

**USING FRIENDLINESS, LANGUAGE, INTEREST, AND PRIOR KNOWLEDGE  
(FLIP) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION IN  
NARRATIVE TEXT OF THE EIGHTH GRADE  
SMP NEGERI 29 PEKANBARU**

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**Abstract:** This research was based on the students' problem in reading comprehension of narrative text, especially in generic structure, purpose, language features and vocabulary. The purpose of this research was to improve reading comprehension in narrative text. The design of this research was Classroom Action Research (CAR). This research consisted of five meetings in one cycle. This research conducted on March 2018. Based on the test result, it was found that the average score of cycle was 80, 09. Furthermore, the data about factors that influence the students' improvement in reading comprehension in narrative text were obtained by interview, observation checklist, and field note. The factors were interested of media, students' enjoy and fun during learning process and this strategy was easily to comprehend. In conclusion, the use of FLIP strategy can improve students reading comprehension in narrative text.

**Keywords:** *Reading Comprehension, Narrative Text, FLIP*

## 1. INTRODUCTION

Reading is very important skill which had an important contribution to the success of learning language. Reading got information for student what they read. Reading was crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading comprehension was poor they were very likely to fail in their study or at least they had difficulty in making progress.

According to *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006, the students second years of junior high school students required to be able to comprehend two kinds of genres, they were: narrative text and recount text. Narrative text is an imaginative story to entertain people. And recount text is a text which retells about past event or some experiences. The focus of this study was narrative text. The main goal of reading was to get some comprehension by finding the meaning of what the students

read and answer the question based on the reading text.

The problem in reading comprehension which faced some problem by the students assumed because most of the students were lazy brought of dictionary to school and it made their still had less in vocabulary, students were hard to identify the elements of texts, especially element of narrative text like: generic structure, social function and also language features. In generic structure, the students had difficulties to found orientation which tells about who, when and where of the event occurred that problem made the students felt difficult to answer well if the teacher gave question about narrative text to the students.

Based on situation above, English teacher had a big responsibility to made the students successful in their study. It needs their creativity to choose the best strategy that should be applied in teaching reading comprehension in order that the students could easily comprehend their lesson. Strategy was one thing that can determine the success of teaching learning process. And, in this research, the researcher used Friendliness, Language, Interest, Prior language (FLIP) strategy.

Regarding to the problem above, it need a solution for the solved the problem. It was namely FLIP strategy. FLIP strategy used in the classroom since it helps the students In comprehending a text by reading a fluent process of readers combining information from a text and their own background to build meaning. The purpose to learn the analyzed and to predict the meaningful presented written text from reading comprehension. The researcher

chose this strategy based on the advantages of FLIP strategy had some Advantages, namely : first, it made the reader can develop plan in reading, second, it made the reader knew and determine difficult word of what their reading. Third, it could the reader aware when they did and didn't understand what their read. Fourth, it was be helpful to students when they encounter unfamiliar or advanced text.

Teleumbanua conducted research about "increase the students' ability in reading comprehension especially in narrative text to achieve the literal level through FLIP Strategy at the eleventh grade of IPA Program, semester II of SMA Negeri 1 Tuhemberua.

The result his research, after he did two cycle in his research, he was to increase the student's ability in reading comprehension and it was good level, and the students were able to comprehend the text by answering the question from the text by using FLIP Strategy.

Therefore, in this research the researcher used the comprehension question to test the students' reading comprehension. To make easier for them to understand of the text, the researcher chose that strategy because the researcher was assumed that FLIP strategy was the most appropriate strategy that could help their in reading comprehension.

### **A. Definition of Reading**

Bell (2005), reading is dynamic process and which the reader work actively to construct meaning from the material. Brown (2004: 189) adds that reading is a process of negotiation of

meaning. In this process, the readers fought their early thought to the net parts of reading process to finally reach their understanding about the meaning of the text they read.

According to prasetyo and Abbas (2017) reading is a process to get meaning from words, phrases, clauses, sentences and text. Reading is one of crucial skill that should be mastered by the students in learning English after listening, speaking, and writing. It connected the writer or author to the reader. It was build a communication between the reader and writer in understanding a printed material or text. Through reading, readers got much knowledge that could be useful in getting information.

Based on the definition of some experts above, it could be conclude that reading was not only the relationship between the text and reader's background knowledge, but also the relationship between author and the text and the reader got intended meaning from the text. Reading also provided a situation of the students to analyze what the writer purpose in the text.

## **B. Reading Comprehension**

Reading is most important activity in language class. Reading also can make understand and comprehend some point from the text. Reading comprehension refers to the ability to understand information from the text. There were many definitions of reading comprehension accept from some writers. According to klingner (2007 : 2), reading comprehension is “ the process of constructing meaning by coordinating a number complex process including word

reading, word and word knowledge and fluency.”

