

**THE IMPLEMENTATION OF SELF-DIRECTED LEARNING
STRATEGY IN TEACHING READING NARRATIVE TEXT IN
DISTANCE LEARNING DURING COVID-19
(A DESCRIPTIVE ANALYSIS STUDY AT THE NINTH-GRADE STUDENTS OF
YADIKA 12 DEPOK JUNIOR HIGH SCHOOL IN ACADEMIC YEAR 2020/2021)**

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Abstract: *This study aims to know how to implement a self-directed learning strategy in teaching reading narrative text in distance learning during covid 19 periods in ninth-grade students of SMP Yadika 12 Depok in the 2020/2021 school year. The data sources used are primary and secondary. Primary sources are data sources that directly provide data collection data where these sources are obtained from English language teachers. Meanwhile, secondary sources are data sources that do not directly provide data collection data where these sources are obtained from 49 students. This research method used a qualitative method with a descriptive analysis approach, so the authors conducted research directly to obtain in-depth information. The data collection techniques in this study used interviews and documentation. The research results in implementing a self-directed learning strategy in teaching narrative text in distance learning during Covid-19 determine the text to be read to practice reading skills. Then, through a guide made by the teacher, students practice independently.*

Keywords: *Reading, Teaching Reading, Self-Directed Learning, Narrative Text, Distance Learning*

Introduction

Reading is to understand the meaning of the text and improve language skills helpful in getting new vocabulary, enriching knowledge, understanding grammar structures, solving problems, and getting new ideas that students get (Grabe & Stoller, 2013). Readers typically use background knowledge, vocabulary, skills, grammar, text experience, and other strategies aimed at helping writers master written texts (Elizabeth et al., 2003). Reading is the primary key in all phases of student learning in reading skills, strategies to help reading skills, and analyzing (Hirai, 2010). Then, the reading process is beneficial to obtain in the language (Harmer, 2007). Reading strategies can help improve student action in

understanding and memory (Jack, 2002). The 2013 curriculum process requires teachers to learn, leading to student learning independence (Kemendikbud, 2015).

This research focuses on the implementation of narrative text learning. The narrative text retells a story in the past, based on someone's life experience and the history of the country's struggle (Pamela J. Farris, Carol J. Fuhler, 2004). The essential purpose of narrative text is to gain and retain the reader's interest through the experience differently. The narrative text has a relationship between realistic, imaginary, and fictional stories (John, n.d.). As Yopp & Yopp stated, narrative text is a story consisting of characters, plot, setting (time, place, and atmosphere), and aims at the background of a story (Shumm, 2007). Narrative texts are found in various contexts, such as novels, newspapers, magazines, and many more. (Jackson & Stockwell, 2011). Based on the competency standards for reading skills stated in the 2013 curriculum by junior high school students, they understand a narrative meaning well through oral and written texts in the form of short stories (Kurikulum, n.d.).

Reading skills can affect students' success in learning to read. The purpose of reading is to understand, analyze, and explore reading content. At each phase or part of school learning, it should be appropriate to dominate and integrate with reading activities. However, students' interest in reading is meager; this can be seen from the Program for International Student Assessment (PISA) for Indonesia in 2018 in reading ability in Indonesia, which is ranked 72 out of 77 countries surveyed with a score of 371. Based on these data, it is necessary to improve students' reading skills in Indonesia, especially in the elementary and junior high school education levels. In addition, in learning to read narrative texts, students are expected to gain practical knowledge to build thinking, socially and emotionally. So that students can be interested and understand to read narrative texts because so far, students are still less successful and not optimal. In addition, students' ability to read narrative texts still requires interesting strategies in reading. Based on Adi Widya, learning to read in elementary schools still does not focus on forming habits in students. In addition, learning to read is still considered boring and monotonous.

Based on Normanzah's findings, there are several solutions offered, including DRTA (Directed Reading-Thinking Activity) model, SQ3R (Survey, Question, Read, Recite, and Review), ECOLA (Extending Concept through Language Activities), Jigsaw Learning, Index Card Match, Card Sort, OH-RATS (Overview, Headings, Read, Answer, and Test-Study), Directed Inquiry Activity, KWLA (What I Already to Know, What I Want to Know, What I Learned, and The Effect of the Study), ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction), PORPE (Predict, Organize, Rehearse, and Evaluate), reading based on thinking patterns, genre-based learning, and Content and Language Integrated Learning (CLIL). These learning models are more suitable to be applied in face-to-face learning because these models seem to require direct teacher assistance still. Based on the current conditions with the Covid 19, face-to-face learning cannot be carried out, thus requiring a learning model that is considered adequate for online learning.

