

Improving Students' Narrative Text Reading by Using Electronic Interactive Novel at SMAN 1 Bluto Sumenep

Meningkatkan Kemampuan Siswa dalam Membaca Teks Naratif Menggunakan Electronic Interactive Novel di SMAN 1 Bluto Sumenep

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Abstract

Reading is an important skill for students to have. Despite its importance, students in SMAN 1 Bluto still struggle in reading instruction. To solve this problem, Electronic Interactive Novel (EIN) has the potential to be used in teaching as a media to help students improve their reading skill. This research aims to investigate the use of EIN to improve the 10th grade students' reading skill. The design of this study is classroom action research with 35 students of class 10-4 from SMAN 1 Bluto as the participants. The research instruments used are in the form of tests conducted at the end of each cycle, observation sheet with field notes, and questionnaire. The finding of the research shows that the implementation of EIN improves the students' reading skill of narrative text in the teaching process and the test result. The result of evaluation carried out in end of cycle 1 was 46 percent students achieve the minimum score of 70. With that reasoning, the first cycle was considered unsuccessful. In cycle 2, 89 percent students managed to achieve the minimum score of 70. Thus, the second cycle was deemed successful. Therefore, it can be concluded that Electronic Interactive Novels can be implemented to improve the narrative reading skill of tenth grade students. However, teachers need to pay great attention to the pace with which they conduct the instruction using EIN to make sure their students can follow well.

Keywords: reading; electronic interactive novel; classroom action research

Abstrak

Membaca adalah kemampuan penting untuk dimiliki oleh siswa. Tapi, siswa SMAN 1 Bluto masih mengalami kesulitan dalam pembelajaran membaca. Untuk menyelesaikan masalah ini, EIN memiliki potensi untuk digunakan sebagai media pembelajaran demi meningkatkan kemampuan membaca siswa. Penelitian ini bertujuan untuk memeriksa penggunaan Novel Interaktif Elektronik (EIN) dalam meningkatkan kemampuan membaca siswa kelas 10. Penelitian ini adalah penelitian tindakan kelas dengan 35 siswa kelas 10-4 SMAN 1 Bluto sebagai partisipan. Instrumen penelitian yang digunakan yaitu tes yang diadakan di akhir siklus, lembar observasi dengan catatan lapangan, dan kuesioner. Hasil temuan menunjukkan bahwa penggunaan EIN meningkatkan kemampuan membaca siswa. Hasil evaluasi siklus pertama menunjukkan 46 persen siswa dapat mencapai nilai minimal yaitu 70. Dengan pertimbangan tersebut, siklus pertama dianggap tidak berhasil. Pada siklus kedua, 89 persen siswa mampu mencapai nilai minimal, sehingga siklus kedua dinilai berhasil. Maka, dapat disimpulkan bahwa Novel Interaktif Elektronik dapat digunakan untuk meningkatkan kemampuan siswa membaca teks naratif. Dengan catatan, guru harus memperhatikan laju proses pembelajaran agar siswa dapat mengikuti dengan baik.

Kata kunci: membaca; novel interaktif elektronik; penelitian tindakan kelas

1. Introduction

Reading, as one of the four basic language skills, is an important skill for every student to perfect. The reason for this is because reading can help students to succeed in both their academic lives and in their future careers. It is a skill used both at school and throughout life (Küçükoğlu, 2013). Akande and Oyedapo (2018) support this by stating that reading is a vital skill which all students should possess. This is supported by Anggeraini, Nurhasanah, Darningwati, and Madenta (2020) who explain that by having good reading skill, students can get the main point(s) of the information in a media, whether in written or printed form, faster than those who do not have sufficient proficiency in reading.

Thus, students who read more will have knowledge in higher amount and most likely better quality to facilitate their English learning. Anggeraini et al. (2020) also add that having good reading skill has the potential to contribute to students having good speaking, writing, and listening skills. This puts reading in the central role in today's world of communication in our society. Based on statements, it can be inferred that reading in this digital communication era holds a significant role in communication.

