

## THE EFFECTIVENESS OF START SIMPLE STORY (SSS) METHOD IN TEACHING READING NARRATIVE TEXT AT SMP KARTIKA XX-2 MAKASSAR

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### **Abstrak**

*Tujuan dari penelitian ini adalah untuk mengetahui cara memulai cerita sederhana yang efektif dalam meningkatkan kemampuan membaca teks naratif siswa dan untuk mengetahui persepsi siswa tentang penggunaan Memulai Cerita Sederhana untuk meningkatkan membaca narasi. Penelitian ini dilakukan di Kelas VIII-B SMP Kartika XX-2 Makassar yang terdiri dari 20 siswa sebagai sampel penelitian. Penelitian ini menggunakan pendekatan kuantitatif dengan penelitian pra-eksperimen menggunakan pre-test dan post-test. Peneliti menggunakan dua instrumen penelitian. Ada tes dan kuesioner. Temuan penelitian menunjukkan bahwa penggunaan metode start simple story dalam meningkatkan kemampuan membaca teks naratif siswa. Hal ini dibuktikan dengan nilai rata-rata pre-test 62 yang tergolong skor cukup baik kemudian meningkat menjadi 80 pada post-test yang tergolong sangat baik. Persentase peningkatannya adalah 25.806%. Artinya, terdapat perbedaan hasil tes yang signifikan sebelum dan sesudah menerapkan metode ini. Hasil angket membuktikan bahwa sebagian besar siswa tertarik menggunakan metode mulai cerita sederhana.*

**Kata kunci:** *efektivitas, memulai cerita sederhana, mengajar membaca teks naratif.*

### **Abstract**

The purposes of this research are to find out the effective start simple story (SSS) in improving students' reading narrative text and to find out the the students' perceptions about usage the Start Simple Story (SSS) to improve reading narrative. It was conducted at Class VIII-B of SMP Kartika XX-2 Makassar which consisted of 20 students' as the sample of the research. This research used quantitative approach with pre-experimental research using pre-test and post-test. The researcher used two research instruments. There were tests and questionnaire. The research findings indicated that Using start simple story (SSS) method in improving the students' reading narrative text. It was proved by the mean score of pre-test was 62 is classified as fairly good score then improved to be 80 in post-test is classified as very good. The improvement percentage was 25, 806%. It means that there was a significant difference of achievement in the test result before and after applying this method. The result of the questionnaire proved that most of the students were interested in using start simple story (SSS) method.

**Keywords:** *Effectiveness, Start Simple Story, Teaching Reading Narrative Text*

## **INTRODUCTION**

Reading is a part of language skills. It is closely linked to other components such as speaking, writing, and listening. These language skills cannot be separated each other. Thus, it is appropriate that students engage in reading activities that are based on need rather than coercion. If students read on demand, they will get all the information they want. It is an important skill as it can improve students' ability to acquire knowledge about the world. Furthermore, it is one of the activities to understand the author's ideas in order to communicate with the readers and it can expand the student's knowledge of any skill. Students will achieve all of these goals as they understand and comprehend the text being read. There are several texts that are commonly used in teaching reading namely, descriptive text, report text, recount text, and narrative text (Hyde, 1998). Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Beside that, report text is one type of text that include into "factual texts" category. In addition, recount text is a text that is telling the reader about one story, action, or activity. It is a text which retells event or experiences in the past. In addition, narrative text is a type of the text that is proposed to amuse and to deal with actual and vicarious experience in different ways, narrative also deals with problematic events which lead to a crisis of turning points of some kind, which in turn found a resolution. The researcher suggests a method that can be used in teaching reading. It is Start Simple Story (SSS). SSS is start with simple story method to created fun learning in mastering English as second language. It was started in japan. Many Japanese teachers, including Natsume Soseki, Matsumoto Toru and Maruyama Masao, used extensive reading as their method in teaching English. In this method students must read fiction books, such as Sidney Sheldon's novel by intensive reading, students were expected to have better understanding in English. Most of them found difficulties in the vocabulary. They had to translate every English sentence into Japanese word by word with extensive use of a dictionary. Also they could not read a book more than a thousand word in length in a reasonable time (Furukawa, 2006).

