



Improving Student's Motivation and Activeness in Reading Narrative Text through Character Education Values for Students Ninth Grade in SMP Negeri 9 Tambusai Utara

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Abstract

The main goal of learning nowadays is to increase students' motivation and activeness in learning English. The government is currently implementing a literacy habituation program to enable this character education. This study used a qualitative approach, and data were collected through observation, interview, and documentation. This research shows that students at SMP Negeri 9 Tambusai Utara (IX) are taught to read story texts through the classification of story text structures consisting of orientation, conflict, and resolution. Secondly, identifying moral values contained in the text as a whole through the search for moral values contained in the text. Narrative texts are able to give readers an extraordinary, interesting experience, and get important information. Reading the narrative test attracts students to more easily understand the moral values contained in it.

Keywords: *Character Education, Motivation, Narrative Text.*

INTRODUCTION

Learning today is not like previous learning that prioritizes intellectual intelligence alone but has paid attention to the character of each student. Character development begins Education from early childhood through primary school to higher education and university. Since education is a continuous program, personality Programs need to emphasize character development It has been emphasized since childhood (Nikmah, 2020).

Most educators, both teachers and parents, are less aware of the fundamental reasons why character education is so important as a foundation for self-formation strengthening the Pancasila Learner Profile in English teaching also focuses on strengthening the character of students such as faith and noble character, independence, reasoning, creativity, mutual cooperation, and global diversity both directly and indirectly in interacting with the social and natural environment through contextual learning. In relation to the goal of forming Pancasila Learner Profile, the teaching of English for Junior High School (Damayanti,2022)

Character education is the process of instilling the noble values of the nation through the development of logic, morals, and faith. Starting from elementary school (SD), junior high school (SMP), and senior high school (SMA) education to the university level, this process is expected to produce individuals with morals, character, and dignity. Facing the nation, including the contradictions we face in our daily lives, which often make patchwork policies that only require formalities to run but in reality are characterized by many irregularities. A nation that does not have character (productive-creative) is always unprepared to face new policies, so the dominant is formal logic (Fatchual,2019).

Character education aims to improve the quality of education implementation and outcomes in schools. This reflection activity can be done in writing or verbally depending on the agreement made in the classroom. The most important thing at this stage is that the teacher must

be open (Jati,2021). hopefully to explain how human character mappings and how human character is shaped by the historical material conditions of its society. Although my exploration is incomplete, I have attempted to show the measures of strong (strengthening) and weak (weakening) character in this section.

The purpose of character education is to help children strengthen and develop certain values, which will be seen in students' behavior both during education and after students leave school. In addition to the above-mentioned goals of character education holistic integrative in English lessons English. English can be a vehicle for the cultivation of character values character values in order to achieve the three competencies. The reason, because English is the the first foreign language in Indonesia which is considered important for develop science and to connect with other nations. But in reality reality, the success of language teaching English teaching in Indonesia is still not maximized (Dwiastuty,2020). The subject matter is connected to the real world and incorporates Islamic principles to encourage contextual learning and instill character values in students. (Imrohatin, 2020)

Narrative Text is a story of imagination, the writer writes an event with the aim of entertaining the reader. In addition, the language of narrative text includes verbs, temporal conjunctions, and structure. Its purpose is to entertain or amuse the reader. The structure of a narrative text has three main components, namely: orientation, complication, and resolution (Agustine,2021). Narrative text aims to please the readers. By presenting characters that vary from the names of people to animals, readers are very interested in narrative texts that present stories with conflicts that vary so as to attract students.

Narrative Text material is material that is considered difficult by students. The 2019 National Examination results show that students' absorption of the material is less than 55% of the material is less than 55%. Therefore, it is necessary to develop a special learning unit that discusses the social function, text structure, and elements of narrative text in this PKB program (Imrohatin,2020). Narratives will appeal to the emotions and imagination of readers and listeners because they try to understand them by associating them with previous knowledge and experience. Therefore, storytelling can also improve educational and emotional understanding. According Nikmah (2020) language learning with reading material in English lessons including narrative text. Narrative text is a fictional text that has the aim of pleasing the readers. In narrative text there are three text structures, namely orientation, conflict and resolution. Narrative text aims to please the readers.

According to Haerazi (2020) How much a student will participate in educational activities depends on their level of motivation. People who have high motivation will be more interested in participating in learning. Students who lack motivation will be more likely to be passive (Vuong,2021). Reading motivation can be increased by reading proficiency and vice versa. Both sides of the relationship between reading motivation and reading performance were examined: Students who desire to improve their reading proficiency should have high reading motivation.

