to the previous study reported that vocabulary plays an important role in learning language. Furthermore, Qureshi (2018) claimed that vocabulary knowledge has played a significant role in improving achievement and comprehension among the learners’.

Difficulty on Grammatical Matters

Many students find learning English grammar to be a difficult task. The complicated concepts of sentence structure, verb tenses, and punctuation may frequently feel overwhelming, leading to frustration and anxiety. The complex structures of grammatical rules, exceptions, and inconsistencies can be confusing to even the most diligent students. Students may find it intellectually difficult to constantly remember and apply a wide variety of rules, which makes it challenging for them to remember and apply what they learn on every day of their lives.

Furthermore, learners whose mother language has different grammatical rules may find it challenging to understand the small details of English grammar. Their language production may be confused and inappropriate because of the sharp differences in the grammatical structures of their native language and English. This is also highlighted by Al-Mekhlafi and Nagaratnam (2011) the fact that grammar is something in which EFL students most struggle. As well as Sopin (2015), assumed that most of the EFL learners have grammatical errors and corrections in language.

In terms of this, the lack of mastery of grammar is also considered as one of the common reasons for the difficulty of their English-speaking proficiency. It has been described by the English teacher of SMP 1 Muhammadiyah Malang, Mr. Nosa Setia Budi, S.Pd:

“Before I ask them to tell a story in front of the class, they have to write the story they are going to tell on a paper and submit that to me. From the paper they have

submitted, I found out that most of them are still having the difficulties in applying tenses and verb according to the situation of the story”

The same view about the problem of grammar is stated by one of the student, Dian:

“I have problems speaking English. I am always confused when applying grammar in context. As an EFL student, using correct grammar in speaking needed a lot of time. In fact, there are also many kinds of tenses that I have to remember the function so it suits the context.”

Along with these difficulties, it's necessary to realize that understanding English grammar is essential for fluency in the language. It provides the structure for building meaningful sentences, appropriately articulating concepts, and successfully communicating meaning. Although learning might be challenging, students can eventually overcome these challenges to gain an excellent understanding of English grammar with hard work, frequent practice, and exposure to the language.

CONCLUSION

Based on the findings of this research, it can be inferred that the researcher's aim was to evaluate the use of literature, particularly Narrative Text, in the English Practicum Assessment for Junior High School. The study aimed to identify the challenges that impede the implementation of narrative text in the practicum assessment, and to determine the effectiveness of storytelling in improving students' language skills, particularly in English. The research concluded that the application of literature in the practicum assessment through storytelling had a positive impact on students' language skills.

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