So with the existence of COVID 19, learning that should be face-to-face in schools must do distance learning, where the government advises about distance

learning which aims to reduce or break the chain of virus infection (United Nations Educational Scientific and Cultural Organization [UNESCO], 2020) of that the Ministry of Education and Culture provides a new policy namely changing the pattern of activities in the world of education in learning that should come to class. Still, now teachers and students must learn face-to-face online (Kemendikbud, 2020). Distance learning or online learning is a relationship between students and their learning resources in a separate way, but students get direct (synchronous) or indirect (asynchronous) interaction (Munadi, 2013). Distance learning benefits from telecommunications and information technology, such as the Internet (Heinich et al., 2012). So with this, it is necessary to have effective learning and run optimally to improve competence in student learning during the application of distancing learning.

From the problems that have been described, to improve students' reading comprehension in narrative texts, teachers need some practical strategies to solve problems. The author is interested in improving students' reading comprehension using a self-directed learning strategy. Self-directed learning strategy improves the knowledge, skills, and achievements chosen and generated from their hard work using any method. Self-directed learning strategy is a mental process usually accompanied and supported by identification and information seeking (Suknaisith, 2014).

One study uses this strategy, for example, the research conducted by Riski Pria Saputri (2021) on English teacher strategies and student responses at SMAN 1 Pulung Ponorogo school. During three meetings, the teacher provided material in quizzes through Moodle e-learning. In the quiz results, the teacher found that implementing moodle's self-directed learning was effective because students had good grades, enjoyed learning, improved their reading skills, and became more active and creative.

Based on the statement above, teachers face-to-face at school have always accompanied teaching text narrative material. So, during the COVID-19 pandemic, learning was done online, so teachers could not directly accompany students. So, students can learn narrative text independently, the English teacher at Yadika 12 applies a self-directed learning model.

From this phenomenon, the researcher is interested in discussing this research entitled "The Implementation of Self Directed Learning Strategy in Teaching Reading Narrative Text in Distance Learning during Covid 19".

- **Research Propose**

The study aims to know how to implement a self-directed learning strategy in teaching narrative text in distance learning during covid 19 toward the ninth-grade SMP Yadika 12 Depok in Academic Year 2020-2021.

- **Research Benefits**

For teachers, this research provides information to teach reading comprehension of texts effectively, uniquely and motivates students to improve reading comprehension. This research is expected to encourage students to develop

narrative text reading skills by applying independent learning strategies in everyday life. For other researchers, this study investigates strategies for reading narrative texts in distance learning with various other texts or other skills.

- **Theoretical Framework**

Reading is one of the most complex and unique skills in human cognitive activity (Rapp & van den Broek, 2005). Then, reading is finding written text to understand its content. It can be suggested that the reader must understand the meaning of the reading to pronounce the words correctly. So it can be concluded that reading must understand the meaning of the reading to read the words correctly (Richards, 2013).

The readers' goals in reading activity are to get, know, and understand from the detailed information of a text they need. Readers have goals; one of the goals is that they want to get information about anything. For example, someone driving a car using maps may read the maps and avoid traffic jams.

Then, four kinds of reading (Grellet, 2007), including:

- a) Skimming
- b) Scanning
- c) Extensive Reading
- d) Intensive Reading

The following are three types of reading models (Anne, 2015), among others:

- a) Bottom-up models
- b) Top-down models
- c) Interactive reading models

Teaching reading is a teaching process that involves collaboration with the school community and parents to teach about (Grabe & Stoller, 2013):

- a) Phonemic
- b) Phonics
- c) Vocabulary
- d) Comprehension text
- e) Fluency

A self-directed learning strategy is a process that can learn independently without the help of others, examine their learning needs, formulate learning objectives, determine learning materials, and evaluate learning outcomes (Saputri, 2021). Self-directed learning to deepen and broaden students' knowledge. This strategy increases knowledge, builds experience, and sharpens students' brains. Self-directed learning increases knowledge, skills, and achievements produced by their efforts using any method and under any circumstances (Saputri, 2021). For example, students build and launch a rocket that will rise a mile into the atmosphere. He creates inspiration for others.