It refers to the ability in interpreting the word, understanding the meaning and the relationship between ideas convey in a text. Kemil (2003) states reading comprehension is about relating prior knowledge to new knowledge contained in written text. Prior knowledge, in turn depends on lived experience. Topics that are familiar and openly discussed in one culture may be unacceptable in another. Children growing up in rural communities will have different experiences from those from urbanizes, develop countries. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge has the same effect.

The statement above explained reading comprehension was related with prior knowledge of students .The students knew to new knowledge contained in written text. Prior knowledge helps them to comprehend the text.

Grabe and Stoller (2002) mentioned that “general reading comprehension is the most basic purpose of reading, underlying and supporting most other purposes for reading. Furthermore, snow (2002), reading comprehension is a complex activity that involves interaction between the readers and the text. It means that the reader reading comprehension was a process to know whether reader understand or not about a text that reader read.

From definition above, reading comprehension could be concluded as the ability to found information from the writer. The essence of reading comprehension was that understanding all information delivered

by the writer. It also referred to the ability to connect between the world in a text, to understand the ideas and relationship between ideas conveyed in a text.

### **C. Micro and macro skills in reading comprehension**

Brown (2004: 187) noted that reading comprehension consists of two big elements, micro and macro skills. The micro skills are presented below:

- a. Discriminating among the distinctive graphemes and orthographic patterns of English
- b. Retaining chunks of language of different length in short-term memory.
- c. Processing writing at an efficient rate of speed to suit the purpose.
- d. Recognizing a core of words, and interpreting word order patterns and their significance
- e. Recognizing a core of word classes (noun, verb), systems (tense, agreement, pluralisation) patterns, rules, and elliptical forms.
- f. Recognizing cohesive devices in written discourse and their role in signalling the relationship between and among clauses.
- g. Recognizing that a particular meaning may be expressed in different grammatical forms

Meanwhile the macro skill includes these following skills.

- a. Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- b. Recognizing the communicative function of written text, according to

form and purpose.

- c. Inferring context that is not explicit by using background
- d. knowledge Distinguishing between literal and implied meaning
- e. Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata.
- f. Developing and using a battery of reading strategies, such as Scanning and skimming, detecting discourse markers, guessing the meaning of word from context and activating schemata for the interpretation of text.

### **D. Reading Assessment**

Caldwell (2008) states "Assessment and instruction can happen at the same time" it can be said that the assessment is a part of the teaching process. Assessment can be done by the teacher during the lesson when students respond to a comment and ask questions. The teacher used some reading assessment that is proposed by Alderson (2000) as follows:

#### **a. Integrative text**

Integrative text is testing students' reading comprehension on more than one aspect. It aims to assess more than how well students read, but also how students understand the text and respond to the message of the text.

#### **b. The cloze test and gap-filling test**

The cloze gap test is a test that is constructed by deleting from selected text every number of words (usually being a number somewhere between 5 and 12) the test taker has to restore

some words that have been deleted. Whereas gap filling test is test which is constructed by deleting some words in rational basis so there is no pseudo – random deletion.

c. Multiple –choice techniques

A multiple choice technique is testing technique that provides choices for students in answering the questions. Using multiple choice technique testers can control the range of possible answer is distracters and the students though process when they are responding the text

d. Matching technique

Matching technique is testing technique which allows students to match against each other .for example match the title to its paragraph.

e. Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which a related to the target text, and provides to choices only for students to answer .for example exercise true or false and agree or disagree.

f. Short – Answer technique

Short – Answer technique is a testing technique which allows students to answer a question in a few words are brief responds.

g. The summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have been read. The teacher can chose more than one of reading assessment to check students'

competence. The teacher also can use for example two reading assessment to assess students' competence of one reading text. Those reading assessment can be used to measure the student's competence in the form of score.

## E. The Nature of Narrative Text

In learning English, there some kinds of text such as recount text, spoof, descriptive, narrative text and the other text. The researcher just focused to narrative text in this research. Wardiman, (2008) stated that narrative text is an imaginative story to entertain people. In addition, narrative text was one kind of the text had purpose to amuse and entertain the reader and listener. The kind of the text happened in the past.

Yimwilai (2009) described that narrative genres include realistic fiction such as tales about children, fantasy, fairy tales, folktales, fables, mystery, tall tales, humor (language play), historical fiction, (set in a period in the past), plays, narrative poetry (poem that tell stories). Real-life adventure, biographies and autobiographies. In learning narrative text students should know about generic structure of the text.

