THE IMPLEMENTATION OF RELIGIOUS APPROACH “ALQUR’AN SUROH AL ‘ALAQO AYAT 1-5” IN INCREASING STUDENTS’ LANGUAGE’S COMPETENCE IN ENGLISH READING COMPREHENSION ON NARRATIVE TEXT

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Abstract

The implementation of religious approach Alqur’an suroh Al-‘alaqo ayat 1-5” in increasing student’s language’s competence in English reading comprehension on narrative text. This research was Classroom Action research. The problem in this research is the result of the students’ English reading comprehension on narrative text at grade XII IPA-5 SMA Negeri 4 Padangsidimpuan poor. And according to the writer one of the solution of the problem above is the implementation of religious approach Alqur’an suroh Al-‘alaqo ayat 1-5”. And based on the result it was found that the implementation of religious approach Alqur’an suroh Al-‘alaqo ayat 1-5” was effective in increasing student’s language’s competence in English reading comprehension on narrative text particular for students at the grade XII IPA-5 SMA Negeri 4 Padangsidimpuan.

Keywords: Religious approach Alqur’an suroh Al-‘alaqo ayat 1-5”, English reading comprehension, Narrative text.

I. INTRODUCTION

A. Background

English is an important language that is used in international communication. It is used all over the world for communication both written and oral. In mastering English learners should master the four skills (listening, speaking, reading and writing). Reading is one of skill that needs to be mastered by students in learning English and the communicators of written communication.

Based on the curriculum at school, it claims that language teaching is expected the students are able to reflect the ideas about what the students have read. Reading difficulties are indication of normal process and reading development, distinguish from the beginning of the fluent and skills of the readers or students. In reality, the students always find the problem or feel so hard in many problem that influences the readers or students while doing reading activity. Actually there are two factors can influence the students reading comprehension which are called internal and external factors and these have closed relationship each other in reading comprehension. One of them will show the lack of others and at least reading comprehension would be fail too.

External factors included the situation of reading process such as the form of the text, the approach and reading strategy that choosen, reading technique and so on. Internal factors included the students knowledge that involve the reader psychologist, linguistic parts, such as grammar, morphology, semantics, syntax, vocabulary, paragraph mastery, sentence mastery, etc.

Reading means to grasp language patterns from their written representation. In teaching English, reading is usually taught to the students who are already literate in the source language. Because of the redundancy in language, it is possible to grasp whole sentences from partial identifications of their parts, and then it is possible to read English as a second language for limited purpose super imposing the native language sound system upon it.
Reading is more than assigning foreign language sound to written words. It requires the comprehension of what is written. Students differ in their ability in reading their native language and some differences in their ability to read a second language. Effective reading comprehension involves more than understanding the message on printed page. Reading comprehension is also a meta cognitive, a process in which the readers are aware and have control over their comprehension. Successful comprehension of text generally, understand that the purpose of reading is to read for meaning. The readers have to know how to use specific strategy to facilitate comprehension and they have to monitor their own comprehension as they read, implementing pix-up when comprehension has failed.

The English competence based on the syllabus for Senior High School recommends the using of communicative approach. There are two reasons why it is called communicative. The first is the teaching and learning of English skills (listening, speaking, reading and writing) and language components (vocabulary, pronunciation, grammar and spelling) should be done in two kinds of context, namely linguistic and situational contexts to make the meaningful sense. In accordance to the explanation above, the writer wants to do research about the influences of students generating question on the reading comprehension on narrative text. The students at the XI IPA-5 grade of SMA Negeri 4 Padangsidimpuan get low achievement in reading skill. They get score only 65.00 and it is too low and it is hoped the score 75.00 it is based on KKM of this school and it is caused by the lack of students’ skill in reading.

Based the explanation the writer would like to conduct the research about the improving students reading Comprehension on narrative text by the implementation of Relegious Approach “Alqur’an suroh Al-‘Alaqo ayat 1-5” at the XII IPA-5 grade of SMA Negeri 4 Padangsidimpuan, because the writer believes by applying this aproach make the students believe that can be helped easier in doing reading comprehension.

B. Formulation of the Problem
Based on the background of the problem described above the formulation of the problem can be formulated as follows:

1. Is “ Alqur’an suroh Al-‘Alaqo ayat 1-5” Relegious aproach improve the reading comprehension of the students at the XII IPA-5 grade on SMA Negeri 4 Padangsidimpuan?

