


## INVESTIGATING COGNITIVE-BASED STORYTELLING TECHNIQUE (CBST) OF LEARNING NARRATIVE READING

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### ABSTRACT

Reading is a multifaceted process that involves word recognition, comprehension, fluency, and motivation. To develop this competence, a creative technique is intended to be applied. This study aims to investigate the effectiveness of the Cognitive-Based Storytelling Technique (CBST) in learning narrative texts. Both descriptive and inferential statistics were employed in this research. The primary assessment tool used was a test. The participants in this study consisted of 263 second-year students from MAN Selong, all of whom were deemed to have similar characteristics. The data obtained for the experimental group in the pre-test ranged from a minimum score of 3 to a maximum score of 14. In the post-test, the lowest score observed was 8, while the highest was 14. For the control group, the pre-test results ranged from a minimum of 3 to a maximum of 13. In the post-test, the lowest and highest scores were 4 and 14, respectively. Subsequently, the calculated mean scores for the experimental group in the pre-test and post-test were 8.08 and 11.11, respectively. For the control group, the mean scores in the pre-test and post-test were 7.36 and 7.91. These results will be further discussed in the subsequent sections.

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### INTRODUCTION

In Indonesia, a country boasting over 300 indigenous languages, language teaching has been a significant educational endeavor for the past three decades. Alongside the teaching of Bahasa Indonesia, which serves as a second language for the majority of the Indonesian population, the instruction of English has been considered a prerequisite for national development. Over the years, substantial efforts have been made to enhance language education in Indonesia, encompassing both Indonesian as a second language and English as a foreign language. These efforts align with global trends in the field of language teaching and involve alterations in teaching methods, curriculum

revisions, and various aspects of instruction (Huda, 1999, p. 1).

The teaching of English typically focuses on four core skills: listening, speaking, reading, and writing. Reading, in particular, holds significant importance for secondary school students as it equips them for tertiary education and future life. Numerous endeavors have been undertaken to improve students' reading abilities, including the development of reading theories and the availability of reading exercise materials. Despite these efforts, as noted by experts such as Bradja and Machmoed (1998), Sadtono (1995), Retmono (1980), Adams (1980), and Eskey (1998), many learners continue to face challenges in understanding English texts.

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Without proper techniques, we may fail to accurately grasp the information and ideas presented in the text (Suryawinata in Cahyono 1997, p. 48).

Various techniques exist for extracting information and ideas from reading texts, with one prominent method being the creation of summaries of the reading material. This proposed technique is known as the Content-Based Summarizing Technique (CBST). For narrative reading texts, summarizing is a particularly valuable strategy; however, many students are unaware of its benefits. In this thesis, the researcher aims to address this issue by investigating CBST as an instructional strategy for teaching narrative reading texts to second-year students at MAN Selong.

The study's primary objective is to explore CBST as an effective strategy for learning narrative reading texts. Narratives necessitate transitional expressions to establish clear relationships between actions and time. Furthermore, the narration's vitality largely depends on the use of active and specific verbs (Billie Andrew Inrnan and Ruth Gardner, 1967, p. 72).

## LITERATURE REVIEW

### Techniques in Teaching Foreign Language

The use of techniques in teaching English as a foreign language is paramount in developing English language proficiency. A *method* can be defined as expertly performing a specific task or having a knack for it. Several techniques are employed in teaching foreign languages, such as the questioning skills of a reading teacher, the road to comprehending the main idea, and content-based summarizing strategies (Cahyono, 1997, pp. 28-46). Researchers at renowned universities in various countries have extensively explored these research techniques. The present study aims to investigate one of these techniques, the Content-Based Summarizing Technique (CBST), in teaching narrative reading texts to second-year students at MAN Selong.

In education, a technique is a method for executing a task with expertise, often associated with artistic or practical activities such as painting (A.S. Hornby, 1986). Neufeldt and David B. Guralnik (1989, p. 1374)

elaborate further, stating that a technique refers to the method or procedure, especially concerning practical or formal details, or how essential skills are employed in creating an artistic work or carrying out scientific or mechanical operations. Higgleton and Anneseaton (1995, p. 1008) describe technique as the ability or skill required in the practical aspects of an art or subject, including domains such as painting, music, or sports.

