

STUDENTS' PARTICIPATION ON READING COMPREHENSION CLASS TAUGHT BY PAIRED STORYTELLING STRATEGY

Iskandar, Sudarsono, Syarif Husin

English Education Study Program, and Languages and Arts Education
Department, FKIP UNTAN in Pontianak
Email: iskandarmude88@yahoo.com

Abstract: This thesis discusses students' participation in teaching learning process taught by Paired Storytelling Strategy. This thesis answered the research question "How is the students' participation on reading comprehension class taught by Paired Storytelling Strategy". It was a descriptive study. The data were collected through classroom observation. The students' participation were tallied and then classified into four categories based on the rating scale of the percentage of students' participation. They are very active, active, less active, and passive. The research findings indicate that the students showed active participation in the reading comprehension class taught by paired story telling strategy.

Key words: Students' Participation, Paired Storytelling Strategy

Abstrak: Penelitian ini membahas partisipasi siswa dalam proses belajar mengajar yang diajarkan dengan strategy bercerita secara berpasangan (Paired Storytelling strategy). Skripsi ini menjawab pertanyaan penelitian " Bagaimana partisipasi siswa pada kelas Reading comprehension ketika diajar dengan menggunakan strategi bercerita secara berpasangan (Paired storytelling strategy)?" Penelitian ini dilakukan dengan menggunakan metode Diskriptif. Data diperoleh dengan menggunakan classroom observation. Partisipasi siswa dihitung kemudian diklasifikasikan berdasarkan skala angka persentase. Adapun klasifikasi tersebut adalah sangat aktif (very active), aktif (active), kurang aktif (less active), dan Pasif (passive). Hasil peneilitian mengindikasikan bahwa siswa menunjukkan partisipasi dengan kategori aktif di kelas reading comprehension ketika diajarkan dengan Paired Storytelling strategy.

Kata kunci: Partisipasi Siswa, Strategi Bercerita Berpasangan

Students at "SMA Negeri 01 Teluk Batang" had problems in their reading comprehension. According to the English teacher, the problem was because the students did not participate the class actively. Some of them did not pay attention to the teacher, they were being busy by themselves, and they talked to friends. This types of participation influenced their reading comprehension achievement at last.

In Indonesia, English is taught as a foreign language compulsarily. Mastering a language means having language skills. In the classroom, the students are taught language skills such as reading. Reading enables students to gain

knowledge from printed materials like textbooks, newspaper, magazine, and others. To make reading class a success, the students need to participate actively. Therefore, what should be there is an effort to make students active to participate in the classroom especially on reading comprehension class.

Students' participation is usually defined as the activities or behaviors during the teaching learning process. The activity or behavior is connected with the learning activities such as reading the material, writing, listening to the teacher, asking questions, giving a comment, doing a task, and discussing with friends.

Students' participation in the classroom can indicate their learning motivation. Turner J.C and Hellen Patrick (2004) claim, "Participation in lessons facilitates learning. There are a number of ways that students can participate overtly, including offering their ideas and thoughts spontaneously, volunteering to answer questions, answering questions when called on, demonstrating at the chalkboard, talking to peers or the teacher about tasks, and completing written work. Students may also participate without these behavioral indicators of involvement by watching, listening, and thinking". According to Dancer & Kamvounias cited in Kelly A. Rocca (2010), "Participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance". Cohen cited in Kelly A. Rocca (2010) says, "Participation is a way to bring students actively into the educational process and to assist in enhancing our teaching and bringing life to the classroom". In the current study the focus is on explicit and observable participation of the students behavior in the classroom.

Trinandita cited in Yasa (2008:1) states, "Hal yang paling mendasar yang dituntut dalam proses pembelajaran adalah keaktifan siswa (the most basic things that are required in the learning process is the involvement of the student)". Active students in the learning process will lead to a high interaction between teachers and students or students with students. This will result in a fresh atmosphere and conducive classroom, where each student's ability to engage as much as possible. Learning activities arising from the student will result in the formation of knowledge and skills that will lead to improved performance.

Learning activity is any activity carried out either physically or spiritually during the learning process. Learning activity is one indicator of the desire of students to learn. Learning activity is an activity that leads to learning such as asking, asking opinions, tasks, to answer questions and teachers can work together with other students, as well as responsibility for a given task.

According to Siswono cited in Fauziah S. (2010:9) "The activities of students participation in the class are: 1). Be relevant to the teaching and learning activities; 2). Listening to the lesson; 3). Reading; 4). Writing; 5). Discussing with friends; 6). Presenting the task; and 7). Giving respond .