C. The Objectives of the Research
a. To find out if the“ Alqur’an suroh Al-‘Alaqo ayat 1-5” Relegious Aproach improves students’ reading comprehension at the XII IPA-5grade of SMA Negeri 4 Padangsidimpuan
b. The key terms
In this research, the researcher gives some explanation of some key terms that predominantly appear in this proposal. To help these key terms explanation’s function is to make the readers understand exactly about the words or phrases.

1) Reading Comprehension is process to get the information, massage or one ideas, thought, feeling, emotion, reactions, desires and willingness from the written text.

2) of “ Alqur’an suroh Al-‘Alaqo ayat 1-5” in this chase is a kind of technique. Further the writer would like to implement this this technique in teaching English, particular for reading comprehension on Narrative text. This technique involves the students more than 50 % in learning process by group and individually.

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II. THEORETICAL DESCRIPTION

1. Reading on Narrative Text

Reading is the power of mind to understand the expression of massage, information, feeling and some ideas that are delivered by the writer on the text. Reading means getting from print and it is active rather than passive process. Getting meaning from the text what the readers read is not a passive process, but it is an active process that the readers using background knowledge in reading text.

Reading is also the process of communications from the writer to the readers. It is the process of recognition, interpretation, and perception of written of printed materials. It involves the students’ or the readers’ recognitions of letters, words, phrases and clauses; in some respect it can be considered in a simple process. Reading instruction designed to improve the achieving readers’ comprehension of text in getting meaning and the purpose of reading.

Reading is one of the significant English skills for the students to learn because reading can provide some information for students. Widdowson added that reading become a major need of the students who are lack of a particular language ability since it may equip numerous information and scientific information. He also said that students need reading the language more than they need to speak it. In addition, Eikenberry stated that reading is fun and informative activity that helps students to become more knowledge and successful. In short, reading is important because through reading, students can get much information to enrich their present and future knowledge. Before reading, students should own willingness to read: they should have reading interest to begin reading. Something interesting will make students more likely experience it and become more productive. Sometimes, teachers ask students to read without knowing that they do not have any interest to read. Students would perhaps get success in comprehending the text they read if they have high interest in reading. On the contrary, students would not understand the text if they do not have interest in reading. Cohen said that reading comprehension involves the activation of real world system as well as the information of theoretical in order to get meaning of the text. It means that the background knowledge has been referred to schemata and classified three basic schemata used to comprehend the text well. They are content schemata – factual knowledge, values and cultural convention; language schemata–sentence structure, grammatical inflections, spelling and punctuation, vocabulary and cohesive structures; textual schemata–the rhetorical structure of different modes of text. In other words, there are three factors to be considered in accordance to reading comprehension. They are background knowledge, knowledge of text and reading strategy to get the meaning of the text.

Reading comprehension also means understanding the type of text. The readers believe they will comprehend the text well, if they understand kinds of the text. Reading comprehension involves some processes, reading comprehension may also mean knowing strategies to understand and comprehend the text. Zints indicates that reading comprehension is the way in applying some comprehension skills; pre-interpretive (understanding vocabularies, remembering, finding details, understanding paragraph organization and getting meaning from the context) and interpretive skills (learning to predict the meaning, making inferences, drawing

generalization, selecting and assessing). In other words, reading comprehension is the steps in associating the reading techniques and strategy in order to groups the meaning that the author wants the readers to get in reading.

Based on the definition above, the writer concludes that reading comprehension is the process of relating the schemata or prior knowledge to the present knowledge and to the context of the text as well as understanding the genre of the text and applying the variety of reading strategies to understand the text in order to get what the writer mean to say.

Narrative constructs a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or tester. Understanding is to know or realize the meaning of words, a language, etc. How or why something happen and how it works or why it is. Therefore, narrative text entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers and testers that problems should be confronted and attempted to resolve them.

Sasmidi Prijambada said that narratives is a type of writing in which the detail or the ideas in a sequence of events or the steps of a process are arranged on the bases of time. The event story may be either fiction or non-fiction. Examples of fiction include realistic fiction, science fiction. Non fiction is fact-based text such as reports, factual stories, and biographies. The basic purpose of narrative is to entertain, to gain and hold the readers interest.

Sanggam Siahaan said that narrative is any written English text in which the writer wants to amuse, entertain people and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which had to crisis or turning point of some kinds which in turn finds a resolution. A narrative text has many paragraphs that should be understood by students. However, it mainly consists of two parts: text structure and dominant grammatical aspect and both of are as indicators of the reading comprehension on narrative text namely the text structure. Based on the explanation above, the writer concludes that narrative text is a model of sentence that builds paragraph or story may be either fiction or non-fiction. Understanding narrative text is a target in reading comprehension because in it the students can expresses the idea, the emotions, feeling and opinion. Providing information from general knowledge at a relatively take point in a story can force the students to evaluate everything that they have read up until that points.