According to Haerazi (2020) A person's struggle to change his overall behavior as a result of his experience in interaction with his environment is called learning. Students' learning achievements can show their success in learning. Optimal and high learning achievement is the expected result. However, individual learning achievement results vary. The outcome will benefit the students' ability to advance their reading skills. And can provide guidance to English teachers on how to put this technique to use in order to advance students' knowledge of reading through skimming, as well as some ideas for long-time analysts on how to use this technique in another class of content (Rosmarie,2021).

Authors can teach character through characters and students' experiences. Children and adolescents more easily understand the meanings and principles contained in narrative stories. In addition, the meanings and moral principles described in the writing can be absorbed and applied in their lives and increase students' motivation and activeness. Therefore, the author examines and improves learning on the basis of this background with the title Improving Student's Motivation and Activeness in Reading Narrative Text through Character Education Values for Students ninth grade in SMP Negeri 9 Tambusai Utara.

RESEARCH METHOD

The researcher used classroom action research (PTK) and learning with the lecture method, which was carried out by the teacher with other colleagues as Supervisors in the classroom. This research focuses on improving or increasing the process and learning outcomes of students. In addition, as stated by Suharsimi Arikunto et al. in his book entitled Classroom Action Research, classroom action research is research conducted with the aim of increasing or improving learning practices in the classroom. This research involves elements of the teaching and learning process in the classroom, subject matter, and learning media, so it is class-based. Classroom action research includes qualitative research, but the data can be quantitative. Improvements were made in Mekar Jaya Village, North Tambusai District, Rokan Hulu Regency, Riau Province in class IX of SMP Negeri 9 Tambusai Utara, North Tambusai Village, Rokan Hulu Regency, Riau in May 2023. With a total of 20 students. In English subjects with the theme of Narrative Text. In improving learning in the classroom, researchers must consider students' backgrounds, their characteristics, students' learning styles, and students' ability levels in learning so that teachers can provide learning materials to students in an effective way.

Research Location, The research was conducted on Mekar Jaya Village Road, North Tambusai District, Rokan Hulu Regency, Riau Province at SMP Negeri 9 Tambusai Utara School in the Palm Oil Plantation area and is an area that is included in the 4T area (Frontier, Outermost, Disadvantaged and Transmigration areas). **Research Time,** The implementation time of learning improvement was carried out in two cycles, namely cycle I on May 8, 2023 and cycle II was carried out on May 15, 2023.

RESULT AND DISCUSSION

RESULT

1. Description of Learning Improvement Research Results

The results of the pretest were observed observing students about the character education possessed by class IX students at SMP Negeri 9 Tambusai Utara. There are many violations and lack of norms and values so that researchers raised research to increase student motivation and activeness in reading narrative text through character education values in class IX students of SMP Negeri 9 Tambusai Utara. Students' understanding of reading English texts, especially Narrative Text, requires researchers to carry out reviews and improvements in learning. The method used in Cycle I was the lecture method and in Cycle II the lecture method but with a more intense approach. The points and results of the pretest and posttest can be seen in the attached chart.

Description of Cycle I

a. Planning

In this stage, the preparation of lesson plans and instruments to be used in the study has been provided by the researcher, which is used as an observation sheet as well as test sheets and documentation. Furthermore, the lesson plans and instruments were discussed with Mrs. Nur Asiah, S.Pd as Supervisor and English Teacher in class IX SMP Negeri 9 Tambusai Utara.

b. Implementation

After the instruments and lesson plans had been approved by Mrs. Nur Asiah, S.Pd, the researchers started on May 08, 2023. At the first meeting the researcher was introduced by Mrs. Nur to the students and opened the class with greetings and prayers. Then the researcher began with apperception, namely informing the presence of researchers to teach them about reading narrative text or narrative text and seeing the increase in motivation and activeness through character education after reading and understanding narrative text. The first meeting the teacher started by asking "Do you like reading stories? Like folktales, or fairy tales?" Some children answered enthusiastically, some children answered casually, some were playing and some were ignoring.