However, the truth is still far from ideal. Students still face problems and difficulties in achieving good reading skills. The problems were also found by Rahmasari (2017) where she mentioned that the reading comprehension of many students is still low, worrying, unsatisfactory, and far from the expectation. One example of where this phenomenon can also be found is in SMAN 1 Bluto Sumenep. Based on informal talks with several students and questionnaires distributed to tenth grade students, problems faced in learning reading are the lack of understanding of grammar, insufficient vocabulary, and the lack of motivation to improve their English. As a result, the students could not identify main ideas or extract specific information from a text, which in turn, caused their low scores of readings in English class. The condition is made worse by the Covid-19 pandemic that has been plaguing the world since late 2019 until today.

That situation shares similarity with what is explained by Nurmalasari and Haryudin (2021). They stated that students have problems in understanding a text, because they have insufficient knowledge to interpret the words, find the main idea of the text, and draw conclusions from the text. Furthermore, students also often find the media used by the teacher are not interesting enough. These difficulties further lower their motivation to read. Additionally, Yaseen (2013) mentioned that motivation to read is a key component of success in the reading learning process. There is no simple way for teachers to encourage students to read. Threats of failures or even punishments are ineffective, while rewards such as points are too obvious. They will create compliance and obedience rather than motivation. Hence teachers need to grow and bring up students' motivation through more subtle and natural manners.

One solution in fixing and improving the learning process of reading is a teacher provides students with reading activities that are meaningful by using a teaching and learning media. This is supported by Ismail, Ahmad, Zaim, Mukhaiyar, and Gistituati (2019) who stated that the use of instructional media will greatly assists the effectiveness of the learning process, aids the delivery of the message and the content of learning at the time and improve motivation and interests of students. To deal with the problems faced in reading instruction, researchers chose the media Electronic Interactive Novel (EIN) application. In this research,

Electronic Interactive Novel (EIN) is assumed to be able to help students with these particular problems. Students, with the guidance of teachers, can get interested in reading the narrative text in EIN, hence growing their motivation more naturally. Students may also enhance their vocabulary by being introduced to new words in it. In addition, it is highly portable and accessible; it can be easily downloaded from Google Play Store or other websites. Additionally, it requires no internet connection to use. It means that after students download and install the application, EIN can be used anywhere and anytime.

Prior to using EIN in reading instruction, it is important to understand its nature. Electronic Interactive Novel (EIN), in essence, is a novel in digital or electronic form. It can also be said that it is basically an E-Book application. However, it has a distinctive feature which makes EIN an interactive application. It allows the readers to affect certain story elements of the novel by making choices in certain points of the story. The elements that can be affected range from names of the characters, the characteristics, location setting, and even the plot of the story. Furthermore, EINs are always written in the first person point of view, hence it creates immersion where the readers can have the opportunity to encounter and enjoy an artificial experience based on the events in the story.

Furthermore, a prior study by Chen, Chen, Chen, and Wey (2013), which studied the effect of E-book on tertiary level EFL students' reading comprehension, showed that an extensive reading program using E-book resulted in significant improvement in students' reading comprehension. In terms of characteristics, E-book shares similarities with EIN with both are electronic media which contain reading materials. Therefore, the researcher intends to develop a teaching guide of how EIN is implemented to improve students' reading skill. In other words, EIN is chosen because of its similarity to E-book as a medium which is proven to be able to improve students' reading skill. However, there are research gaps between the previous and this research. The studies involve different level of EFL students with this research focusing on high school students, particularly 10th grade students, and the research by Chen et al. (2013) involved tertiary level EFL students. Another gap is in the fact that EIN only contains narrative reading material(s), while E-books have a wide array of reading materials, such as descriptive, argumentative, procedure, report, recount, and other types of texts.

