TEACHING READING NARRATIVE TEXTS THROUGH UNCOVER CONCENTRATE MONITOR EVALUATE (U-C-ME) STRATEGY

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Abstract: The objective of the study was to find out whether or not it is effective to teach reading narrative texts through Uncover Concentrate Monitor Evaluate (U-C-Me) strategy to the tenth grade students of State Senior High School 8Palembang. In data analysis, it found that the result of paired sample, the result of t-obtained was 26.64, where the value of t-table was 1.671 at significance level of 0.05 and with one tailed testing. Since the value of t-table obtained was lower than the value of t-table (26.64 < 1.671) consequently the null hypothesis (Ho) was rejected and alternative hypothesis was accepted and the result of t-obtained was 5.09 at significance level of 0.05 and with one tailed testing. Since the value of t-obtained was higher than the value of t-table (5.09 > 1.671) consequently the null hypothesis (Ho) was rejected and the alternatif hypothesis (Ha) was accepted. It means that it was effective to teach reading narrative texts through Uncover Monitor Evaluate (U-C-ME) strategy to the tenth grade students of state Senior High School 8 Palembang.
Keywords: *narrative texts, Uncover Monitor Evaluate (U-C-ME) strategy*

Reading is one of the most important skills in understanding books that the students have to read.Grabe and Stoller (2001:187) state that reading is assumed to be a central means for learning new information and gaining access to alternative explanations and interpretation. Reading also provides access to information due to the fact that it can give valuable knowledge to the readers who want to get the information.

To develop reading ability, students can read many kinds of texts. One of them is narrative text. Narrative text is a kind of text that has function to amuse, entertain and deal with actual or experience in different ways. The narrative text has generic structures they are orientation (sets the scene and introduce the participants), complication (a crisis arises), and resolution (the crisis is resolved, for better or worse) (Pardiyono,2007:67).The purpose of narrative text is to entertain because it deals with the unusual and unexpected development of events.

In order to make teaching reading skill run well,a teacher should apply an appropriate strategy in the class so that students can enjoy the learning and teaching process and comprehend the texts easily. One of the strategies that can be used is Uncover, Concentrate, Monitong, Evaluate (U-C-ME) strategy. U-C-ME startegy can help students in reading and make them understand what they read. According to Herrera (2010:20), U-C-ME strategy is strategy that allows students to demonstrate their prior knowledge and connection to the particular topic or concept by writing down everything they know or have experienced that is related to the topic or concept before the lesson. This strategyasks students to create their opinion to determine the topic of the text and then make a question that is related to the text that they have read. In this strategy, they can understand about the content of the texts because this strategy gives them perception in the material especially in narrative text. They are able to identify the main character, generic structures, and specific information and to find out the meaning of words or phrases in the texts.

Based on the reason above, the writer is interested to do research with the title “Teaching Reading Narrative Texts Through Uncover Concentrate Monitor Evaluate (U-C-Me) Strategy to The Tenth Grade Students of State Senior High School8Palembang’’.The problem of this study is that the tenth grade students had difficulties in understanding the sentences from the text, they do not know about the moral value and they can not find the main idea.The problem was formulated as follows “ Is it effective to teach reading narrative texts through Uncover Concentrate Monitor Evaluate (U-C-Me) strategy to the tenth grade students of State Senior High School 8Palembang?".The objective of the study was to find out whether or not it is effectiveto teachreading narrative texts throughUncover Concentrate Monitor Evaluate (U-C-Me) strategy to the tenth grade students of State Senior High School 8Palembang.

LITERATURE REVIEW

Concept of Reading

Grade and Stoller (2001:187) state that reading is assumed to be central means for learning new information and gaining access to alternative explanations

and interpretation. Reading also provides access to information due to the fact that it can give valuable knowledge to the readers who want to get the information. According to Martin (1991:12), the purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. You don't retain much. For example, try reading these numbers:

7516324 This is hard to read and remember.

751-6324 This is easier because of chunking.

123-4567 This is easy to read because of prior knowledge and structure.

Similarly, if you like sports, then reading the sports page is easy. You have a framework in your mind for reading, understanding and storing information.Several types of reading may occur in a language classroom. One way in which these may be categorized , as suggested by Brown (1989) can be outlined as follows:

1. Intensive Reading

Brown (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy . Long and Richards (1987) say it is a "detailed in-class" analysis, led by the teacher, of vocabulary and that grammar points, in a short passage."Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

2. Extensive Reading

Long and Richards (1971, p.216) identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words." Brown (1989) explains that extensive reading is carried out "to achieve a general understanding of a text."The aims of extensive reading are to build reader confidence and enjoyment.Extensive reading is always done for the comprehension of main ideas, not for specific details.