### Kind of Technique in Reading Skill

The techniques in this part are the questioning skills of the reading teacher's road to comprehending the main idea and content based on the summarizing technique. A reading teacher is essential in making the students understand a reading passage. A critical activity that the teacher can do is asking questions. Reading instruction is the essence of questions and the teacher's questioning skills. Therefore, it should be noticed (Cahyono, 1997, p. 28). On the other hand, the road to comprehend the main idea, the main idea of a paragraph, contains information on what the paragraph is about. Once the main idea is gained, understanding other parts of the paragraph can be attained more quickly.

However, getting used to grasping the main idea is a challenging matter (Cahyono, 1997, p. 37). Then, a technique of making a summary or reading text is traditionally done by following the reading to note-making to summarizing formula with the application of this technique has not been provided with clarification about what should be written and how it should be written it has called CBST (Cahyono, 1997, p. 46).

In reading instruction, it is commonly believed that the reading teacher has an essential position in enabling the students to understand reading passages, creating an interactive atmosphere in the teaching and learning process, and motivating and stimulating the students to learn (Destefano in Cahyono, 1997, p. 28). One of the activities that the teachers could do in performing their crucial role is questioning. This is based on the conviction that the teacher's questions, in manipulated skill, can help the students to understand the reading text better. In addition, the teacher and students'

questioning and answering process is likely to increase the student's motivation and interest in understanding the reading passage.

The essence of questions and the teacher's questioning skills in reading instruction underlie the discussion on the questioning skills of reading teachers presented in this article. In addition, a review of previous articles indicates that the topic is worth writing. Nuttall in Cahyono (1997, p. 28) states that questions are commonplace to test the student's understanding rather than to teach them. Tjitrowidjojo in Cahyono (1997, p. 28) suggests that questions related to the role of readers in reading in English as a foreign language, such as their responses to different types of questions, need to be answered.

### **Content-Based Summarizing Technique (CBST)**

Summarising the reading text is traditionally done by following the reading to note making to summarizing formula. The application of this technique has yet to be provided with clarification about what should be written and how it should be written. Because of the weaknesses, other summarizing formulas have been proposed. This article is one of the proposals offering techniques for summarising. The proposed technique is called *Content-Based Summarizing Technique* (CBST).

CBST is a technique of summarizing a passage based on the essential content of the passage. This model is based on two propositions: the first is that a good model can summarize the past, represent the present, and predict the future (Rivers in Cahyono, 1997: 56), and the second is that the summarizing activity that the students do should reflect their understanding of the content of the reading passage (O'Dell in Cahyono, 1997: 56)

Previous models of summarizing indicate that there are at least three stages of the summarizing process. They are reading the text, outlining, and summarising. It is also suggested that in writing summaries, the summary be written in note form or outline before writing a summary. Notes for a summary are derived from the text the students have read. Writing a summary may proceed as follows: text reading → note-

making → summary making. This basic procedure of writing a summary, at this point, represents the traditional approach of summarizing. The proposed summarising model, CBST, is directly developed from the basic model.

### **Position of CBST in Language Classroom**

As previously defined, CBST is a summarizing technique conducted based on the essential contents of the passage. The procedures are conducted in three steps. First, the reading text is read entirely. Second, notes which include the main idea (and, if necessary, main supporting ideas) are made. Third, the summary is made based on the notes. The following section compares the procedures of CBST with those of the previously mentioned techniques.

CBST, which requires the students to read the text thoroughly, can guarantee the reader's understanding of the contents. The procedures are conducted to provide a chance to catch the main idea directly through reading. The product was a summary with unnumbered sentences (Carnine in Cahyono, 1997, p. 47). Furthermore, CBST did not consider the text's details because the dependence on the details would reduce the ability to memorize the element, not the specific one. When the main ideas have been understood and memorized, the details can be remembered since they can be subsumed in the main ideas. (cf. Hayes in (Cahyono, 1997, p. 49).

### **Reading Text**

In this part, the writer discusses the definition and types of reading text. We are concerned with reading of this kind in this book. As we have seen, other meanings of the words reading exist, but we shall exclude from consideration any activity that does not have as its primary purpose the extraction of meaning from writing. Our business is with the way the reader gets a message from a text (Nuttall, 1989, p. 5)

Reading is constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the text and the context of reading situations (Michigan Reading Association, 2005). Text is the simplest way of

saying language that is being done in some jobs, some context, as opposed to isolated words or sentences that might be put on the blackboard (Halliday, 2019, p. 10).