From the conditions above, the researcher believes that an Action Research is needed to improve the teacher's quality of teaching reading both in online and offline classes. In this research, the researcher conducted the research using EIN in offline classes. Based on introductions in the previous part, the researcher wanted to draw a conclusion that the purpose of this research is to investigate whether the media Electronic Interactive Novel (EIN) can be implemented to improve the students' reading skill in SMAN 1 Bluto. Additionally, after previewing previous studies that involve improving students reading skill, particularly narrative text, there was no previous research that specifically studies the use of EIN application to improve students reading skill of narrative text.

Furthermore, the researcher formulates a research problem of "How can the Electronic Interactive Novel be implemented to improve 10th grade students of SMAN 1 Bluto reading skills on narrative texts?" Then, based on this research problem, the research objective is "To describe the Planning, Implementing, Observing, and Reflecting of using Electronic Interac-

tive Novels in improving the reading instruction for the 10th grade students in SMAN 1 Bluto?"

EINs generally comprise 150,000 to over 500,000 words with minimal or no visual illustrations. In addition, EINs always have a similar characteristic which is having the first chapter as an introductory part. This chapter acts as an introduction to the mechanics of the application and almost always has a plot with complete narrative structure from orientation, complication, and resolution.

Additionally, to understand how EIN can be implemented teaching and learning activities of reading, it is imperative to have a sufficient grasp on teaching reading in EFL context. Reading is one of the important skills that students need to acquire in language learning, particularly for students in developing countries such as Indonesia where learning English as Foreign Language (EFL) is considered challenging (Maharsi, Ghali, & Maulani, 2019). Especially, unlike the ability to speak, humans do not learn the ability to read automatically. Alternatively stated, one does not acquire it simply by observing and/or listening to other people reading (Hlaethwa, 2013). Regarding improving EFL students' reading skill, Sheeba and Ahmad (2018) stated that teachers can help their students to become more effective readers by teaching them to employ the strategy of pre, whilst, and post reading activities.

In the pre-reading activities, the students are prepared for the things that they are going to read. The pre-activities can include making predictions on what the text is going to be about based on the title or sub-heading, giving guiding questions for students so that they understand what they need to pay attention at or what specific information they need to find to further reinforce the purpose of reading, or brainstorming activity to help the students build or recall their background knowledge about the topic of the reading material. Next, in whilst-reading activities, students look for clues, specific details, or information to understand what the text is about. In narrative text reading, whilst activities can be characters and characteristics identification, plot recognition, understanding vocabularies based on the context, or getting personally involved in the story. Subsequently, Khan (2018) explained that in post-reading activities, students can have several activities such as filling in the information gap from prediction made in the pre-reading, answering guiding questions that were given in pre-reading activities, or discussing and analyzing the language and content of the text with their peers.

On top of understanding reading instruction and EIN, it is also essential to recognize the characteristics of narrative text. Anderson and Anderson (1988, cited in Asirika & Refnaldi, 2017) explained that narrative text is a piece of text which tells a story, and in doing so, it informs and entertains the reader or listener. Furthermore, according to Bach and Browning (1988, cited in Rachmawati, Zuhri, & Kurniasih, 2013), narrative is a continuous account of an event or a series of events. As a conclusion, narrative texts not only inform a story which consists of a series of events but also entertains the readers or listeners.

Narrative texts are also characterized by the generic structure that consists of orientation, complication, resolution, and coda.

1. Orientation, part of the text where the characters, the characteristics, setting of time, and the setting of place are introduced.

2. Complication, part of the text where the problem faced by the character(s) is getting more challenging or complicated, and finally reaches its peak.
3. Resolution, this part of the text acts as the ending of the story and contains the way out or resolution for the problem faced by the character(s).
4. Coda, this contains the moral value that can be learned from the story. This part is optional; sometimes it is written in the text, sometimes it does not.

Regarding its significance, the theoretical significance of this research is that it contributes to the existing knowledge by adding up the previous studies. In addition, probably the more important theoretical significance of this research is the fact that this research can be used as a basis for future studies or research, particularly those who aim to examine the students' reading skill. Furthermore, the practical significance of this research is that teachers may use Electronic Interactive Novels in teaching reading narrative text to the students based on what is found from this research concerning how EIN is used.