Self-directed learning has four steps for implementing self-directed learning: planning, implementing, monitoring, and evaluating (Saputri, 2021).

- a) Planning
- b) Implementing
- c) Monitoring
- d) Evaluating

The narrative text is a text that retells an event in a story. The oral narrative is used, which tells about oneself. Therefore, the narrative often uses written, oral, and other narratives. (Purba, 2018). The narrative text aims to enjoy, persuade, entertain, show feeling, inform, and relate experience (Clouse, 2004). To identify the general structure of a text, Anderson & Anderson (2003) compiled several steps of narrative text (Hanafi, 2019), including:

- a) Orientation
- b) Complication
- c) Resolution
- d) Coda

According to Siahaan, Sanggam, and Shinoda Kisno (2008: 74), the narrative text has grammatical features, including (Purba, 2018):

- a) Focus on specific to the individualized participant. Example: She, her aunt, and uncle.
- b) Use of material process (action verbs). Example: Lived.
- c) Use of related processes and mental processes. Example: Did not want (related process) and heard (mental process).
- d) Conjunction. Example: A few days later
- e) Past tense. Example: Were/Was.

According to Dogmen, he explained that distance learning is an independent learning activity, the delivery of learning material through media, and the teaching and learning process is not face-to-face (Rahadi, 2008). According to Mackenzie, Christensen, and Rigby, distance learning is a tool that requires correlation to communicate between students and teachers. Distance learning is a separate teaching and learning process, and a connection is needed (Rahadi, 2008).

The reason for distance learning is that there is no longer any excuse for not accessing learning because distance and time are not practical. With the development of sound technology in all areas of life, including the implementation of learning in education, distance and time are no longer an obstacle, especially in a crisis due to the Covid-19 pandemic, which forced all educational institutions to switch from the traditional class system to a form of distance education.

Distance learning aims to obtain education independently of all types, paths, and levels at various learning resources according to the characteristics, needs, and conditions. This distance learning also provides various patterns and programs to serve, develop, and encourage students to have their innovations in their learning (Munir, n.d.).

The latest technological developments often lead to an increase in the emergence of different types of distance learning, including:

- a) Synchronous distance learning

- b) Asynchronous distance learning
- c) Hybrid distance learning
- d) Electronic learning
- e) Fixed time online courses

Research Methodology

This study was conducted at Yadika 12 Depok Junior High School, located at Limo Raya Street No. 20, Meruyung, Limo, Depok, West Java. The time used by research to obtain data is carried out on January 11–Maret 2021. This research took place at Yadika 12 Depok Junior High School because it utilized modern technology in teaching and learning.

In this study, the authors used qualitative research. Qualitative research is the process of discovering and understanding the meaning of individual and group behavior, social problems, and human problems (J. W. Creswell, 2012). In this study, the author uses a qualitative approach with a descriptive analysis method so that the researcher will obtain as much data and information as possible. Observe their lives and interactions, understand their language, and interpret the programs they have. Furthermore, the writer observes environmental phenomena, understands and gives meaning to the events seen and heard.

This qualitative approach concludes, analyses, and makes conclusions to answer research from the data (J. Creswell, 2009). This qualitative approach is in line with Bugin's explanation (2007: 68) which says that the descriptive method is to analyze based on conditions and social phenomena in society and become the purpose of the assessment, as a characteristic, character, nature, model, condition, situation, or specific phenomenon, but also analyze based on methods, theories, and abilities (UIN, 2019).

In this study, the units of analysis were teachers, students, objects, and places. In this case, the writer focused on Yadika 12 Junior High School, 49 students (21 female students and 28 male students), and learning media used as analysis units. With the limited subject being discussed, it is hoped that this research will not be broadened to a discussion far from that subject. Also, the importance of this research unit of analysis is to maintain its validity and reliability.

The technique of collecting data is the first step to getting data. Without it, the writer does not get data that complements the established data standard. (Sugiyono, 2017). The data sources used are primary and secondary. Primary sources are data sources that directly provide data collection data where these sources are obtained from English language teachers. Meanwhile, secondary sources are data sources that do not directly provide data and collect data where these sources are obtained from 49 students.

1. Interview
2. Documentation

The writer analyzed the results of the observations after interacting with the teacher. Then, the interview results, the writer transcribe and analyses the data

obtained from the recording. The writer must never forget this. However, the analysis is carried out. The writer must check and describe the research process results, and the analysis procedures must be honest and complete (Poerwandi, 2005). Here are the steps the author takes:

1. Data organization
2. Data coding
3. Data analysis

Findings And Discussion

- **Findings**

These findings are divided into two findings, including lesson plan and implementation of learning.