The above activities may happen in any teaching learning process. The activities in the present research deal with students' participation in reading comprehension class. Although it sounds general, but this research finally will direct to reading comprehension itself. Therefore, the seventh activities are used as the indicators how the students participate in reading comprehension class.

Thus, it was interesting to do a research about the students' participation. In doing this research, Paired Storytelling Strategy would be applied as reading comprehension strategy. It would describe how the students participate on reading comprehension class when they were taught by using this strategy. Lie (1993) says, "The paired storytelling strategy was developed as an alternative to strategies that rely solely on translating words and phrases. It encourages foreign students in high schools and colleges to use prior knowledge to improve comprehension of reading assignments. Both reading and writing skills are integrated with group activities in the paired storytelling strategy".

Lie (1993) claims, "Paired Storytelling Strategy includes five important characteristics in teaching students to read in a foreign language, those are: a). the important role of students' cultural background in reading comprehension; b). the use of the same sorts of skills as effective the first language readers done by; c). reading integrated with writing; d). engagement of real activity in nonthreatening cooperative contexts; and e). getting the opportunity to process information effectively and communicate in the target language.

In addition, Lie (1993) says that the benefits of the Paired Storytelling strategy. First, this strategy provide the opportunities for one to one interaction among students around school task and give them opportunity to use the target language communicatively. Because it is a group endeavor, paired storytelling encourages cooperation, motivation, and confidence. Self-esteem often is impacted positively. The second, verbal use of the target language improves the students' skills in reading and writing the language. The cooperative works improves group relations and increases self esteem, which particularly benefit non-native speakers of English who are rather inhibited about speaking in the target language in a larger group. The third is the contextualized practice with vocabulary that it provides. The new words are used in meaningful ways by both partners in each pairs.

METHOD

This research is descriptive which is defined as the procedures of solving the problem researched by describing or illustrating the subject or object of research (someone, institution, society, etc) based on the facts shown in now days. Best (1977:166) says, "Descriptive method describes and interprets what it is. It concerned with the condition or relationship that exists, opinion that are held, process that are going, effect that are evident, or trends that are developing."

In this research, it would be offered Paired Storytelling Strategy and narrative text as the material to teach. It will be easier for students to do because they are familiar to the story. Paired Storytelling Strategy will lead them to follow the lesson and to participate in the teaching leaning process. Then, it would describe how the students participate on the reading comprehension class.

In doing this research, the teaching process followed 11 steps of Paired storytelling Strategy (see <http://muskingum.edu/~cal/database/reading.html>). The steps are dividing students in pairs, introducing topics, brainstorming, distributing

assignment, reading and annotating, exchanging lists, writing a story, reading stories, comparison, discussion, and evaluation.

The sample of this research was a class randomly selected out of 5 (five) classes. The sample consists of thirty (30) students. The data were collected by classroom observation. Then, the collected data were analyzed by counting the percentage of the frequency from each items of activities being observed through this proportion technique formula (Sudjana: 1996) as follow:

$$K = [A / N] \times 100\%$$

Explanation:

K = The percentage of students who show active participation in each activities

A = The number of students who do the activity

N = The total number of students

To have the category percentage of students' participation, it will be used the scoring criteria according to Arikunto Suharsimi (1997) as follow:

76% -100% Very Active

51% - 75% Active

26% - 50% Less Active

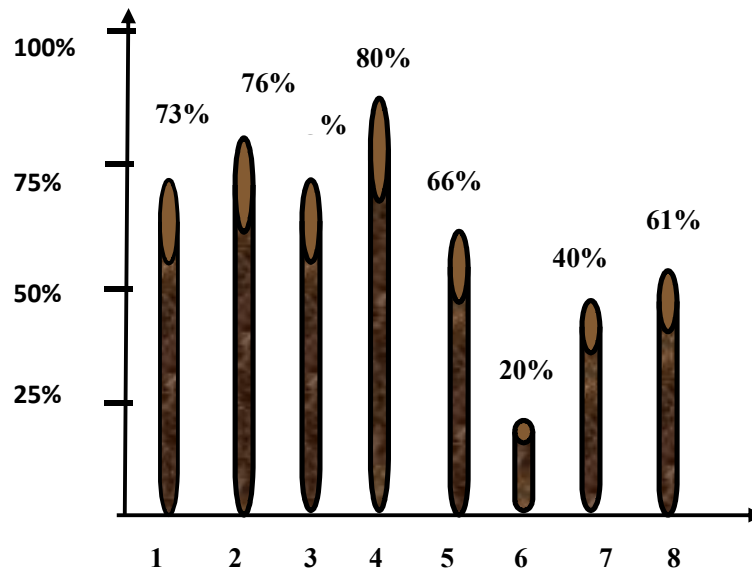
1% - 25% Pasive

This research involved an English teacher of the relevant school as the observer. The observer did the observation when the researcher did teaching. The observation was taken from one meeting. The observer observed the students participation in all teaching learning process. The observation sheet consisted of seven indicators. Then, The data was recapitulated after teaching learning process finished.