The researcher briefly explained about the narrative text from the definition and also the linguistic structure occasionally the teacher gave a joke urau so that the class was not too quiet. and the teacher gave an example of 1 simple text of narrative text entitled "Fox and grapes" with pictures that attracted students' attention. after the teacher explained, the students understood the

text and tried to take the character values implied in the story. the teacher directed the students to understand and the teacher gave a test and directed the students to do it. The closing part of the lesson has been carried out. Then the teacher and students together provide conclusions and also close the learning with prayer and greetings.

c. Observation

This observation activity was carried out by the teacher and a supervisor, Mrs. Nur Asiah. The purpose of this observation activity is to see what students and teachers do during the process. During the learning process, the following data was collected from teacher and observer observations of student activities and activities during the learning process in the classroom:

$$\begin{aligned}\text{Percentage of Student Activity} &= \text{Total Score} / \text{Maximum Score} \times 100\% \\ &= 3/8 \times 100 \% \\ &= 37\%\end{aligned}$$

d. Reflection

Reflection at the first cycle stage which is the result of an assessment of the learning process in English subjects regarding Narrative Text, increasing student motivation and activeness through reading narrative texts, researchers need encouragement to foster student enthusiasm in learning so as to make students understand the importance of character education through reading narrative texts so that student motivation and activeness in learning are maximized.

Based on the researcher's discussion with the supervisor, it was found what caused the lack of success in cycle I which caused the learning not to be maximized, namely the researcher was less able to maintain calm and silence in the classroom so that there were still students playing and chatting while learning was taking place. There are still students who do not pay attention. Therefore, the supervisor gave advice to attract students' attention to be closer and understand the students' characters. Based on the results of research on reading narrative text to increase student motivation with character education in reading narrative text in cycle I, 11 students passed the average test and 9 students did not pass the average. And the average learning outcome reached 66.5 with the highest score of 80 and the lowest score of 50.

Description Cycle II

a. Planning

The Cycle II action planning was carried out referring to the results obtained in the Cycle I reflection. At the following stage, the researcher compiled a lesson plan that had been given suggestions by the supervisor and the researcher made additions such as ice breakers to encourage students in increasing student motivation and activeness in reading narrative texts through character education values in class IX students of SMP Negeri 9 Tambusai Utara.

b. Implementation

In Cycle II, the implementation was carried out on May 15, 2023. At the first meeting in cycle II the researcher opened the learning with cheerful and began with prayer and greetings. The researcher conducted apperceptions such as reminding students of Cycle I learning, then the researcher invited students to sing "BINGO" which made students excited and also trained their memory of spelling because in the lyrics of the BINGO song there will be letters that disappear one by one making students be careful and focused because if they are wrong they will be penalized. Therefore, the learning activities are more interesting for students.

The researcher also gave a story about "Hare and Tortoise" which made students more interested in learning and taking the value of character values from the story. The researcher encouraged students to dare to speak up and understand the importance of character education in everyday life. Furthermore, the teacher gave a test which was the post-test in Cycle II and directed students to complete the test correctly. Then after the end of learning time the teacher collects the text, conducts an evaluation and also closes the lesson with prayer and greetings.

c. Observation

Observation activities were carried out by researchers and supervisor Mrs. Nur Asiah. This activity aims to observe the motivation and activeness of students when learning is taking place. Based on the analysis and observations made by researchers and supervisors, the results are as follows:

$$\begin{aligned}\text{Percentage of Student Activity} &= \text{Total Score} / \text{Maximum Score} \times 100\% \\ &= 8/8 \times 100\% \\ &= 100\%\end{aligned}$$

Result of Kb Cycle II

$$\begin{aligned}\text{Kb} &= N_s/N \times 100\% \\ \text{Kb2} &= 18/20 \times 100\% \\ \text{Kb2} &= 90\%\end{aligned}$$

d. Reflection

The results of the reflection carried out by the researcher are the results of improving the learning actions in Cycle I and also the results of student reflection have improved from all aspects. Researchers have also improved from maintaining class code and also attracting student attention, researchers have carried out fun activities when learning is holding so that researchers can maximize. Based on the results of the observation, the graduation criteria have met the KKM. There are 2 students who can't pass the test and 18 students can pass the test.

2. Analysis of Improving Students' Motivation and Activeness in Reading Narrative Text through Character Education Values after post-test Cycle II

The author identifies and analyzes the analysis of increasing students' motivation and activeness in reading narrative text through character education values. Here are the results of student analysis in cycle II:

- a. Student Test Results Marcel Sianturi and Regina Zai who scored incomplete KMM so that they traced their understanding of reading in English which is still difficult but in motivation and learning activeness and character education values have increased and very good.
- b. The results of the student test named Ira Eriana Sitanggang and Parhan Saputra experienced a significant increase not only in the ability to read narrative text but also concluded that there was an increase in student activeness and motivation in learning. Likewise, character values are getting better.

