

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT BY ACTIVATING GROUP WORKS IN SECONDARY SCHOOL

Mochamad Ardi Setyawan¹, St. Shabibatul Rohmah, ³Mahfud

¹² English Education, Universitas 17 Agustus 1945 Banyuwangi, Indonesia

³ History Education, Universitas 17 Agustus 1945 Banyuwangi, Indonesia

¹ardi_ganteng07@untag-banyuwangi.ac.id

²shabibatul.rohmah@untag-banyuwangi.ac.id

³mahfud@untag-banyuwangi.ac.id

(*) Corresponding Author

ardi_ganteng07@untag-banyuwangi.ac.id

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ABSTRACT

The aim of writing this paper is to find out the importance of learning English at school. Writing the paper uses the literature review method (library research). From the discussion it can be concluded that learning English at school is very important. The learning method that is very often used is CLT because it is effectively used as a method in the English language teaching and learning process. This is based on the communication skills obtained by students, not just mere knowledge, students will be motivated and feel that something they have learned can be useful and used in language

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INTRODUCTION

English is a universal language because it is used by most countries in the world as the main language. Apart from that, English is an international language that is important to master or learn. Several countries, especially former British colonies, place English as a second language that must be mastered after their native language.

Even though English is a foreign language in Indonesia, it occupies an important position in the daily lives of our society. This is clearly visible in the world of education in Indonesia. English is one of the subjects taught to students from elementary to tertiary level. The Indonesian government began introducing English as early as possible for students in Elementary Schools (SD) or Madrasah Ibtidaiyah (MI) through the 1994 Basic Education Curriculum. Since the implementation of this curriculum, English language subjects are local content lessons taught starting in grade IV (four) Elementary/MI. Even though the 2013 curriculum, which has been implemented in SD/MI in Indonesia, excludes English lessons, this does not mean that English lessons are prohibited from being taught in schools. Schools are still allowed to provide English lessons through extracurricular programs.

A variety of English learning techniques can certainly attract students' interest in learning. This is a challenge for English teachers in SD/MI. Teachers need continued innovation so that students can be actively involved in the learning process.

The penetration of using English properly and correctly in Indonesia is still very low, namely below eight percent. In fact, English makes Indonesia better known internationally because the potential of this country can be communicated well using this international language.

Apart from that, there is still an opinion that Indonesian people who speak English are considered not nationalistic, even though this is an incorrect assumption. Indonesia is a developing country, so it still has to follow the international world which makes English an international language.

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Theoretical Description

2.1. The Role of English

It cannot be denied that English is the international language of communication. English is used at official meetings of the United Nations (UN). English is also used as the standard language for international flights. Wherever we go in all parts of the world, we are faced with its use. English when we first set foot at the airport or port of the country we are going to.

This proves that English is very widely used. Therefore, learning and mastering English is a necessity, if we don't want to say it is a necessity. In Indonesia, learning English is still something that is very difficult for most people, and sometimes even scary for some groups.

Several years ago, before it was introduced in elementary schools, English was taught starting from junior high school level, for 3 (three) years; at the high school level, for 3 (three) years. Judging from the study time, 6 (six) years is a long time to master one skill area. In reality, after studying for 6 (six) years, most of us cannot yet carry out a conversation. fluent in English, even in the simplest structures. Countless people end up not knowing a word of English.

In fact, if you ask Indonesian children what their dreams are, most want to become pilots, doctors and so on. All of these professions require good English skills, so they can develop themselves further. "English is a big business. The ability to speak English is important for a person's competitiveness. With good English language skills, competitiveness is good, which is useful for our country too." However, that doesn't mean we have to forget Indonesian, which has become our national language.

In this paper, we intend to invite all of you to think in a broad context, namely the context of education in Indonesia, not limited to in our country, the Republic of Indonesia, language education is one of the elements of education as learning material both in formal and non-formal educational institutions. formal, regarding the portrait of English education in Indonesia we don't just think about schools in urban areas. What is the focus about the portrait of contemporary English education seen in the context of English language education in Indonesia.