2. Methods

Approach and Type of Research

The type of the research is classroom action research. The research was conducted as such with the consideration that classroom action research was the most appropriate type and approach to solve the problems in students' reading skill of by producing an innovative instructional strategy that can solve problems in students' reading.

Research Framework

This classroom action research was conducted based on the framework model by Kemmis and McTaggart (cited in Purrohman, 2018) which consisted of several phases including planning, implementing, observing, and reflecting as explained below:

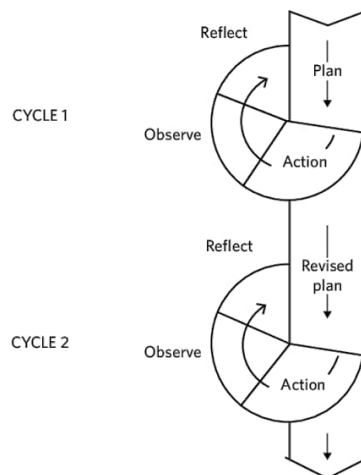


Figure 1. Kemmis & McTaggart Classroom Action Research Model

Source: Purrohman (2018)

In this research, before conducting the first phase of the research, the researcher carried out a preliminary study to the criteria of success. Next, during the planning phase, the researcher, together with the English teacher who acted as an observer, prepared items that are needed in the research: the lesson plan, the success criteria, the equipment and media, the reading test, the research instruments. Later, in acting phase, the researcher acted as a

teacher that conducted teaching and learning activities based on the lesson plan. In observing phase, the observer (English teacher) and the teacher-researcher collected the data on students' English learning achievement that will be analyzed in the reflecting phase. In reflecting phase, the researcher and the teacher analyzed the collected data and compared them to the success criteria. A cycle is successful if it fulfils the criteria of success.

The Role of the Researcher

In this research the researcher acts as both an instrument and the data collector. Furthermore, the role of the teacher-researcher is as an observer-participant. This is because the researcher must actively participate in the use of the media chosen, Electronic Interactive Novel.

Location of the Research

The research will be conducted in SMAN 1 Bluto. The school is in Jalan Raya Bluto, Sumenep, East Java. The research was conducted with face-to face learning since public schools in Sumenep have been permitted to open and conduct face-to-face teaching and learning activities during the covid-19 pandemic albeit in new normal condition.

Data Source

The data collection for this research involved the class 10-4 of SMAN 1 Bluto that consisted of 35 students. The class was not chosen by the researcher, but it was provided by the school to be involved in the research as participants.

Research Instrument

In this research, there are several instruments employed in the data collection. The non-human instruments used in this research are as follows:

- a. A test that consists of twenty multiple choice items which is used to measure the students' reading skill after the teaching and learning activities. Therefore, the form of the data collected using this instrument is a set of students' scores.
- b. Observation sheets with a field note that is used to guide the observation of the teachers' actions and students' behavior in class during the teaching and learning activities. Furthermore, the field notes were used specifically to collect data of events or phenomena that are not covered in the observation sheet.
- c. A series of close-ended dichotomous questionnaires with yes/no type of response which consisted of ten questions that were used to record the students' opinion on the teaching and learning activities using Electronic Interactive Novel in this research.

The Procedure of Collecting the Data

The instruments were used as follows:

- a. The scores are obtained from an achievement test which is conducted after the teaching and learning activities are finished.
- b. The questionnaire was used in the last cycle.
- c. The data of implementing EIN is gathered by using observation. The observation is conducted simultaneously with the instruction.

Data Analysis

In this research, a basic statistical technique was used to analyze the collected research data. The technique used was Percentage (%), which was employed for calculating the score achieved by each student, percentage of students that achieve the minimum score, and percentage of students who give a particular response on the questionnaire items.

Checking Validity of the Findings

In this research, validity is achieved through triangulation of the research data with each research data validating the other two. In this research, the researcher uses reading test, questionnaires, and observation sheets added with field note. Mettetal (2001) explains that in triangulating at least three types of data need to be collected. If all data point to the same conclusions, the research has some assurance of validity.