According to Brown (1989) the example of extensive reading are:

- The latest marketing strategy book
- A novel you read before going to bed
- Magazine articles that interest you

According to Brown (1989) the example of intensive reading are:

- A bookkeeping report
- An insurance claim
- A contract

In conclusion, reading is the activity that used to get more information and understand what we have read before.

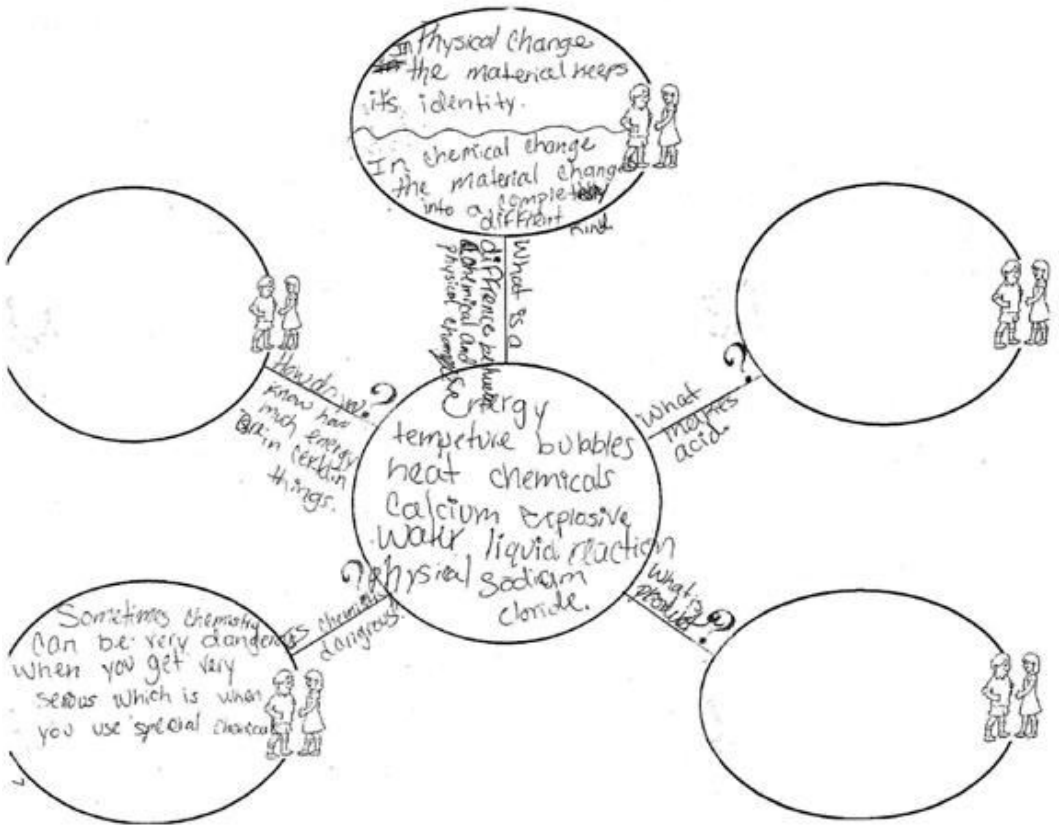
2. Concept of U-C-ME Strategy

U-C-ME strategy can help students in reading and it makes them to understand about what they read. This strategy can measure skills of the students about reading achievement. The U-C-ME strategy (Herrera, Kavimandan, and Holmes 2011) involves a graphic organizer tool that allows the teacher to activate students' background knowledge about the vocabulary or concept and generate questions about the new word(see NTSA Connection). According to Cabral (2007:23), U-C-ME strategy is uncover prior knowledge by writing what students think when they hear the term of the topic. As the students go through the session, they will concentrate on questions posed and monitor the students' learning by

writing responses, ideas, or answer. Perez (2011:165) states that U-C-ME strategy that provides the students with deeper level of understanding of the concept that was covering.

Stephanie (2013:9) states this instructional activities enable students to expand their vocabulay, understand relationship between concepts and learn through multimodal opportunities. They guide EL students to become actively enganged in thinking about the science vocabulary they are learning. By employing strategies such as these, educators can support EL students as they increase their scientific vocabulary knowledge and promote their engangement in the lesson.

Schema of Uncover Concentrate Monitor Evaluate (U-C-ME) Strategy



Based on the statement above, Uncover Concentrate Monitor Evaluate (U-C-ME) strategy can make understanding to students in reading texts by using schema map or skeches. From this strategy, the students can find out the main

character, generic structures, specific information, and to find out the meaning of the text itself. Furthermore, U-C-ME strategy is the teaching style which teacher gives the students a blank U-C-ME template before reading, continuing by the teacher selects a reading text related with the subject.