There are several studies have been using Start Simple Story (SSS) method to improve students' reading narrative text. Reseach by Santia (2013) in her thesis entitled "The Implementation of Start Simple Stories Extensive Reading (SSS ER) Method to Improve Students' Reading Comprehension (a classroom action research in the eleventh grade students of MAN Sulawesi in the academic year 2012 / 2013)" states that is a good method. She said that SSS ER method really can help the students to understand material Because SSS ER method are regarding reading proficiency, reading habits, comprehension, vocabulary growth, conceptual-knowledge growth, and students' motivation and attitude. She also found something difficult to do when she applied SSS ER method in her teaching reading comprehension of narrative text. The second research was conducted by Ikha Shopia Ellyana (2013). In her research Entitled "The Reading Comprehension of the Eighth Grade Students of SMP N 1 Gembong Pati Taught by Using Start Simple Stories Activity in Academic Year 2012/2013". The reseacher concludes that Start Simple Stories Activity is appropriate in teaching reading comprehension. For the teacher and the other researcher, Start Simple Stories Activity can be applied as an activity in teaching learning process step by step.

Based on researcher's as a teacher, he faced some problems in teaching reading. First, the student had lack of vocabulary, it caused them had difficulties to identify the meaning of unfamiliar words. Second, the learning process of reading seemed boring. The teacher commonly explained and introduced some materials, asked the students to read some paragraphs in textbook

and pushed students to do exercises to measure their understanding, without telling them how to comprehend the text also. The third, the problem that student faced in learning reading is they can not translate the next based on the contextual sentences. The understanding about the text generally is bad, because they do not know how to translate correctly. Considering the problems, the researcher will conduct the research on the effectiveness of Start Simple Story (SSS) method in teaching reading narrative text at SMP Kartika XX-2 makassar.

## METHOD

In this research the researcher used quantitative research. In this research the researcher used Pre-Experimental design one group pre-test and post-test design.

The Population of this research was the eighth grade students of SMP Kartika XX-2 Makassar in academic year 2022/2023. The researcher chose one class as the sample, namely class VIII B as the experimental class. Total of the sample were 20 students. Before giving treatment, the researcher gave a pre-test. It used to know the students' prior knowledge in reading narrative text. After doing the treatment process, the researcher gave a Post-Test to find out the improvement of the students' reading narrative text. The researcher Questionnaire was given in the last meeting in order to investigate student's perception about using SSS method in reading.

In collecting the data, The researcher used test as the instrument to find out how SSS method improves students' reading narrative text Test as an instrument or procedure that proposes a sequence of tasks to obtain students' response. In this case, there are two tests, pre-test and post-test. For the questionnaires there are ten questions offer to the students which are related to the use of SSS method in teaching reading narrative text . The questionnaire will be designed the four usual degrees (strongly agree, agree, disagree, strongly disagree).

## FINDINGS

To find out the effective start simple story (SSS) in improving students' reading narrative text. The research described the result of data analysis based in the pre-test and post-test. The result of data analysis can be seen in the following table.

**Table 1.** The Students' of the Pre-Test and Post-Test Scores

No	Initial Name	Pre-test	Classification	Post-test	Classification
1	M.I.H	55	Fair	75	Good
2	D.A.M.L	55	Fair	80	Very Good
3	S.S	60	Fairly Good	75	Good
4	M.F	65	Fairly Good	85	Very Good
5	G.S.S	70	Good	85	Very Good
6	M.A.P	70	Good	85	Very Good
7	M.R.P	60	Fairly Good	75	Good
8	I.J.K	65	Fairly Good	80	Very Good
9	F.I.M	75	Good	95	Excellent
10	K.M	60	Fairly Good	85	Very Good
11	S.K.N	60	Fairly Good	75	Good
12	F	55	Fair	75	Good
13	N.I.S.I	65	Fairly Good	80	Very Good
14	S.S.H	60	Fairly Good	75	Good