3. Findings and Discussion

3.1. Findings

Prior to conducting the acting stage in the cycle 1, the researcher carried out a preliminary test whose result was used in determining the success criteria. The results of the test are as follows:

Table 1. Result from Students' Pre-test

Students' number	Score	Students' number	Score
1	40	19	40
2	50	20	50
3	50	21	60
4	40	22	30
5	40	23	50
6	30	24	70
7	50	25	60
8	60	26	60
9	90	27	50
10	50	28	40
11	50	29	30
12	40	30	60
13	30	31	50
14	40	32	50
15	50	33	60
16	40	34	50
17	40	35	30
18	40		
		Average	47.7142

Next, after the instruction finished for cycle 1, the researcher carried out a test in the observation phase to collect students' score that represents their English reading skill, conducted in 25th of October 2021. The test itself consisted of twenty multiple choice items about narrative text, and the students were given eighty minutes to complete it. More detailed information on the test result is shown in the table below:

Table 2. First Cycle Students' Test Result

Students' number	Score	Students' number	Score
1	60	19	65
2	55	20	70
3	75	21	65
4	70	22	50
5	50	23	65
6	75	24	80
7	70	25	60
8	65	26	75
9	90	27	60
10	70	28	70
11	65	29	60
12	75	30	85
13	70	31	65
14	55	32	70
15	60	33	65
16	70	34	60
17	60	35	70
18	50		
		Average	66.286

After analyzing the result of each student in the reflecting stage, only sixteen (46%) of thirty-five students manage to achieve 70 and above. Thus, this cycle was considered unsuccessful. %. Furthermore, in this reflecting stage, it was found several causes that lead to the following results:

- a. Most students stated that the teacher-researcher explained and presented the materials too fast for the students to follow. This problem results in a lesson that the students could not follow easily.
- b. The English class teacher who acted as an observer found that the students need a long time to understand the text used in the test which is caused by the length of the texts that are too long for the students. Most if not all students agreed that those texts are too long. In addition, there are three texts used in the test for the first cycle, and they consist of 437, 473, and 712 words. This was mentioned by Wahid and Thais (2020) who stated that one difficulty in English reading instruction is that students are often disinterested and unmotivated if faced with texts that they believe to be long. As a result, understanding long texts becomes harder or takes a longer time.
- c. In the second meeting of cycle 1, where the teaching and learning activities used EIN, there was a problem in distributing the application installer to the students that affected the time allocation. The main cause is the slow download speed of the internet connection from the school Wi-Fi which is used to download the EIN application. Even with the relatively small size of the application installer of 4.3 Mb, the distribution process took a longer time than anticipated.

In cycle 2, after all activities of instruction are done, the researcher also carried out a test in the observation phase to collect students' score that represents their English reading skill in 4th of November 2021. The test itself comprised of twenty multiple choice items about narrative text, and the students are given eighty minutes to complete it. More detailed information on the test result is shown in the table below:

Table 3. Second Cycle Students' Test Results

Students' number	Score	Students' number	Score
1	75	19	70
2	70	20	80
3	90	21	75
4	75	22	70
5	75	23	70
6	80	24	95
7	50	25	70
8	70	26	90
9	100	27	70
10	70	28	75
11	50	29	55
12	70	30	95
13	80	31	75
14	70	32	85
15	75	33	70
16	85	34	55
17	70	35	75
18	70		
		Average	74.286

Furthermore, during the reflecting stage in the second cycle, the students stated that the teaching and learning activities, mainly the material presentations and explanations, are delivered at a more suitable and manageable pace. They have little to no problem following the lesson in the second cycle. Additionally, they expressed that the texts used in the test were not as long as the first one, hence they believed the test was easier. Lastly, the problem in distributing the application installer in cycle 1 was not a problem in cycle 2, because students already had the application installed in their phones. Therefore, no further cycle is needed.