Based on research conducted by the world education institution, EF English First announced the first comprehensive report on the English language proficiency index or EF English Proficiency Index (EF EPI) in 44 countries. English proficiency in Indonesia is very low at 34th place, while Malaysia is only above in 9th place. EF EPI is the first index to compare the English language skills of adults in various countries. This index uses unique test data (special methodology) on more than two million people in 44 countries, who used free online tests over a three-year period (2007-2009) (Fisher, 2011).

As a first step regarding the portrait of English language education in Indonesia today, if viewed from the perspective of equal distribution of education, it cannot be ignored. Schools located in big cities or schools that have many luxurious facilities to support learning or schools that are specially designed like RSBI. In general, there seems to be a dividing line regarding the distribution of English language education between the city and the suburbs, between most government schools and private schools. students in the city are much more fortunate than those in the suburbs. For example, students in cities can easily take English courses with local teachers or native speakers, have easy access to study materials, and various other conveniences of English language programs. On the other hand, students in suburban areas often study in limited conditions.

Based on the description above, equal distribution of facilities and facilities that function as supports in the learning process also has a different impact, students or students who study English in urban areas have better English language skills than suburban students. One answer is having access to be actively involved in speaking English. So it can be concluded that one of the keys to being able to master English well is to actively continue to use English or be actively involved in using English (target language) as most people do. students in urban areas. The question is: what about students in disadvantaged suburbs?

In this paper we also want to invite you to think about those who are less fortunate in learning English, namely students who rely entirely on pure English lessons from school and its curriculum. From here we will get an overview of English language education in Indonesia today.

The first focus is on whether the curriculum that has been set at school has been able to contribute to improving English language education or not. In general, the curriculum created by schools has not been able to enable students in Indonesia to be able to actively speak English. Furthermore, if we look at the intensity of English language learning in Indonesia, currently children have a lot of time to learn English (from kindergarten to PT). Logically and theoretically, the implication can easily be understood, if children have a lot of time to learn English, then they will quickly be able to speak English, especially if they learn English from an early age. Can this theory be applied in Indonesia?

Apart from the school curriculum and teaching methods, one very crucial issue can be seen which is the main key to boosting English language skills. Paying close attention to the position of English as a foreign language is the main reason why our children's abilities are low. In theory, we can understand that the way we view English as a foreign language will certainly be different if we view English as a second language or L2 (second means of communication) as in Malaysia and Singapore where English is used in public life in addition to the main language/official (official language).

In Indonesia, English is only studied at school but is not used in everyday life. That's why English in Indonesia is generally taught as a foreign language. The term 'foreign language' in the field of language teaching is different from 'second language'. A foreign language is a language that is not used as a means of communication in the particular country where the language is taught. Meanwhile A second language is a language that is not the main language but is one of the languages that is generally used in a country. If we return to this, it is based on the definition of language as a system of communication in speech and writing used by people of a particular country. So, the status of a language, whether as a mother tongue, second language or foreign language, will also have an impact on the purpose of a language being studied.

2.2. English as a Foreign Language.

English as a foreign language means that English is only used and has a role in learning in an educational institution, both formal educational institutions and non-formal educational institutions and is not used as a language in social life and in daily life interactions nor is it used as a language. basis in a country (Berry, J. H., 2005).

This shows that English is only studied to the extent of theory and science. This is of course contrary to the concept of learning a language: where learning a language means learning 4 language skills: listening, speaking, reading and writing.

In the learning process as a foreign language, each student must obtain an approach that emphasizes familiarity and ability (speaking, reading, writing and listening) to use the language they have learned.

