

THE EFFECT OF USING NARRATIVE TEXT ON LEARNING OUTCOMES OF EIGHTH GRADE STUDENTS AT SMP NEGERI 7 TARAKAN

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ABSTRACT

The purpose of this study was to determine how the use of narrative texts affects the learning outcomes of eighth grade students at SMP Negeri 7 Tarakan. This study used a qualitative approach. Students from grades VIII-9 were used as the experimental group, VIII-7 and VIII-8 were used as the control group. Observation, interviews, documentation, and learning tests were the methods used to obtain data. The results showed that, compared to the control group, students who used narrative texts had better reading and writing skills. The narrative text-based approach motivated students to be more active in learning and better understand their culture. The theories of constructivism and experiential learning were supported by this study. To improve the quality of English learning, it is recommended that narrative texts be included more in the curriculum.

Keywords: Narrative text, learning outcomes

INTRODUCTION

Education in this modern era has become a major challenge worldwide, especially in the field of education. Facing various challenges in the learning process, teachers need to think of superior and engaging teaching strategies to enhance student participation, literacy skills, and learning outcomes. At the Junior High School (SMP) level, one of the main challenges is the low reading interest and inadequate literacy skills among students. This is caused by various factors, including less engaging teaching methods and a lack of access to quality reading materials. In this context, the use of narrative texts emerges as the most effective approach to enhancing students' understanding. Students are expected to answer the questions provided based on the story from the given narrative text. The use of narrative texts will not only serve as a tool for teaching language but also has the ability to help students understand the structure of the story, characters, and themes contained within it. The use of narrative texts, which are rich in stories and contextual vocabulary, not only provides a more engaging learning experience for students but also has the potential to significantly improve their literacy skills. By understanding how narrative texts influence learning outcomes, educators can be more effective in selecting materials and teaching methods that encourage students to be more active in the learning process. In addition, this approach can also be adjusted to

various levels of student ability, making learning more inclusive and positively impacting all students.

At SMP Negeri 7 Tarakan, particularly in the eighth-grade English language learning, the application of narrative texts is expected to have a positive impact on the learning outcomes of eighth-grade students. By introducing narrative texts effectively through structured teaching in the curriculum, it is hoped that students will not only become more interested in reading but also be able to relate their personal experiences to the stories they read. This can enhance students' learning motivation and engagement in the learning process. In addition, the use of narrative texts can also help teachers create a more interactive and enjoyable learning atmosphere through shared reading or translating words that students still do not understand.

The main objective of this research is to determine and analyze the impact of using narrative texts on the learning outcomes of eighth-grade students at SMP Negeri 7 Tarakan. This study focuses on how narrative texts can help improve students' understanding in English language learning. Additionally, this research aims to examine the extent to which narrative text-based methods can motivate students and make the learning process more engaging and effective, by understanding the relationship between the use of narrative texts and students' learning outcomes. From the above objectives, it is hoped that strategies for learning more suitable to the needs of junior high school students can be found. The results of this research are expected to make a significant contribution to the development of English teaching methods and to develop learning programs that focus on strengthening literacy through narrative texts. This will not only improve students' vocabulary mastery but also strengthen their critical thinking skills, reading comprehension, and communication abilities, especially at SMP Negeri 7 Tarakan and other schools facing the same issues. With the availability of relevant data and findings, this research can serve as a basis for educators to evaluate and improve the teaching approaches that have been implemented so far. A deeper understanding of the effectiveness of using narrative texts in learning is expected to open new perspectives for teachers in designing more innovative strategies that meet students' needs.

METHOD

The use of narrative texts on student learning outcomes in class VIII of SMP Negeri 7 Tarakan is the purpose of this study, which was designed as a case study. The study involved students from classes VIII-9, VIII-7, and VIII-8. A purposive sample selection technique was used. In one class, narrative text-based learning was selected as the main subject. On the

other hand, another class acts as a supporting informant. Data were collected through direct observation in the classroom, interviews with students and teachers to explore learning experiences and difficulties, documentation of assignments, test results, and learning diaries.