2. The Religious Alqur’an Suroh Al-‘Alaqo ayat 1-5 Approach

The Religious learning approach “Alqur’an suroh Al’alaqo ayat 1-5” is a kind of learning approach with the strength on student’s psychologi by forming the strong believe that God is the amazing help and the amazing giving knowledge for the people who ever believe and always doing Iqroq Alqura’n further for the ever who ever are wanted by Allah. After that by forming this believe on of the student’s, we hope them own the high motivation, interesting in doing reading other sources books, or references books beside of Alqura’n. And at list the habitual reading is formed on student’s them selves. Beside of that they have to believe reading is the one of tool in getting ifrmation and knowledge.

As a moslem he or she must believe that the Alqura’n is the handout of living the people who live in the world and the end. Alqur’an is the whole sources of the knowledge, low, science,

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ant the power for the people who wants to be succes for ever. Alqura’n suroh Al-A’laqo 1-5 is the first ayat of Alqura’n that given by Allah to Rasulullah Muhammada saw. further in these ayat Allah stated three times clearly that the human in the world has the task and duty must read the Alqur’an, and by reading alqura’n that people will get the knowledge from Allah.

In Alqura’n suroh Ala’qo for point -1-5 stated ayat (1)” Iqroq bismirobbikalajy kholaqo” in Indonesia language has the means” bacalah dengan menyebut nama tuhanmu yang menciptakan kamu”, and ayat( 2)” kholaqol insana min a’laqo,” in Indonesian Allah menciptakan manusia dari segumpal darah,” and ayat (3)” Iqroq warobbakal aqrom” in Indonesian “Bacalah dan Tuhanmu maha mulia” and ayat (4) “Allaji alama bilqolam in Indonesian”yang mengajari manusia dengan Qolamnya( bisa pena, atau tertulis)” and ayat (5),” Allamal insana ma lam ya’lam, in Indonesian “ Allah mengajari manusia apa yang tidak diketahuiya( manusia”).

Based on these Alqura’n suroh Al-A’laqo ayat 1-5 above can be known that by agood and aplicative comprehension of the people in this case students, will influence of their psychologi, charakter with the deep believen and forming their motivation, hard doing, hard learning, and have the knowledge in solving their problem by calmly and disappointed from stress.

In addition by good comprehension in Alqura’n suroh al-A’laqo ayat 1-5, can be made some point of conclusion, suchas: (1) The believe that Alqura’n is the whole source of knowledge, (2) The believe that the human cannot live without doing reading or Iqroq, because of that Allah give the duty for reading “Iqroq” for the whole people, and Allah gives “Iqroqbismirobbikalajy as the first of ayat Alqura’n,(3) Reading or Iqroq is the symbol of knowledge, and the own of knowledge is Allah, further the source of the knowledge is Allah SWT, (3) reading or Iqroq is the tool in getting the knowledge, without reading or iqroq the knowledge cannot be got, (4) Reading the duty of each people, and living in mulia can be got by knowledge, knowledge can be got by reading or iqroq. (5) the believe that “ Iqroq bismirobbikal lajy,...( ayat 1-5” is the solution for all the human problem and by reading the ohters relevance book, references book, and suitable kind of science and knowledge.

b. The steps of The Relegious Alqur’an Suroh Al-‘Alaqo ayat 1-5 Aproach

The steps can be followed :

1) At the first the teacher should warm up the students with strength on the believe that Alqura’n suroh Al-A’laqo ayat 1-5 is the effective learning approach for the students.
2) The students must know well about the Alqura’n suroh Al-a’laqo ayat 1-5 in speaking ( Alqura’n language) and comprehend the meaning in Indonesian language
3) The students are formed in groups
4) The teacher guids the students in learning reading by giving some relevant question.
5) The teacher give the chance for students in doing discuss and present their result.
6) The teacher and students together give the mark for their result.
7) The teacher give the comfirmation or doing check or recheck for students result.
8) The teacher give some explanation about material.
9) The teacher and students together give the rewards for the students who has done the the learning and task.
III. RESEARCH METHOD

A. Type of the Research

The type of this research is Classroom Action Research. According to Kemmis and McTaggart (1998) and Mills (2003:5) classroom action research is a systematic inquiry conducted by the teachers or researcher to gather information about how well their particular school operates, how well they teach how well their students learn, this types the research aims at increasing teachers. This research adoptd the thories that promoted by Kmisi and taggatrd 1986. This research was consist of 2 Cycle, each cycle was deveied for 4 phasess , eflection, plan, observation, action.