Some of the characteristics or characteristics of foreign language learning carried out at school are:

1. The aim of a foreign language learning method is practice, education and culture.

In foreign language learning, the practice of the language being studied is the most important thing that must be done by students. This means that the teacher not only provides knowledge about pronunciation, structure or order of sentences, but also creates language interactions, especially from the foreign language that has been acquired by the student. students, this aims to obtain mental encouragement as well as sharpen the development of knowledge.

RESEARCH METHODS

- a. Oral language is the basic principle used by teachers in the learning process.
- b. Students are given an understanding of the material that will be taught orally before reading or writing it down.
- c. Prioritize active learning
- d. Suppressing the practice carried out by students

In communicating, knowledge of linguistic order is really needed, linguistic order helps students to choose the form of speech in communication, the meaning and function of the speech itself. This means that communication carried out by students is a process, and knowledge of linguistic order alone is not enough (Berry, J. H., 2005).

The basic principle that is used as the principle of learning English as a foreign language is the application of English itself which is used in a social context, meaning, the language is used in interactions carried out in social life (Berry, J. H., 2005).

So, if language is a skill that must be used then using English in real life is the key to success in mastering the language. For example: a student who has a large vocabulary may not necessarily be able to speak or understand English well, a student who has memorized all types of tenses or grammar may not necessarily be able to write English well, and a child who knows many English expressions may not necessarily can use it properly.

RESULTS AND DISCUSSION

Results

A method used in learning a foreign language is closely related to knowledge of Pedagogics, Psychology, and Linguistics. Pedagogical knowledge emphasizes the formation and development of students' habits and abilities. Meanwhile, if seen from a psychological level, interest in learning a foreign language is really needed. Teachers must know that children do not speak English in their environment and that they learn English not only as a mandatory subject but as a necessity for use in society and everyday life. - Hari. In essence, creating awareness in students to love English will be the main key to growing interest in learning English. So the problems that are very often encountered are feelings

of anxiety, nervousness, and fear of making mistakes. foreign language learning is not only about developing theory but also the application of theory that has been obtained by students in the language learning process (Rogova, 1975).

As an educator, knowing the purpose of language learning is very important. As we all know, the main purpose of language learning is to prepare students to achieve communication and use of the language they have learned. Every meeting carried out in the learning process is the acquisition of sentences that have been carried out by students. However, the practice of the language they have acquired is sometimes only limited to acquisition in linguistic form without any communication practice itself after leaving the classroom (Widdowson, 2000).

As long as English is positioned as a foreign language, our children's abilities will not change much So there is a need for discourse to change the position of English in Indonesia. Teachers should use English teaching techniques that are appropriate to the position of English in Indonesia.

From the descriptions above, there are three points that need to be considered as a first step in reviving English language education itself:

1. No matter how great a method is, if it is not suitable for the environmental conditions (context) it will not produce many results.
2. As long as the learning problems that plague students are not resolved, the hope of achieving quality learning outcomes in accordance with those stated or expected in the curriculum will be difficult to realize.
3. It is necessary to apply the use of English in real contexts in Indonesian society so that English is no longer just a foreign language studied in theory but becomes part of everyday communication tools.

One of the English language lessons that is often used is Communicative Language Teaching (CLT) because this method is the most effective in learning foreign languages. The main aim of CLT is to apply the theoretical perspective that has been obtained by students by emphasizing communication skills as the main goal of the language learning carried out. The communication skills referred to are when, where, how and with whom the communication is carried out (Hymes, 1974). CLT is the most effective method in learning foreign languages, in this case the language referred to is English. In accordance with the aim of this method is for students to acquire communication skills. Communication carried out is an action carried out by students in interaction. Preparing students to carry out meaningful interactions with natural language is the main goal of language learning (Iskandarwassit & Dadang Sunendar, 2008).

CLOSING

Based on some of the explanations above, CLT is very effective when used as a method in the foreign language teaching and learning process, this is based on the communication skills obtained by students, not just mere knowledge, students will be motivated and feel that something they have learned can be useful and useful. used in language

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