### **Narrative Text**

The narrative text is a passage on a series of connecting events that constitute a story (Dumain in Muhammad, 1995). Explains that a story has the same series of techniques of events in an order and is narrated by a teller for particular purposes. Narrative text usually refers to telling a story, which may be functional or factual. The narrative is familiar, from pleasure reading (novels and short stories) to television and film viewing. Meanwhile, the factual narrative also tells a story, but the story is true: it happens to the writer and is verified as accurate through the writer or is observed by the writer. (Gerrot and Wignel, 2005, p. 1)

The writer has not found out or heard about the same research on the CBST in learning narrative reading text, but the writer found research closely related to this study. Ulul Azmi (2005) investigated Time duration in Understanding Reading Text in A Study on English Reading Comprehension for Second Year Students of Mts. NW. Majidi in the school year 2004/2005.: This study attempted to discover the effect of time duration in understanding reading text. A study on English Reading Comprehension for The Second Year Students of Mts. NW. Majidi in the school year 2004/2005.

After comparing the above two relevant studies to this research, it is clear that they have similarities and differences. The similarities of these studies can be seen in the aim of their research and the instruments used. The Above researcher tried to find out the student's ability in reading text, and all of them used the achievement test. Furthermore, the differences between these studies can be seen in their research subject, the number population and the sample of their studies.

### **METHODS**

There are some steps applied in the process of describing the study. First, the writer formulated the study's title due to the effectiveness of CBST in learning narrative

reading text. The study aims to determine the effectiveness of CBST in learning narrative reading text for the second-year students of MAN Selong. The writer delivered experimental research, which was planned for about two months. During this time, the writer gave regular instruction into two groups of samples. Those would be grouped E as the experimental group, which was treated using the process approach, and group C as the control group, which was treated by conventional procedure.

The number population of this study is 263 students. They were divided into six classes, which consisted of XI BAHASA1 up to XI IPS3. For this purpose, the writer selected the population class XI BAHASA1 up to XI IPS3 of the students of

MAN 1 Selong. The number of accessible population of this study was 263 persons. This number was big enough so the writer could not handle all of them. Therefore, she considered it essential to reduce the population by sampling by using the following steps: (1) The writer numbered the whole population in each class, then jotted down the number on the small hole in its middle. (2) She shook the box until she got each class's intended number of samples. That is why the writer used a random sampling technique to select the samples effectively and wisely.

The writer was considered to take 27.5% of the accessible population. Therefore, from 263 students, only 72 were taken as the study sample. Arikunto (1998, p. 63) elaborates that if the population is more than 100. It is supposed to take 10-15% or 20-25%. However, if the population is less than 100, it should not take a sample. It was called population research.

In this study, the writer used the objective test to measure students' achievement in learning narrative reading text for the second-year students of MAN 1 Selong. The test material was essential, suitable for students' grades, and relevant to this study. The sum of test items was 15 items test, of which instructions completed each task. The sum of the items was 15, and each item consisted of two points, and it must be completed by instructing how to do the test.

The number of tests could cover the topic when teaching English in the classroom or treating both groups.

The technique of data analysis was done by using descriptive and inferential statistics. The statistics include the ideal maximum score (SMI), the ideal rates score (MI), and the ideal standard deviation (SDI).

## RESULTS AND DISCUSSION

### Result

The data obtained from the pre-test for the experimental group showed a range from the lowest score of 3 to the highest score of 14. In the post-test, the lowest score was 8, and the highest score was 14. Similarly, for the control group, in the pre-test, the scores ranged from a minimum of 3 to a maximum of 13, and in the post-test, the lowest and highest scores were 4 and 14, respectively. Calculating the mean scores revealed that the experimental group scored 8.08 in the pre-test and 11.11 in the post-test, while the control group scored 7.36 in the pre-test and 7.91 in the post-test.