To ensure that the results are valid, the data collected is evaluated through the process of data reduction, its presentation in the form of descriptive narratives, and conclusion making that relies on data triangulation. It is expected that the results of this study provide a better understanding of the effect of narrative text on students' learning outcomes and its potential as an effective English learning strategy at the junior high school level. The data collected was analyzed through a process of data reduction, data presentation in the form of descriptive narratives, and data triangulation to ensure that the results are valid. The results of this study are expected to provide a better understanding of how narrative text affects students' learning outcomes and how it can be used as an effective English learning strategy at the junior high school level.

RESULTS/FINDINGS

Narrative texts can have a significant impact on students' understanding of subject matter, test results, or assignments, especially in English language learning. Narrative texts help students understand how information is logically structured because they have an organized structure, such as orientation, complication, resolution, and coda. Students find it easier to understand the language patterns, vocabulary, and grammar used in the story because narrative texts have story elements such as characters, plot, and conflict. These elements often attract students' attention more than more technical materials. Students can be more focused during the lesson because of this interest, which means they understand the material better. In addition, the use of narrative texts is usually accompanied by writing, reading, and discussion exercises that improve language skills.

Interviews with teachers and students, classroom observations, and documentation of learning assignments and tests are all examples of data collected from this study. This method was applied during 3 meetings, where students were given narrative stories as the main source for reading, writing, and class discussion exercises.

Name	Scores
Ach	70
Asy	0
Alv	25
Arf	55
Arn	75
Ajn	30
Ary	70
Aug	55
Aa	55
Az	80

VIII-7

Name	Scores
As	71
Azr	60
Dnd	71
Ftr	28
Hsn	77
Jck	60
Jhn	68
Lod	54
Mic	37
Fah	85

VIII-8

Name	Scores
Cc	77
Chy	85
Chl	88
Dvt	82
Ez	77
Sy	82
Ftra	88
Fir	80
Flr	74
Itn	85

VIII-9

The results showed that students had a greater ability to understand texts that had clear narrative structures, such as orientation, complication, and resolution. With teacher assistance, most students were able to understand the main concepts and specific information from the story. Students said that story-based learning improved their vocabulary because it helped them understand the context of new words.

The use of narrative texts in learning in grades VIII-9 has proven to be very effective in improving student learning outcomes compared to grades VIII-7 and VIII-8. This study shows that students who are taught using narrative texts not only experience improvements in reading skills, but also in writing skills. This is in line with the findings reported in various previous studies that emphasize the importance of narrative texts as a learning tool that can improve students' understanding of story structure and other literacy elements.

The ability to capture students' attention and increase their motivation is an important component of using narrative texts. Narrative texts usually have a clear and interesting structure, making students more involved in the learning process. A study shows that a project-based approach in learning narrative texts can increase student engagement and their learning outcomes (Kokotsaki et al., 2016; Rianto et al., 2022). In this case, grades VIII-9, which use a narrative text-based learning approach, have the ability to create a more interactive and collaborative learning environment where students can talk and share ideas about the stories they read or write.

From the perspective of learning theory, the use of narrative texts supports a constructivist approach where students learn material through direct experience. Students have the ability to relate new knowledge to their personal experiences through stories, which enhances comprehension and retention of information (Barrow, 2006). Therefore, the findings of this study emphasize the importance of incorporating narrative texts into the curriculum if

we want to improve learning outcomes in junior high schools.

Overall, this study shows that using narrative text as a learning method in grades VIII-9 successfully improves students' academic achievement and creates a more positive and interesting learning environment. Therefore, teachers at SMP Negeri 7 Tarakan should consider using narrative text more widely in their teaching so that students are more involved and motivated during the learning process.

DISCUSSION

The results of this study are in line with various literatures that support the effectiveness of narrative text-based learning. Here are some important points of research findings with relevant theories:

1. Text Based Learning Theory

Text-based learning, especially narrative texts, supports students' reading and writing skills. Previous studies have shown that using narrative texts when teaching can improve students' understanding of story structure, characters, and themes, as well as improve their analytical skills.