Next, the researcher would like to describe how reading instruction was conducted in this cycle. In total, the lesson consists of two meetings that were done based on the lesson plan developed in planning phase. The first meeting focused on the social function, language features, and text structure of narrative texts.

The second meeting, focused on reading activities using EIN. The teaching and learning activities using EIN also involved three sections of activities which started with pre-reading activities. These activities were done before using the EIN, and it started with brainstorming activities where the teacher-researcher asked students to share their experience being high school students so far, the aims that they wanted to achieve during high school, and how they planned to achieve it. Next, the teacher-researcher asked what if the students have a superpower and what they would do with it. Then, the teacher-researcher explained that they were going to read a story about a high school student with superpower.

Then, the pre-reading activities proceeded with asking questions in which the teacher-researcher gave questions such as “Who are the characters of the story?”, “What are their characteristics?”, “Where the story took place?” and others as guides for students so that they understand what they need to pay attention to and what specific information they need to find as the purpose of reading.

After the pre-reading activities were finished, the class moved to whilst-reading activities where EIN was actively used. The whilst-reading activities include characters and

plot identification using a table provided in the students' worksheet and getting personally involved in the story which was helped by the nature of EIN itself of being written in second person point of view where the events and the characters' actions are narrated. This is supported by one key feature of EIN with the main character's actions are determined by the choices made by the reader. Thus, the reader can affect the story by controlling the actions of the main character in certain parts. In other words, the students did not have to try hard to get involved in the story, because, to some extent, they were already involved in the story as the main character.

The activities above were done with each student accessing the EIN application in their cellphones or laptop, and the teacher also accessing and displaying the application used in front of the class using LCD projector. In addition, for the activities, the teacher chose EIN titled "Psy High" by Rebecca Slitt. The reason is because the theme of the story, which is about high school students with superpowers, is likely to be relatable and interesting, considering the fact that the participants are high school students and superhero troupe is quite favorable and prevalent in the current pop-culture. Additionally, the teacher conducted the reading and whilst-reading activities in a pace that can be easily followed by the students, because they often had the need to take notes of the information and find or guess a meaning of some new words.

Next, the whilst-reading activities were followed by post-reading activities where the teacher-researcher asked some students to share the table they already filled and connect the information and details to the generic structure of narrative text and characterization. The teacher-researcher also asked how different the students' new story was compared to theirs from cycle 1 and what were the differences, because prior to the EIN activities in this meeting, the class has already done a similar activity in a previous meeting. If it is the first time for the class, there is no necessity to compare it to similar previous activities.

3.2. Discussion

The aim of the research is to describe the planning, acting, observing, and reflecting the use of Electronic Interactive Novel in improving the reading instruction for 10th grade students in SMAN 1 Bluto. It is found that, firstly, the test results show that there is an increase of the number of students that passed the minimum score and students' average scores. In the first cycle, only sixteen (46%) of thirty-five students achieved the minimum score, and the average score is 66. In the second cycle, thirty-one (89%) of thirty-five students managed to achieve the minimum score of 70 and the average students' score is 74. Thus, there is a rise in students' average scores from 66 in the first cycle to 74 in the second cycle. The researcher infers that these increases are results of improvements in students' ability in identifying characters and their characteristics, recognizing the plot, and guessing vocabulary based on context of a narrative text that were involved during teaching and learning activities using EIN mainly in the while-reading activity. This is supported by the test questions that were created to mainly focus on examining students' reading sub-skills on a narrative text.

Regarding these improvements, a previous research by Chen et al. (2013), which employed E-book as an electronic media, showed that electronic media can have significant positive effect on students' reading skill. This is in line with the result of the researcher's study. It can be concluded that the use of electronic media can improve the reading skill of

students. In other words, Chen et al.’s finding is broadened and added by the findings from this research that shows electronic media such as E-book or EIN can be used to improve the reading skill of students in secondary level as well.