RESULT AND DISCUSSION

Result

The data in this research was obtained from observation sheet that describing about students' activities during teaching learning process. In this teaching process, The material was narrative text. Based on the observation from the teaching process, it was found that the students participate in an active way. The percentage of the students participation in learning reading comprehension when they were taught by Paired Storytelling Strategy could be described as follows:



Graphic 1: Percentage Activities Being Observed

Explanation:

1. Be relevant to the teaching and learning activities
2. Listening to the lesson
3. Reading
4. Discussing with friend
5. Writing
6. Presenting the task
7. Giving respond
8. The average of students' participation

As can be seen in the graphic above, the students' participation during class reached 61% based on the seventh activities being observed. According to the rating scale it was classified as 'Active' participation. The higher participation happened to participation of discussing with friend (80%) with classification 'very active' Whereas the lower one occurred to the participation of presenting the task (20%) with classification 'pasive'. The result gives meaning that the students participated actively in the class when they were taught by Paired Storytelling Strategy.

Discussion

The research findings proved that all students generally showed active participation on reading comprehension class taught by paired Storytelling Strategy. The students can participate as much as 61% in each learning activities. From all activities, the value reached positive result to the some activities

namely; be relevant to the teaching and learning activities (73%), listening to the lesson (76%), reading (73%), discussing with friends (80%), writing (66%). Although there was still found negative results to the activities namely; presenting the task (20%) and giving respond (40%).

This results also showed that there was deviation occurred about 39% in the learning activities. It was because some factors such as the students still get confused to the teacher explanation about the rules or the steps of Paired Storytelling Stragy, they were wooried about long story which made them difficult in time management, in addition that they were poor in vocabulary.

CONCLUSION AND SUGGESTION

Conclusion

In conclusion, the students of “SMA N 01 Teluk Batang” participated actively on reading comprehension class taught by Paired Storytelling Strategy. It was proved that the average percentage from all activities being observed is 61% that was belong to ‘active’ category.

Suggestion

The discussion and other data that support this research may suggest something to the students’ participation on reading comprehension. The suggestion could be listed as follow: (1) Students’s participation might be the important factor toward the teaching learning process and should be enhanced for the teachers and students. As for the students, they should participate in active way in the class. As for the teachers, they should create the teaching leaning which make students active to participate such as using correct strategy or giving the interesting material to students; (2) Paired Storytelling Strategy might be considered by the teachers to use in his or her teaching on reading comprehension class to attract the students’ interest; and (3) The activities should involve the students to solve what they learn and guide them to be more active and even give them a little performance by the teacher to keep the students entusiasm to participate in the teaching leaning process.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineke Cipta
- Best, John W. 1997. *Research in Education*. Ney Jersey: Printice Hall Inc.
- Cohen, Louis, et al. 2005. *Research Method in Education Fifth Edition*. New York: RoutledgeFalmer

- Fauziah, Siti. 2010. *Penerapan Model Inquiri untuk Meningkatkan Aktivitas dan Pemahaman Konsep Siswa pada Pokok Bahasan Sistem Pencernaan Makanan di Kelas VIII SMP Negeri 1 Sukadana*. Pontianak: Tanjungpura University.
- Petrides, J.R. 2006. Attitudes and Motivation and Their Impact on the Performance of Young English as a Foreign Language Learners. *Journal of Language and Learning*. Vol. 5 Number 1 2006
- Roca, Kelli A. 2010. Student Participation in the College Classroom: an Extended Multidisciplinary Literature Review.
- Turner, J.C. and Helen Patrick. 2004. *Motivational Influences on Students Participation in Classroom Learning Activities*. *Journal of Teacher College Record*. Vol.106 Number 9. Teachers College: Columbia University.
- _____. *Learning Strategies Database*. Retrieved on July 21st, 2011.
From <http://muskingum.edu/~cal/database/reading.html>