Because making a narrative text generic structure is an important point which is worth knowing. Wardiman (2008) states that narrative text there are three generic structure of narrative text. They are:

- a. Orientation : it is about opening paragraph where the character of the story are introduced
- b. Complication : where the problems in the story developed

- c. Resolution : where the problems in the story is solved

## **F. The Definition of FLIP Strategy**

FLIP was one of strategy could be used to learning process of reading comprehension. It used a fluent process of the reader combining information from a text and their own background knowledge to build meaning.

Schumm (1991: 276) says, “Students who are less strategic readers can benefit from direct instruction in how to analyse an expository reading assignment and made a plan for reading. FLIP is acronyms for helping students do that.” FLIP Strategy stands for Friendliness, Language, Interest, and Prior knowledge that described the four successive steps that should be followed while reading study-type material.

According to Schumm (2006: 276), FLIP is a procedure for students to use to estimate the difficulty level of text and to develop a reading plan to read and learn from text. The acronym stands for Friendliness, Language, Interest, and Prior Knowledge.

This opinion told us that FLIP was a strategy that could help students to estimate the difficulty level of text and to increase reading comprehension. With FLIP Strategy the students could develop a reading plan to read and they was learned everything from text with understanding it.

Ogle (2005: 52) says that students can be taught to use FLIP Strategy that tackling reading selection on standardized test. The FLIP Strategy asked students to literally flip through the reading passages to determine which passages seem most accessible or

friendliest to them based on language, interest and prior knowledge.

The opinion above emphasized that FLIP Strategy could be used by the teacher to teach the students in reading to understand the meaning of reading texts. In addition, Fuentes in Brunner (2012:79) states that FLIP strategy is designed to select the students’ reading text. Through this strategy, the students assess their own interest in and prior knowledge of a topic before reading.

After that, the students could select one reading text to be read. The students who can use this strategy were elementary, secondary and post-secondary students.

FLIP was the acronym as follows “F” stands for Friendliness: How friendly is my reading assignment?, “L” stands for Language: How difficult is the language in my reading assignment?, “I” stands for Interest: How interesting is my reading assignment? “P” stands for Prior knowledge: What do I already know about the material covered in my reading assignment?

Kathrynn (2005: 5) says, “Techniques such as FLIP can assess students in learning to expect and find solutions for predictable difficulties that they may encounter while reading.” It means that FLIP Strategy was help the students to predicted the meaningful presented in written text.

Besides that, Allen (2008: 195) said, “FLIP quickly shows students how much more they can learn from a text by taking a few minutes to get ready to read.” It means that FLIP was an instructional tool offering a quick method for previewing text. Conducting all the theories above the researcher was explained how to implement

the FLIP Strategy in reading as a tool to comprehend the information presented in written text.

### **G. Teaching Reading By Using FLIP Strategy**

It has been mention previously that reading can be tough through three stage: those are Pre – Reading, Whilst Reading Activity, and Post Reading Activity. Friendliness, Language and Interest are implemented in the Pre – Reading stage. While Prior knowledge are implemented in the whilst reading and Post reading. Ogle (2005: 52) in Teleumbanua research gives an example to apply FLIP Strategy as follows:

- a. The letter “F” stands for Friendliness: How friendly is my reading assignment? Students look first for text features such as graphs, picture, summary statements, or study questions and share they think reading texts will be about with two of their classmates.
- b. The letter “L” stands for Language: How difficult is the language in my reading assignment? The students scan the text estimating the number of unfamiliar terms they may encounter in order to assess difficulty of the language usage in this reading assignment. Look at the visual. What can you learn from them? How might they relate to the title?
- c. The letter “I” stands for Interest: How interesting is my reading assignment? The students read heading titles and picture captions to determine aspects

of the text that may be of interest to them. At the step, information can be found in many places. The students find as much information as they can by flipping through the book information and looking as titles, chapters, and headings, table of contents, index and highlighted words.

- d. The letter “P” stands for Prior knowledge: What do I already know about the material covered in my reading assignment? Finally, they try to connect what they already know to the topic presented in the text they are about to read. Accessing prior knowledge can help student to begin to connect the known to the new and, therefore, better comprehend the new text. At the last step the students predict what they will learn, how the story or information will be told.

From all the steps to applied FLIP Strategy above, the researcher concluded that the important things that the students should did in this research were:

First, the students looked for text features and appraised it, were the text language familiar or not? Second, determine aspects of the text, was the text interest to them or not? And the last, they try to connect their prior knowledge about the texts to comprehend the texts.

Using FLIP Strategy in teaching reading comprehension, the researcher and also the students had to know the purpose of it. Both of the researcher and the students were two components in teaching-learning process must know the advantages of FLIP Strategy.

## 2. METHOD

In the process of searching the development of the students' ability in reading comprehension through FLIP Strategy, the researcher used Classroom Action Research approach (CAR). In this research, the researcher was used classroom action research design.