15	N.A	55	Fair	70	Good
16	M.C.P	70	Good	90	Excellent
17	M	60	Fairly Good	80	Very Good
18	A.L.S	60	Fairly Good	75	Good
19	M.W.P	60	Fairly Good	80	Very Good
20	T.O	60	Fairly Good	80	Very Good
<b>Total</b>		<b>1240</b>	<b>Fairly Good</b>	<b>1600</b>	<b>Very Good</b>
<b>Mean Score</b>		<b>62</b>		<b>80</b>	

Based on Table 1, in pre-test there are 4 students classified as good, 12 students are classified as fairly good, and 4 students are classified as fair. The table above shows that the classification of the students based on the pre-test of experiment class is 1240 and their mean score is 62. In post-test, there are 2 students classified as excellent, 10 students classified as very good, and 8 students classified as good. The table 4.3 above show that the classification of the students based on the post-test of experiment class is 1600 and their mean score is 80.

**Table 2.** The Students' Score and Classification in Post-Test

Pre – test (X1)	Post – test (X2)	Improvement
62	80	25,806

Based on table 2, it indicates that the students' improvement of the eighth grade students who teach Start Simple Story (SSS) method is success because result of the mean score of the students' pre-test 62 and post-test 80 is increasing. The students' improvement of reading narrative text is 25,806%. To find out the the students' perceptions about usage the Start Simple Story (SSS) to improve reading narrative. The questionnaire was given by the researcher to the students of VIII.B SMP Kartika XX-2 Wirabuana in order to obtain the necessary data in this research. The following below are students' responses toward the questionnaires given:

**Table 3.** The Score of Questionnaire

No.	Questionnaire	Strongly agree	Agree	Disagree	Strongly disagree
1.	I am interested to study reading by using SSS method	45%	55%	0%	0%
2.	Study reading using SSS method make the time that I use more efficient	45%	50%	5%	0%
3.	SSS method motivates me to be active in reading narrative text	35%	60%	5%	0%
4.	Using SSS method in reading narrative text will give me anew knowledge	40%	60%	0%	0%
5.	Using SSS method in reading English text will increase my reading ability	40%	50%	10%	0%
6.	I do not find difficulty in understanding English text by using SSS method.	25%	50%	10%	10%
7.	I get many knowledge from using SSS method as reading method.	30%	50%	15%	0%
8.	I am happy to study reading by using	25%	40%	25%	15%

	another method than using SSS method				
9.	using SSS method make me easier in comprehending reading narrative text	23%	45%	15%	0%
10.	Study using SSS method Makes me more spirit in study reading	35%	50%	15%	0%

Based on Table 3, shows students' responses on the use of SSS method in teaching reading narrative text. Most of students agree that using SSS method will improve their reading skill for 65%. It can be seen in question 3 "SSS method motivates me to be active in reading English text", students answered 60% agree that SSS method can motivate them in reading English text. Most of students Strongly disagree that using another method than using SSS method. It can be seen in question 8 "i am happy to study reading by using another method than using SSS method", students answered 15% strongly disagree and 25% disagree. It indicates that 70% students like use SSS method than another method to improve their reading.

## DISCUSSION

Based on the result of research indicates that the students' through the pre-test and post-test tests increased after giving treatment. The results of the mean score of the students' pre-test 62 and post-test 80 is increasing. The students' improvement of reading narrative text is 25,806%. The score of the students' post-test is higher than the mean score of the students' pre-test. The researcher believed that teaching reading through SSS method is really helpful to increase students' reading skill in reading narrative text. It is supported by the frequency and the rate percentage of the result of the students' score in pre-test and post-test. The students score after presenting teaching reading through SSS method is better than before the treatment was given to the students. The data of questionnaire the researcher found that most of students were interested in learning reading and students said that start simple story (SSS) method help them improve their reading skill in teaching reading narrative text at SMP Kartika XX-2 Makassar.

## CONCLUSION

Based on the data obtained by the researcher, it can be concluded that using start simple story (SSS) method is effective to be used to improve students reading skills because there is a significant difference between the progress in reading ability of the students after applying start simple story method. It can be seen that the score is improved 25,806% from the mean score in pre-test in 62 to be 80 in post-test. The result of the questionnaire proved that most of the students were interested in using start simple story (SSS) method.

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