2. Experiential Learning Model

Here, the experiential learning model, which emphasizes the importance of direct experience in the learning process, is also relevant. According to research, students who engage in experiential activities, such as writing and retelling narrative texts, show significant improvements in their writing skills. One study, for example, found that using an experiential learning model based on creative thinking can significantly improve students' narrative writing skills.

3. Student Engagement

According to the theory of student engagement, students tend to show better learning outcomes when they are actively involved in the learning process, such as discussing narrative texts in groups. This engagement creates a learning environment that supports cooperation and social interaction, which are important for improving communication skills.

The findings highlight significant improvements in reading comprehension and writing skills of the experimental group. These improvements were due to the rich and engaging context provided by the narrative text, which is in line with previous research supporting the effectiveness of storytelling in education.

Hidayat et al., (2020) found that narrative texts significantly improved students' English reading comprehension by offering meaningful and contextual language exposure. Similarly, Kokotsaki et al., (2016) emphasized that narratives elicit emotional connections, which in turn enhance students' retention and comprehension of the material. The narrative text format inherently motivates students to explore and internalize language patterns, encouraging the acquisition of new vocabulary and more natural grammatical structures.

The study further showed that students exposed to narrative texts showed higher levels of motivation, engagement, and participation during lessons. This supports the findings of Rahayu (2022), who noted that narrative-based learning encourages students to actively engage with the material and fosters a classroom environment rich in discussion, creativity, and interaction. Such engagement is essential for fostering a sense of ownership in learning, allowing students to relate to the characters and situations in the narrative and see practical applications of the language they are learning.

In addition, the study also highlighted the cultural and cognitive benefits of using narratives. Narrative texts often introduce students to diverse cultural contexts and the moral lessons embedded in the story, allowing for a deeper understanding of cultural awareness and empathy. This is in line with Vygotsky's sociocultural theory, which states that learning occurs most effectively in meaningful and socially rich contexts. Additionally, exposure to stories aids in the development of critical thinking and analytical skills, as students analyze plot developments, character motivations, and thematic messages.

The main observation of this study was the increased enthusiasm of the experimental group towards writing activities. The students showed greater creativity and expression when tasked with creating their own narratives. This finding is in accordance with Harmer (2007) and Harefa et al., (2023), who stated that writing narrative texts allows students to practice and refine their language skills in a directed and enjoyable way.

Despite these findings, the study also identified several challenges, such as varying literacy levels among students and additional preparation time required by teachers to select or create appropriate narrative texts. However, these challenges can be overcome through strategies such as scaffolding and collaborative learning, which ensure that all students can access and benefit from the materials. Teachers also reported positive changes in classroom dynamics, as narrative-based lessons foster a cooperative and lively learning environment.

Educators are encouraged to integrate narrative texts into their curricula to increase student engagement and facilitate deeper, more meaningful learning experiences. As this study shows, storytelling is not just an instructional strategy; it is a bridge that connects

language learning to the cognitive, emotional, and cultural dimensions of education. Future research could explore the long-term impact of narrative texts on language proficiency and investigate their application across subject areas and educational settings.

CONCLUSION

This study shows that the use of narrative text in English language learning has a significant impact on the learning outcomes of students in grade VIII of SMP Negeri 7 Tarakan. Students who used the narrative text-based approach showed a marked improvement in reading and writing skills compared to students who used conventional learning methods. This improvement is supported by the organized, interesting and contextual narrative structure, which makes it easier for students to understand language patterns and new vocabulary.

Narrative text is also able to increase students' learning motivation and engagement during the learning process, creating a more interactive and fun classroom atmosphere. In addition, narrative text enriches students' understanding of cultural, moral and character values contained in the story. Within the scope of learning theory, the results of this study support constructivist approaches, student engagement and experiential learning.

Overall, this study confirms the importance of integrating narrative texts into the English curriculum. By using the potential of stories, teachers can create more meaningful learning experiences that not only improve literacy but also develop students' critical thinking skills and creativity.

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