3. The Criteria for Testing the Hypotheses

To know whether or not the null hypothesis (Ho) is rejected or the alternative hypothesis (Ha) is accepted, it can be seen through the table of the value of (see Hatch and Lazaraton, 1991:595). The level of significance is 5% or 0.05 with one tailed testing with df= $(n_1-1)+ (n_2-1)$,(36-1) + (36-1) and the critical value of t-table is 1.671. if the value of t-obtained > t-table, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. If the value of t-obtained < t-table, null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

RESEARCH PROCEDURES

1. Method of the Study

The study used was quasi-experimental with two classes. One class was decided to be an experimental group where this class would be given the treatments by using U-C-ME strategy. Another class was decided to be a control group where this class would be given the conventional method of teaching. According to White and Sabarwal (2014:1), quasi-experimental design identifies a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics.

According to Sugiyono (2013:114), quasi experimental design is divided into two types; time series design and nonequivalent control group design. In this study, nonequivalent control group sample would be chosen by the writer. This design used two groups which were not chosen randomly. The instruction would be given to the experimental and control group in which both would be given pre-test and post-test. Pre-test would be given before treatments then post-test would be given after treatments.

Here is basic scheme of nonequivalent control group design (Sugiyono, 2013:116):

O_1	X	O_2
O_3		O_4

Where:
O_1: Pre-test in experimental group
X: Treatments to experimental group (using *creative problemsolving* method)
O_2: Post-test in experimental group
O_3: Pre-test in control group
O_4: Post-test in control group

2. Population and Sample

Population is the whole collection of elements that shows the chararcteristics of certain that can be used to make the conclusion (Sanusi, 2014 : 87). According to (Fraenkel et al., 2012:84) population refers to all members of a particular group. In this study, the population is Tenth Grade of state Senior High School 8 Palembang in the academic year of 2019-2020, that consist of seventh classes with the total of 252 students.

A sample is a group in a research study on which information is obtained (Frankel and Wallen, 2012:91). According to Sanusi (2014 : 87), sample is part of the whole population ellected. In this study, the writer took the sample by using purposive sampling because the sample would be chosen based on the purpose of the study and because the students in this class has different level of intelligence. Based on this sampling technique class X Science.1 and X Science.2was chosen as the sample.There were seventh classes of the population of the tenth grade students of State Senior High School8 Palembang. The samples in this study were the students of X Science.1 and 2 where X Science.2 was chosen as control class and X Science.1 was chosen as experimental class.

3. Data Collection

According to Fraenkel et al., (2012:111), data refers to the kinds of information researchers obtain on the subjects of their research. In collecting the

data, written test in the form of pre-test and post-test were used. Pre-test was given before giving the treatment, and post-test was given after giving the treatment. Therefore, the writer used the test as an instrument because it is consider as the most reliable way to get same information and to collect the data. In this test, the writer used Multiple Choice test that contains 40 items in four reading passages.

Validity is the most important idea to consider when preparing or selecting an instrument for use.Validity is often defined as the extent to which an instrument measures what it purports to measure.Validity requires that an instrument is reliable, but an instrument can be reliable without being valid (Kimberlin, 2008:2278).Validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect (Frankel and Wallen, 2012: p.147-148) to make the test material have high degree of content validity, the writer presents the table of specification indicating that content of the items given that is appropriate to the students.As shown in Table 3 below.

Reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel et al., 2012: p.154). Fraenkel et al., (2012: p.156) state that the reliability of the test material was estimated by Kuder Richardson reliability coefficient. To see whether or not this test was reliable, the writer would give the try out first. It is the statistical formula used as one of the estimation of the reliability of test. The following is Kuder-Richardson 21 (KR21) formula (Frankel et al., 2012:156).

$$\text{KR21}= \frac{k}{k-1}\left[1 - \frac{M(K-M}{K(\text{SD})^2}\right]$$

Where :
KR 21 = Kuder-Richardson Reliability Coefficient
K = Number of items in the test
M = Mean of the set of the test scores
S_D = Standard Deviation of the set of the Test Scores
To find the S_D, the following the formula was used:

$$S_D = \sqrt{\frac{\Sigma (X - \bar{X})^2}{n}}$$

Where :
S_D = Standard Deviation
X = Number of Correct Answers
$\bar{X}$ = Students Mean Score
n = Number of Students
$\sum$ = Sum Square of Students Score

4. Technique for Analyzing Data

Riduwan (2015:194-197) states that the normality testing can be used to know that the data is normal or not. In a research this normality testing used by using *Chi Kuadrat* method. The steps are as folows:

1. Find the highest and lowest score
2. Find R
   R = highest score - lowest score
3. Find how many classes (BK)
   BK = 1 + 3.3 log n
4. Find the value of the long class (i)
   $I = \frac{R}{BK}$
5. Find mean
   $\bar{X} = \frac{\sum fXi}{n}$
6. Find the standart deviasi
   $S = \sqrt{\frac{n.\sum fX2i - (.\sum fXi)2}{n(n-1)}}$
7. Make a list of frequency
8. Find the Chi Kuadrat (X^2)
9. Compare X^2_{hitung} and X^2_{table}

In conclusion, if $X^2_{hitung} \geq X^2_{table}$, its mean the data is not normal and if $X^2_{hitung} \leq X^2_{table}$, its mean the data is normal.