1. Lesson Plan

In the lesson plan (RPP), the objectives are formulated, namely "After following the learning process, students are expected to: (a) identify the contents of the fairy tale text that the teacher distributes through google classroom, (b) identify information from the content of the text, (c) mention the parts of the story, and (d) writing by hand the meaning of stories related to fairy tales in short and simple terms. Based on this goal, the teacher makes the following steps:

- a) **Planning:** the students are asked to make a study plan. The study plan made by students becomes a guide in doing learning assignments. In addition, learning plans are made by students individually so that students know consciously the steps they will take to complete a learning task.
- b) **Exploration:** The teacher asks students to read the narrative text according to the title they choose, understand and determine the structure of the narrative text, and record a video while reading it. At this stage, the teacher directs students to think critically by asking students to explain the narrative text they read and their understanding of the text, both in terms of understanding the meaning and understanding of the structure of the narrative text. So that students experience a process of profound and critical thinking about the texts they read. Then, the teacher asked the students to explain the narrative text structure they found. The teacher asks students to record videos as they read narrative texts to conduct assessments and familiarize students with conveying their understanding. So that students will understand the text they read. In this practice, the teacher assesses the pronunciation, delivery, performance, the text they choose, the understanding of the text, the clarity of the text, and the correctness of the text. The teacher also has a way to achieve the learning objectives. The way is to review the material that the teacher has described. These are poor, good, good average, average, and excellent. Suppose the child gets a score less than the KKM score, 75. If the student gets a score below the KKM, they have to repeat it and answer the

questions that the student has read. Alternatively, students who get good grades can teach their friends who get the lowest scores.

Furthermore, the teacher also tells their parents to remind students to read more and repeat the material. Furthermore, the planning of reading skills learning objectives in the narrative text also achieves learning objectives because the text used is still straightforward. So, according to the teacher, students will not find it difficult.

- c) **Assessment:** The teacher asks students to do a self-assessment using the sheet given by the teacher. Before the teacher assesses students, the teacher first asks students to do their assessment. So that students are accustomed to digging about how they should learn. Students are directed to determine which parts of the narrative text they understand and which they have not understood through self-assessment. This self-assessment plays an essential role in students' ability to determine the steps they take in the learning process to increase their understanding and understanding. Consciously and independently, students carry out their self-assessment based on the learning experiences.
- d) **Reflection:** the teacher asks students to reflect using the teacher's sheet. After conducting self-assessment, students are directed by the teacher to reflect on the learning assignments they have made. Students reflect on how far they know their knowledge about the narrative text. They can also know their skills towards narrative text, get value for it, and get a learning experience.

2. Learning Experience

In the learning experience, students work on assignments according to the four kinds of sheets given by the teacher.

- a) **Narrative text study plan.** In the narrative text study plan, students choose the learning resources they are interested in this plan. This learning resource is helpful and easy to understand in learning narrative texts. They can get started from books, the internet, and social media. Then, students write or describe the reasons for choosing these learning resources. Then, students choose the title of the narrative text first according to their interests. Then, students make a study schedule according to the teacher's direction. Write down the reasons for choosing the title of the narrative text. After that, students make a schedule of study assignments according to the number of learning assignments and make the first week to the second week.
- b) **Exploration of reading skills.** In exploring reading skills, students make notes about the narrative text structure, including orientation, complications, resolution, and coda. Then, students note what they get from the text. Students are required to fill out or answer according to the aspect of the question, namely 5W + 1H. Shiva wrote this in the orientation of the narrative text. Then, students look for the story's climax and state in what paragraph the story's climax is. Students write this in the complication of narrative text. Then, students look for and write down the

problems that have been solved. Students write this in the resolution section. Then, students determine what the moral values are in the text. Students write down the moral of the text in the coda section.

- c) Self-assessment. In self-assessment, students conduct self-assessment for planning, exploration, and reflection.
- d) Reflection. In reflection, students reflect on their knowledge of narrative texts, their skills, and the substantial value of roles in texts. They write about their experiences while studying narrative texts.

3. Student Learning Outcomes

The following are student learning outcomes that the researchers found from the research results.