Creswell (2005: 53) action research design are systematic procedures use by teacher or researcher together quantitative and qualitative data to address improvement in their educational setting their teaching and the learning of their students. Action research is one of method for design of procedures uses by researcher or teachers. The research is aimed to improve the educational setting in teaching and learning process of students.

In the research, the researcher was applied of FLIP Strategy to improve the students in reading comprehension ability of the students especially in narrative text to SMPN 29 Pekanbaru .To observed the activities of the researcher and the students during teaching and learning processes, the researcher needed a teacher-collaborator since classroom action researcher was a collaborative action. The researcher chose the English teacher of eight grade SMPN 29 Pekanbaru as teacher collaborator.

The researcher hopes that by having the collaboration with the teacher – collaborator, the activities of the researcher and the students during learning process can be observed well.

## 3. FINDING AND DISCUSSION

This chapter shows the description of data analysis. There were two research questions that would be answered in this chapter. Firstly “to what extent can FLIP strategy improve the students comprehension in reading narrative text at the grade VIII at SMPN 29 Pekanbaru ?” and secondly “ what factors influence the changing of students' ability in reading comprehension reading narrative text at the grade VIII at SMPN 29 Pekanbaru ?” base on the questions would be answered the data obtained from the test, observation checklist, field note, and interview.

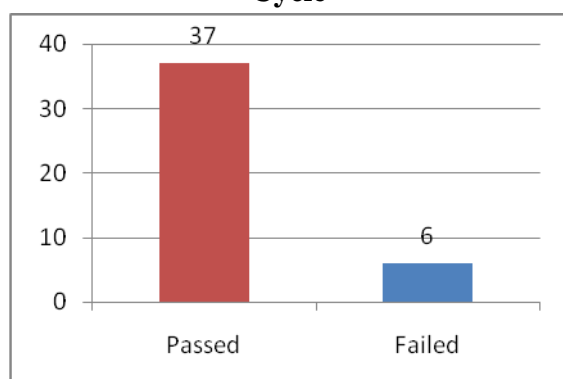
After analyzing both quantitative and qualitative data, the researcher examined whether FLIP strategy could improve the students' reading comprehension. The result below:

### The Students' Reading Comprehension in Cycle

category	Number of students	percentage
passed	37	86,04 %
failed	6	13,95 %



### The Students' Reading Comprehension Score in Cycle

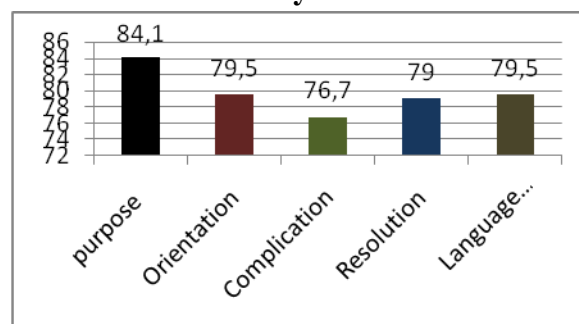


Based on the table and diagram above, there were 37 students who passed the passing grade criteria, and 6 were failed. The average score of the students' reading comprehension in narrative text was 80,09. The average score per indicator and the comparison increased point were shown in the table and diagram below:

#### The average students' score per indicator in Reading Comprehension on Narrative Text

No	Indicator of Narrative Text	The Score of Cycle 1
1	Purpose	84,1
2	Orientation	79,5
3	Complication	76,7
4	Resolution	79
5	Language Features	79,5
	Average	79,76

### Students' Reading Comprehension on Narrative Text for Cycle Per Indicator



Based on diagram above, it could be described that the students purpose of narrative text for cycle was 84, 1. Students' orientation on cycle was 79, 5. Students' complication on cycle was 76, 7. Students' resolution on cycle was 79 and the last, students' language feature on base score was cycle was 79,5.

From the students' reading comprehension in narrative text test results, it can be concluded that students reading comprehension can be improved by using FLIP strategy.

## 4. CONCLUSION

After conducting this classroom action research at eighth grade students of SMP Negeri 29 Pekanbaru, and therefore based on the research findings, it can be concluded that:

- Teaching reading comprehension by using FLIP strategy can improve the reading comprehension narrative text at VIII.3 of SMP Negeri 29 Pekanbaru. It can be seen from the achievement of students where the score of cycle was higher.
- Teaching reading comprehension by using FLIP has some factors that can influence the changing of students'

reading comprehension at eighth grade. First, the students' comprehension because the researcher give them more explanation and examples that can improve the students comprehension. Second, the students' active when teaching learning process because the researcher prepare of media which support their activity in the classroom.

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