3. Discussion of Research Results

After the implementation of the analysis in Cycle I and Cycle II, the following data were obtained:

1. Learning completeness in cycle I was 55% and in cycle II it was 90%.
2. The average score obtained by students in Cycle I was 66.5 and Cycle II became 81 Cycle II
3. The percentage of student motivation and activeness in Cycle I was 37% and cycle II was 100%.
4. The results of this study have increased due to using the lecture method which is given innovation in order to make learning more effective and on target, from the intervention actions carried out in Cycle I and then continued Cycle II has achieved success so that the researcher decides to end or decide and stop the research because the desired results have been achieved. The following are the Pretest and Post Test results from Cycle I and Cycle II:

No.	Name	Pretest	Post Test	Description
1	Agnis Safira Laia	70	80	Increased
2	Alba Fahira	60	80	Increased
3	Amat Dani	60	70	Increased
4	Chelsea Olivia Sihite	80	90	Increased
5	Delilis Anjelina	80	80	Increased
6	Desriat Zai	70	90	Increased
7	Dikka Setiawan	60	80	Increased
8	Dimar Umi Safitri	70	90	Increased
9	Egi Alpiyananda	50	70	Increased
10	Fenni Hardiana	60	70	Increased

11	Ira Eriana Sitanggang	80	100	Increased
12	Isdania Maimunnah	70	90	Increased
13	Marcel Sianturi	50	60	Increased
14	Muhammad Afrilli	60	80	Increased
15	Parhan Saputra	80	100	Increased
16	Regina Zai	50	60	Increased
17	Riski Alkodari	70	80	Increased
18	Tri Ningsih	80	90	Increased
19	Wulan Ramadani	60	70	Increased
20	Zahara Khohijirah	70	90	Increased
	AMOUNT	1330	1620	Increased
	AVERAGE	66,5	81	Increased

Table 1.4 Results of Pretest and Post Test in Cycle I and Cycle II



Chart 1.3 Results of Pretest (Cycle I) and Posttest (Cycle II)

DISCUSSION

This result shows that there is a positive effect or impact on students when learning English using the lecture method. This can also improve students' learning activities and results is true. The selection of reading narrative text is proven to be able to improve the results, and students' learning activities, especially in learning to increase student motivation and activeness. Apart from the opinion of Mrs. Nur Asiah, S.Pd that there is no one learning technique that is considered the best compared to other techniques, but the lecture method can be stated as a good learning method and can be used in learning English in deepening character values for student life. As about good language skills teaching techniques. Because Increasing Students' Motivation and Activeness in Reading Narrative Texts Through Character Education Values has fulfilled the requirements as one of the good language learning methods, such as: Captivate, challenge, or stimulate students to learn to increase motivation and activeness. Providing extensive opportunities and activating students mentally and physically in learning, This activeness can take the form of training, practicing or trying to do something, Does not overly complicate the teacher's voice in the preparation, implementation, and assessment of the teaching program with the lecture method, Can direct learning activities towards teaching objectives, Understand that narrative text contains a lot of learning, Develops students' creativity, Develop student performance individually and in groups, Enhance character values Develop students' understanding of the subject matter.

CONCLUSION

Classroom Action Research (PTK) that has been carried out with Cycle and Cycle II based on the results of research and discussion, it can be concluded that the lecture method is

proven to be able to increase student motivation and activeness in reading narrative text through character education values in class IX SMP Negeri 9 Tambusai Utara. This can be seen from the results of Cycle I learning achievement with an average score of 66.5 then increased to 81 in cycle II. The percentage of completers in cycle I amounted to 55% increased in Cycle II to 90%. And the activeness and motivation to learn in Cycle I was 37% increasing in cycle II to 100%. It can be concluded that the title Improving Student's Motivation and Activeness in Reading Narrative Text through Character Education Values for Students ninth grade in SMP Negeri 9 Tambusai Utara was successful.

SUGGESTION

As an educator, you should use a variety of methods to make it more varied, but learning methods with the lecture method which are considered monotonous can be very interesting if educators can innovate and creativity without limits. Educators should also always pay attention to the character of students and instill morals and character values so that students are not only intellectually smart but also have noble character. For students, they should be able to understand that learning can be fun if given focus and also have motivation to learn, by learning students can not only add intellectual intelligence but also can take and absorb good character values and spread them to people around. Having morals and broad insight is the next generation of a strong and strong nation. For the Principal of SMP Negeri 9 Tambusai Utara Mr. Panusunan, S.Pd is expected to provide direction to all elements of the school to uphold character education for students and urge students to always have motivation and activeness in learning.

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