B. Technique of Data Collection

In this research, the researcher will collect the data by using all of the instruments; they are observation (observation sheet and field note), interview and speaking task. The observer will use the observation sheet while the teacher will be teaching reading comprehension by applying the Alqura’n suroh Al-A'laqo ayat 1-5 approach in teaching reading comprehension. After the class, the researcher and collaborator will discuss about the weaknesses that happen during teaching and learning process.

Moreover, the researcher and collaborator will use field notes to take notes during conducting the research from beginning up to the end of the research. It will be used for collecting the information that might happen in teaching and learning process. At the end of each meeting, the students will be asked to read a text and 5 students will be interviewed to get such kind information and to know their opinion and impression about Aqur’an Suroh al-’alaqo ayat 1-5.

Then, at the end of each cycle, the researcher will use reading comprehension test to know the ability of the students' reading text. The students are asked to speak a text individually or grouping. Then, the researcher will score their speaking based on the generic structure and language feature of the related text.

C. Technique of Data Analysis

1. Quantitative Data.

In quantitative data from all data will be taken from the result of reading comprehension task and test through the students’ oral presentation. They were be analyzed by using scoring system. To get the total percentage of the students’ grade on each indicator of reading comprehension, the researcher used the formula suggested by Sudjanna (1992) in which the total of all scores was calculated and the result was divided by the amount of the students’.

\[ P = \frac{F}{N} \times 100\% \]

- \( P \) = Percentage of students’ successfulness
- \( F \) = Frequency of students’ answers
- \( N \) = Total number of students

The result of the data were described on the graph.
2. Qualitative Data

In analyzing qualitative data, the research used the data gained the indicators of reading comprehension, students’ activities through guessing games, lesson plan and field note that observed by her collaborator. They were analyzed based on Gay, R.L. and Airasian, P.(2000:239-249). The points, there are steps to analyze the qualitative data:

a. Data managing

It involves creating and organizing the data collected during the study. The researcher and collaborator will manage all the data gained during the study and put them in order.

b. Memorizing / Reading

The researcher and collaborator will read the data that got from the observation sheet, field note and data recording that she did experienced in the teaching and learning process.

c. Description

In this step, the researcher presented a number of forms to show the description about students’ speaking skill and what was going in the setting and among the participants. It was based on the observation and field notes collected in the classroom. The observation checklist helped the researcher to make a description. The aim of the description was to provide a true picture of the settings and events. So the direct observation was necessary to have the true description to the process.

d. Classification

After the researcher and collaborator read the data, they classified or grouped the data into the same point. Here, they classified the data on the positive and negative findings from each cycle.

e. Interpretation

The researcher interprets the data into general conclusion. It is based on the connection, common aspects, and linkages among the data. Interpretation of the data leads the researcher to make conclusion or understanding.

Based on the result and the review of the theories that adopted in this research, the writer found that the implementation of Religious Approach Alqur’an Suroh Al ‘alaqo ayat 1-5, was effective in improving student’s reading comprehension particular on Narrative Text for the students in the XII IPA-5 SMA Negeri 4 Padangsidimpuan. And this improvement involved for all the incicators of the learning process, and relevanced with the theories that adopted

In addition to answering the formulation of the problem in this research if the, the writer found from the result of the research based on the means score of the students result’ test in cycle 1 and cycle 2 and based on its period. It was found from the result of data analysis through observation, interview and tests.
IV. Conclusion and Implication

a. Conclusion
Based on the result of the research can be concluded:

The implementation of Religious Approach Alqur’an Suroh Al ‘alaqo ayat 1-5, in improving student’s reading comprehension on Narrative Text was effective for the students in the XI IPA SMA Negeri 4 Padangsidmpuan. This technique was supported by the media of learning, the creativity of the teacher while learning.

b. Implication
In accordance of the conclusion above the writer make some implications as follows:

Learning English reading comprehension on Narrative Text can be done by implementation of Religious Approach Alqur’an Suroh Al ‘alaqo ayat 1-5, and it must be supported by the media of learning and the creativity that used while learning.

c. Suggestions.
Based on the conclusion and implication above the writer suggests that the teacher should always apply the interesting and relevant technique in teaching, in this case the writer suggest to apply the Religious Approach Alqur’an Suroh Al ‘alaqo ayat 1-5 particular in teaching English reading Comprehension.

References
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