

Using Storytelling Technique to Improve Reading Ability at the Seventh Grade Students Of SMP N 5 Jambi Academic Year 2017/2018

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Abstract

The objective of this study was to find out the result of Using Story Telling technique To Improve Reading Ability at The Seventh Grade Students of SMPN 5 Jambi. The population of this research was all the seventh grade students of SMPN 5 Jambi which is grouped into ten classes. The class was taken as the sample was class VIIA consist of 33 students and VIIB consists 33 students by cluster sampling. The design of the research was experimental method. The research used two groups, experimental group and control group. Both of groups takes a pre-test and post-test. The researcher did two treatments for the sample. The objective of this study was to find out the result of Using Story Telling technique To Improve Reading Ability at The Seventh Grade Students of SMPN 5 Jambi. The population of this research was all the seventh grade students of SMPN 5 Jambi which is grouped into ten classes. The class was taken as the sample was class VIIA consist of 33 students and VIIB consists 33 students by cluster sampling. The design of the research was experimental method. The research used two groups, experimental group and control group. Both of groups' take a pre-test and post-test. The researcher did two treatments for the sample.

Keywords: Reading Ability, Storytelling Technique

Introduction

Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purposes; however it needs a practical and suitable method. Recently, science and technology are grows well, especially in printing technology. A lot of information stored in books and other print sources that require the ability to understand. Students at all levels of education are required to master their ability in reading, especially understanding the different types of reading. Because in many subjects, especially English lesson students have to read and understand from various sources.

Reading becomes an important part of language teaching, and it has complicated problem. Some teachers considered that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities

to make students understand reading text and moreover enjoy reading. Reading is seen as a simple activity, but actually it is a complex. We do not just speak of symbols that form of writing but also to understand the purpose of the text

As Daves and Whitney in Hamid (2011) stated that reading comprehension was not only about understanding the meaning of the text but also appreciating its overall significance to the readers and their interest in reading it. When the students' interest was low, it affected the students' attention. Attention and focus were needed to gain comprehension when reading. To solve the problems, researcher considered that teacher needs a creative way of teaching. It was hoped to make the classroom reading activity more interesting and enjoyable. By reading, the students will gain a lot of information from various sources that can add their insights to the world and its development. They also get more additional knowledge which has not

gained from lessons at school from the teacher's explanations.

In addition, to help students' learn to decide meaning in and language, story reading is believed to have many other benefits storytelling is also believed to. Barzag (2009) defined Storytelling as knowledge management technique a way of distributing information, targeted to audiences and a sense of information, and she added that stories provide natural connection between events and concepts.

Usually, most of students like story. It can make them enjoyable and fun not only in real life but also in teaching learning process means. Story telling can helps them to play their imagination based on the word and picture. It is also make students be active in the classroom, they supposition what is the part of story. Teaching English by applying storytelling has the good result, because it can improve students reading skills. Technique to reading is skimming, scanning, intensive reading and extensive reading. Skimming is to understand the essence of the given topic, scanning to find out the specific words or details, intensive reading to get specific details or information. It is usually slow reading done whit a lot concentration, and extensive reading to read at leisure.

However, the reality does not like the explanation above. Students in SMPN 5 Jambi get difficulty in reading. Based on my experience, when I have teaching practice in SMPN 5 Jambi, I found some problems of reading to the seventh grade students. First, the students feel bored and lazy. When they read the text, they are difficult to understand the texts especially in longer text. Second the student confused when the teacher ask them to read, after that looking for the main ideas they don't do it, they waited another friend and cheated it. It happened because of they are less in vocabulary, also less in motivated.

And the third sometimes students confused how to read word by word, so the students will feel afraid of making mistake when they talk in English.

Based on the explanation above, the writer is interested to conduct a research entitled "*Using Story Telling Technique to Improve Students Reading Ability at The Seventh Grade of SMP N 5 Jambi Academic Year 2017/2018*"

Research Methodology

This research used experimental method because in an experiment, investigators may also identify a sample and generalize to a population, this is inline with Cresswell (2003) stated that the basic intent of an experiment is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome. According to Sugiyono (2010:56) quantitative research is the research which used counting result that is processed by classification, counting and result as a presentation.

In this research the researcher use two groups, experimental group and control group. Both of groups take a pre-test and post-test. The experimental group the researcher gives the narrative text treatment, while the control group receives other technique. The other technique is direct oral story reading.

The variables investigated are independent and dependent variables. In Creswell (2014:84) stated that, Independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variables. Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. Other names for dependent variables are

criterion, outcome, effect, and response variables. In this research, the dependent variable is students' achievement in reading skill, while, the independent variable is storytelling technique.

This research will focus to see the influence of using of using story telling technique toward student's reading ability

The population of this research was all the seventh grade students of SMPN 5 in Jambi which is grouped into 10 classes. So the total population is 383 students. Polite and Hungler (1999: 37) stated the population as an aggregate or totality of all the object, subjects and members that conform to a set of specifications.