- a) Student orientation towards learning tasks. Researchers see that learning assignments are seen as their obligations as students. Learning is not hindered even during a pandemic.
- b) Students as study subjects. The researcher saw that the teacher had treated students as learning subjects. In this section, the teacher seems to have activated students' metacognition through making lesson plans, self-assessment, and self-reflection.
- c) Time management. Researchers see that students can manage their time to study. In this section, students are no longer stuck in completing their assignments.

• Discussion

This study aims to discover how to implement a self-directed learning strategy in teaching reading narrative text in distance learning during COVID-19. Every teacher can apply independent learning strategies in reading narrative texts for students towards distance learning. This self-study is to help students plan their learning, make steps in learning, and know the learning outcomes of their study assignments.

Based on the findings presented above. A self-directed learning strategy is an essential aspect of the student learning process. Smith, cited in Saputri (2021), argues that a self-directed learning strategy is a process that can learn independently without the help of others, examine their learning needs, formulate learning objectives, determine learning materials, and evaluate learning outcomes. Based on, Mukminan cited in Saputri (2021), the characteristics of students who can learn from how they start learning, manage their time, and the techniques or ways they learn to improve their abilities. Saputri (2021) argues that this strategy increases knowledge, builds experience, and sharpens students' brains. Self-directed learning increases knowledge, skills, and achievements produced by their efforts using any method and under any circumstances.

According to Gibbos, cited in Saputri (2021), this design can improve students' skills because many recent discoveries about the brain have improved this design. We discovered that a brain is a meaning-creating machine that thrives in rich environments, looks for patterns, learns from past experiences, and works best

without threats. The brain is not only a dynamic self-learning tool. It is also highly personal. Recent studies on intelligence, learning styles, and talents or strengths have confirmed the great diversity of people's learning styles. Cognitive psychology also focuses on the importance of learning, i.e., formulating strategies that can apply to any learning task. These portable skills enable every student to prepare for the ultimate challenge of lifelong learning.

There are four steps to self-study in practice. If students have complete control over the learning process, they can use several essential skills. Based on Kleden cited in Saputri (2021), to regulate the introduction of activities and help students acquire these skills, we have identified the four stages of the self-study cycle and used them as a basic framework. It has been developed and adapted to planning, implementation, monitoring, and evaluation.

The first is planning. In planning is where students are asked to make a study plan. The study plan created by students becomes a guide in doing study assignments. In exploration, the teacher asks students to read the narrative text according to the chosen title, understand and determine the structure of the narrative text, and record a video while reading it. In monitoring, the teacher asks students to do their assessment using the sheet provided by the teacher. Furthermore, in reflection, the teacher asks students to reflect using the sheet given by the teacher.

On the other hand, Bandura (2001, 2004) explains four core aspects of human agency, including intentionality, vision, self-reactivity, and self-reflection. Intentionality is an action that a person takes to achieve a goal. The teacher made lesson planning to provide learning objectives to students. Vision is to set goals, anticipate the results of their actions, select desired behaviors, and avoid unwanted ones to achieve. They must also engage in self-reactivity to motivate and regulate their activities. Furthermore, this self-reflection assesses them in evaluating their motivation, values, and understanding. Thus, students can realize their level of knowledge in reading narrative texts.

In self-directed learning has the dimensions of motivation, responsibility, and control. According to Garrison, cited in Saputri (2021), motivation is a universal influence on autonomous learning, which affects the decision to learn (enter motivation) and the effort required to persist in learning once started (task motivation). This task involves students' cognitive and metacognitive processes (self-control) and their responsibility to construct meaning from learning. It also affects the level of control over knowledge, management of learning resources, and support (self-management). Together these three dimensions lead to autonomous learning.

Conclusion

Based on the data analysis, this research determines the text to be read to practice reading skills. Then, through a guide made by the teacher, students practice independently. The findings are discussed in the learning design created by the teacher and in the implementation of independent narrative text learning, among others;

1. The teacher made the lesson plan.

2. Implementation of learning by students based on designs made by teachers, Or according to the stages made by the teacher.
3. From these findings, the results of independent learning are effective because students provide videos to the teacher.

Based on the findings presented above. A self-directed learning strategy is an essential aspect of the student learning process. Self-directed learning increases knowledge, skills, and achievements produced by their efforts using any method and under any circumstances.

This study aims to discover how to implement a self-directed learning strategy in teaching reading narrative text in distance learning during COVID-19. Every teacher can apply independent learning strategies in reading narrative texts for students towards distance learning.

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