**Table 1 Pre-Test and Post-Test Scores**

Group	Pre-Test Scores (Min - Max)	Post-Test Scores (Min - Max)	Mean Scores
Experimental	3 - 14	8 - 14	8.08 (Pre) 11.11 (Post)
Control	3 - 13	4 - 14	7.36 (Pre) 7.91 (Post)

To assess the impact of Content-Based Summarizing Technique (CBST) on learning narrative reading text, the researcher utilized descriptive statistics. The categories for this assessment were based on an Ideal Maximum

Score (SMi) of 15 and an Ideal Minimum Score of 0. Consequently, the Ideal Mean Score (Mi), calculated as  $(M) = \frac{1}{2} \times (15+0) = 7.5$ , and the Ideal Standard Deviation (SDi), calculated as  $(SD) = \frac{1}{6} \times (15-0) = 2.5$ , were established.

**Table 2 Ideal Scores for Assessment**

Assessment	Ideal Maximum Score (SMi)	Ideal Minimum Score	Ideal Mean Score (Mi)	Ideal Standard Deviation (SDi)
	15	0	7.5	2.5

Further analysis of the mean scores obtained in this study revealed that the experimental group scored 8.08 in the pre-test and 11.11 in the post-test, while the control group scored 7.36 in the pre-test and 7.91 in the post-test. When these scores were compared to the standard categories, it was found that the experimental group moved from an average category rank in the pre-test to a high category rank in the post-test. In contrast, the control group maintained an average category rank in both the pre-test and post-test.

It's crucial to examine the quantitative homogeneity of the groups. Homogeneity testing was employed to compare the scores of these two groups. The calculation of variance homogeneity for both groups can be found in Appendix 05.19, with 19 degrees of freedom for the experimental group and 19 for the control group. The F-value at the 0.05 significance level for these degrees of freedom was 1.22. Since the computed F-value was less than the table F-table, it indicated that the variances were not significantly different. Therefore, the two variances were considered homogeneous, allowing for the use of a t-test.

**Table 3 t-Test Analysis**

Test	Computed t-Value	Critical t-Value (70 df, $\alpha=0.05$ )	Result
Experimental vs. Control	3.50	1.66	Significant (Reject Null Hypothesis)

The t-test was utilized to assess the difference between the means of the two groups and to test the hypothesis. The null hypothesis posited that the means of both groups were not significantly different. The obtained t-value was 3.50, while the t-table value for significance at a 0.05 level with 70 degrees of freedom was 1.66. As the obtained t-value of 3.50 exceeded 1.66, it was considered significant. Consequently, the null hypothesis was rejected in favor of the alternative hypothesis, indicating that CBST in learning narrative reading text was more effective in the treatment group than in the control group.

### Discussion

Before reaching a conclusion regarding the results of this study, this section discusses the findings of the investigation. Initially, there appeared to be no significant difference between the achievements of the experimental group and the control group. This observation is based on their mean scores in the post-test, which were obtained from the same test, or vice versa. Notably, the mean score of the experimental group exceeded that of the control group, indicating that students in the experimental group performed better on the test compared to their counterparts in the control group. It's important to note that both groups received instruction from the same teacher and within the same timeframe, with the only distinction being the technique applied. The experimental group was taught using CBST, while the control group was not. Tentatively, this finding suggests that the treatment applied to the experimental group was effective.

The calculation of the effectiveness of the mean scores for both groups yielded a figure of 3.50. This figure was then compared to the critical value of 't' from the table, with degrees of freedom (df) being 70 and a confidence level of 0.05, resulting in a critical 't' value of 1.66. Upon comparing the computed 't' value with the critical 't' value, it was evident that the 't'-test value was greater than the critical 't'-table value, indicating that there was a statistically significant positive change in learning narrative reading text following the treatment with CBST.

### CONCLUSION

Based on the data analysis and the discussion in the previous chapter, the writer finally comes forward to the conclusion. Under the application of t-test formula, it is found out that the t-test was 3,50 and compared with t-table of degree of freedom was 70 at the confidence limited on 0,05 was 1,66. It is shown that the correlation of the two main scores were significant. Recording to the computation it can be confirmed that null hypothesis (Ho) was clearly rejected, therefore, the alternative hypothesis (Ha) definitely accepted.

Content Based Summarizing Technique in learning narrative reading text much greater change in student reachivement than that without CBST. On other words, CBST is significant effectiveness towards student learning narrative reading text.

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