To validate the findings of the successful second cycle, the students were asked to fill in questionnaires that ask the students on their experience with the use of EIN to improve students’ reading skill of narrative text. Thus, the students’ thoughts and opinion on the use of EIN is reflected by the questionnaires’ responses. The students’ responses and opinions in regards of the implementation of EIN in English teaching, especially reading, are mostly positive as shown by the results/responses of the questionnaire shown in the table below.

Table 1. Students' Questionnaires Responses

No.	Questions	Response	Number	Percentage
1.	Have you ever heard or used about Electronic Interactive Novel (EIN) before?	Yes	0	0%
		No	35	100%
2.	Are you impressed in English learning using EIN?	Yes	30	86%
		No	5	14%
3.	Is there any advantage using EIN in learning reading?	Yes	29	83%
		No	6	17%
4.	Is there any progress in your general English skill after learning using EIN?	Yes	34	97%
		No	1	3%
5.	Does using EIN improve your English reading skill?	Yes	30	86%
		No	5	14%
6.	Is EIN difficult or complicated to use?	Yes	4	11%
		No	31	89%
7.	Does EIN make English learning interesting?	Yes	33	94%
		No	2	6%
8.	Does EIN improve your motivation in learning English?	Yes	27	77%
		No	8	23%
9.	Are you interested in exploring other applications similar to the EIN used in your learning?	Yes	29	83%
		No	6	17%
10.	Are you happy learning Reading using EIN application?	Yes	32	91%
		No	3	9%

Second, the students’ responses and opinions in regards of the implementation of EIN in English teaching, especially reading, are mostly positive as shown by the results/responses of the questionnaire employed in this research. From the students’ responses of the questionnaires, it is discovered that none of the students have ever known or used EIN before. Furthermore, twenty-nine (83%) of thirty-five students stated that the use of EIN has advantage(s) in learning English, and thirty-four (97%) of thirty-five stated that they experienced progress in their general English skill after learning using EIN. In addition, thirty (86%) of thirty-five students responded that using EIN in learning improved their English reading skill. Additionally, only four (11%) of thirty-five students answered that the EIN application used in the teaching and learning activities was difficult or complicated to use. Moreover, thirty-three (94%) of thirty-five students stated that EIN make English learning interesting, and twenty-seven (77%) of thirty-five students responded that EIN improve their motivation in learning English. These positive results go in line with the result where the second cycle was considered successful. Therefore, the successful result from the second cycle is validated by the questionnaire responses. It corresponds to Young (2015) who stated that data is validated if it converges with data derived from another source.

4. Conclusion

From what have mentioned and explained in the findings, the researcher concluded that Electronic Interactive Novels can be implemented to improve the narrative reading skill of tenth grade students, particularly identifying characters, plot recognition, getting personally involved in the story, and understanding vocabularies based on context. The factors and activities that contribute the most in the improvements are firstly, in EIN, the readers, in this case the students, created some of the specific information and details. Hence whenever the information appeared and reappeared in the story, the students could easily identify it. Secondly, the students read the story in first person point of view, thus it created a faux experience as if they experienced the story themselves. This helped the students in identifying and remembering the important details and information that was needed to understand the story in general. The reason for this is because getting personally involved in the story by imagining what it would be like to be in the story is a reading strategy that help students recognizing the plot and identifying the characters to understand the story. In other words, EIN can help students to improve their reading skill on narrative texts by acting as a tool for them to get personally involved in the story of a narrative text. However, it needs to be taken into consideration that, in this research, to achieve a successful result the teacher-researcher had to pay great attention to use the appropriate pace of how the teaching and learning activity using EIN was conducted. In other words, Electronic Interactive Novel needs meticulous and detailed planning with careful implementation if it is employed to improve students' reading skill. Therefore, the researcher recommends the use of Electronic Interactive Novel in improving tenth grade students' reading skill of narrative text only if the class teacher has a good and sufficient understanding of their students' basic understanding of English, the difficulty level of the text, and the content of the story itself that may affect the students' ability in following the activity, particularly the teaching-learning activities where EIN is employed. Next, the researcher would recommend on what need to be prepared before using EIN in teaching and learning activities of reading. First, teacher needs to choose the EIN application. In doing this, teachers need to consider whether the difficulty of language used in the text is appropriate for the students or not. Teachers also need to examine if the theme of the story is appropriate and relatable to the students. Then, it is also imperative that teachers consider the length and the text structure of the part of EIN used. All these considerations need to be kept in mind during selecting which EIN application to use in teaching and learning activities to ensure the students are able to understand the story sufficiently, and follow the activities well, and stay interested to the story. Second, teachers also need to select the equipment to use. Primarily, teaching and learning activities of reading using EIN only need devices with which teachers and students can open or use EIN such as smartphones, desktop computers, or laptops. However, it is advisable that the students use the same type of device in order to guarantee they are using the same version of the EIN application chosen by the teacher. Additionally, it is preferable that the EIN application installer is already distributed prior to the meeting where the EIN is used, because distributing the installer during the meeting may take a long time. Thus, it limits or reduces the time allocation for the teaching and learning activities. It is also recommended that teachers provide a form of worksheet or table that can help and guide students in taking notes of the specific details and information about the story in EIN. Third, teachers also need to prepare assessment to measure the success of the use of EIN in the teaching and learning activities of reading. In regards of assessment, the researcher recommends using multiple choice test, because it can assess the students faster, easier to develop, and easier to grade. However, teacher should