To find out the variance of pre-test in experimental group and control group whether or not it was homogenous, the writer used F formula according to Sugiyono (2015:276).

$$F = \frac{Highest\ Variance}{Lowest\ Variance}$$

Paired t-test (matched t-test/ dependent t-test) and independent t-test were used by the writer to analyze the data. According to Field (2009:325), paired t-test is used when there are two experimental conditions and the same participants took

part in both conditions of the experimental (this test is sometimes referred to as the *matched-paired* or *paired-samples t-test).*

The formula of paired t-test as follows:

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\frac{{s_1}^2}{n_1} + \frac{{s_2}^2}{n_1} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Where:

t = The value by which the statistical significance between two means will be judged

$\bar{X}1$ = The average of sample before treatment

$\bar{X}2$ = The average of sample after treatment

$s1$ = Standard deviation after treatment

$s2$ = Standard deviation after treatment

${s_1}^2$ = The variation before treatment

${s_2}^2$ = The variation after treatment

n_1 = The number of the students before treatment

n_2 = The number of the students after treatment

According to Field (2013:449), the independent-sample t-test is used when there are two experimental conditions and different participants are assigned to each condition (this is sometimes called the independent measures or independent-means t-test). Here, the writer compared the students pre-test both of experimental and control class and also compare post-test both of experimental and control class. The function of Independent t-test was to find out whether or not it is effective to teach reading narrative texts through Uncover Concentrate Monitor Evaluate (U-C-ME) strategy to the tenth grade students of State Senior High School 8 Palembang. The formula of independent sample t-test :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{{s_1}^2}{n_1} + \frac{{s_2}^2}{n_2}}}$$

Where:

t = The value by which the statistical significance between two means will be judged

$\bar{X}_1$ = The average of sample before treatment

$\bar{X}_2$ = The average of sample after treatment

$s_1{}^2$ = The variance before treatment

$s_2{}^2$ = The variance after treatment

n_1 = The number of the students before treatment

n_2 = The number of the students after treatment

INTERPRETATION

The result of homogeneity test, the writer that the t-obtained was 0.55, df = 35, the critical value of f-table is 1.76. The value of variance of two groups in compare the value of f-table 0.55 < 1.76, it means the variance of two groups less than the value of f-table.

Besides, the paired and independent sample t-test show that it was effective to teach reading narrative text through Unover Concentrate Monitor Evaluate (U-C-ME) strategy to the tenth grade students of state Senior High School 8 Palembang. The result of paired sample, the result of t-obtained was 26,64, where the value of t-table was 1.671 at significance level of 0.05 and with one tailed testing. Since the value of t-table obtained was lower than the value of t-table (26.64 < 1.671) consequently the null hypothesis (Ho) was rejected and alternative hypothesis was accepted.

There are three reasons why reading is important. First, it relieves stress. Reading essentially gives your mind a vacation. Picking a book that you know will relax you. Second, it is educational. Reading teaches people about different cultures and different ideas, we learn a lot about how other people look at the

world through reading. Thrid, imagination and creativity are both improved through reading.

One of the strategies that can be used to improve reading skill is Uncover, Concentrate, Monitong, Evaluate (U-C-ME) strategy. U-C-ME startegy can help students in reading and make them understand what they read. According to Herrera (2010:20), U-C-ME strategy is strategy that allows students to demonstrate their prior knowledge and connection to the particular topic or concept by writing down everything they know or have experienced that is related to the topic or concept before the lesson. This strategy asks students to create their opinion to determine the topic of the text and then make a question that is related to the text that they have read.

CONCLUSIONS

It was effective to teach reading narrative texts through Uncover Monitor Evaluate (U-C-ME) strategy to the tenth grade students of state Senior High School 8 Palembang. The result of paired sample, the result of t-obtained was 26.64, where the value of t-table was 1.671 at significance level of 0.05 and with one tailed testing. Since the value of t-table obtained was lower than the value of t-table (26.64 < 1.671) consequently the null hypothesis (Ho) was rejected and alternative hypothesis was accepted and the result of t-obtained was 5.09 at significance level of 0.05 and with one tailed testing. Since the value of t-obtained was higher than the value of t-table (5.09 > 1.671) consequently the null hypothesis (Ho) was rejected and the alternatif hypothesis (Ha) was accepted. It means that It was effective to teach reading narrative texts through Uncover Monitor Evaluate (U-C-ME) strategy to the tenth grade students of state Senior High School 8 Palembang.

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