Population (or target group) used in questioner or interview study is that group about which the researcher is interested in gaining information and drawing conclusion (Tuckman, 1972: 201).

The samples of this research are two classes (A and B). The first class is the experimental group and the other is the control group. It assumed that both classes have the same range of ability based on the classification made by the school. Each class consisted of 35 students.

So, the total number of the sample is 70 students. During the experiment, the experimental group was treated by using storytelling, and the control group was treated by other technique.

The instrument of this research uses multiple choice items because it was easy to measure comprehension of students in reading text. This test provides four options where the students in reading text had to find one correct answer. The test consist of narrative text and 15 multiple choice items and consist of five type reading questions, such as: find the detail and factual information detect the main idea, identifying the reference word, identifying the synonym and antonym of

the word, and to identifying the moral lesson by (Brown 2000).

In analyzing, the formula used to analyze the students' post-test score. To measure the significant difference between the results of pre-test and post-test.

The formula will use t-test. The formula T-test taken from Arikunto (2010:349) as followed:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Legsends:

T : T-test value

Md : (difference) between pre-test and post test

Xd : deviation of each subject (d-Md)

$\sum X^2 d$: Quadrate of deviation

N : The number of sample

d.b. : N-1

The material was to students based on the book English for junior high school. The two groups got the same materials. The instrument focused on narrative text.

Research Findings

This research was conducted in SMP N 5 Kota Jambi from 26th February 2018 until 1st March 2018. There were 70 students involved in this test as an experimental class and control class. This research use the data from the students' score of pre-test and post-test that was given before and after the treatment. The test consisted of 15 items and it was constructed multiple-choice form. The text used narrative text. In the treatment, the researcher used 2 titles of narrative texts.

They were Little Brother, Little Sister and The Old Grandfather and His Grandson.

The testing hypothesis indicates the experimental class is significantly higher than that of the control class. Based on the result about, the researcher concluded that the experimental class performed better than the control class. The researcher finding reveals that Storytelling can improve students' reading to junior high school.

The researcher only focus on experimental class, the result of pre-test in experiment before treatment that the average score 57,49. Most of the student's difficult to answer the questions in indicator two and five that indicator to detect main idea and find the moral lesson. There are three students get high score and lowest score. Then There are differences in score between score pre-test and post ten in experiment class. There are thirteen student's get highest score above eighty and four students get lowest score that is sixty six. After doing treatment the students can answer the entire question with indicator that has been determined.

To know there is significant difference between experimental class score and control class scores, t-test was higher than t-table. In order to see the significance between pre-test and post-test before and after treatment of experimental class, the Pearson Product Moment formula would be used analyze the data, the researcher was compared between the score of pre-test and post-test.

The result of t_{test} was 1,45 and t_{table} was 1,027 it mean that t_{test} is higher than t_{table} ($1,45 > 1,027$). Based on the calculation, there is the significant difference between two means, in the pre-test, the average score of the experimental group was 57,48 and the control group 52,93. The result of post-test the

experimental group was higher than the control group, those were 76, 03 and control class was 64, 27. From the calculation above it indicates that after getting treatment, the experimental group was better than the control group.

Based on the analysis, it is found that there is improvement of the students after researcher did treatment. The treatment learned English subject two meeting a week. The researcher just taught about reading narrative text. After, treatment can be conclude that reading skill of student before the researcher gave treatment students in teaching reading using Story Telling Technique was weak. This fact based on the findings the mean all the students' reading was 57,48. It were caused the students were not interested and encouraged to answer its question rightly. Sometimes they are bored when learning reading because they must interpret text.

After researcher gave treatment or after the researcher taught reading using Storytelling Technique, the score reading of students changed to be 76,03. This fact based on the findings from post-test after treatment increased. Reading of students can increase because the students were thought that using Storytelling Technique in learning reading could make them more active, responsible and imaginative when they read the text use body language, face gesture and media picture.

Conclusions

Based on the result of this research, there is a significant different between experimental group and control group. It can be seen from the final score of the experimental and control class.

In the pre-test, the average score in the experimental class is 57,48 and the control class is 52,93. After the post test, the average scores in experimental class is 76,03 and the control class is 64,27. Its

mean that the difference between the experimental class and control class was 0,2. And the t_{test} was 1,45 and t_{table} was 1,027 it mean that t_{test} is higher than t_{table} ($1,45 > 1,027$). It provided that there is a significant difference between using Storytelling Technique.

The researcher concludes that teaching narrative text by using a technique like Storytelling is very useful both for the teacher and the students. For the teacher, he/she can explain the material in detail. For the students, they are motivated because they find out a new thing during the learning activity. Thus, it is expected by the researcher that teachers can apply this technique in the future

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