avoid using texts that consist of more than 500 words because it can be too long for high school students and make the test more difficult than necessary. In addition, because multiple choice test is easier to develop than open ended test, teachers can easily adjust and changes in the test for re-test or future use.

After preparing for using EIN, the researcher would like to recommend on how EIN is implemented in reading instruction of narrative text. the researcher suggest that teachers plan for lessons with two meetings. In the first meeting, teacher introduced narrative text to the students. This meeting focuses on the social function, language features, and text structure of narrative texts. Then, in the second meeting, teacher can conduct the teaching and learning activities using EIN. For this meeting, the researcher recommends implementing the pre, whilst, and post reading activities. The reading instruction starts with pre-reading activities. These activities were done before using the EIN, and it includes brainstorming activities where the teacher can ask students to share their experience being high school students so far, the aims that they wanted to achieve during high school, and how they planned to achieve it. Then, the pre-reading activities proceeded with asking questions in which the teacher can ask questions such as “Who are the characters of the story?”, “What are their characteristics?”, “Where the story took place?” and others as guides for students so that they understand what they need to pay attention to and what specific information they need to find in the whilst-reading activity.

After the pre-reading activities were finished, the class moved on to whilst-reading activities where EIN was actively used. The whilst-reading activities may include characters and plot identification using a table provided in the students’ worksheet and getting personally involved in the story. This is supported by one key feature of EIN with the main character’s actions are determined by the choices made by the reader. Thus, the reader can affect the story by controlling the actions of the main character in certain parts. The activities above were done with each student accessing the EIN application in their cellphones or laptop, and the teacher also accessing and displaying the application used in front of the class using LCD projector. Additionally, the teacher conducted the reading and whilst-reading activities in a pace that can be easily followed by the students, because they often had the need to take notes of the information and find or guess a meaning of some new words. Next, the whilst-reading activities were followed by post-reading activities where the students, with guides and help from the teacher, review the reading activity by summarizing the story, sharing the specific details and of the story, and connect the information and details to the generic structure of narrative text and characterization. in other words, in post-reading activity, the students answer the questions that were asked in the pre-reading activities.

Furthermore, it should be noted that this research was conducted in SMAN 1 Bluto and involved a class of 10th grade students, and the result may be different if it is conducted in different location with different students. Thus, the researcher also suggests that in future studies could replicate the research by involving a larger sample and discover to what extend the findings can be generalized. It should also be taken into consideration that in this research, EIN was utilized in teaching and learning of narrative text. From that, the researcher also recommends that future research could recreate this research with different type of texts to discover to what genres EIN can be used in.

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