

***THE EFFECT OF STORYBOARD TECHNIQUE ON READING
NARRATIVE TEXT ABILITY OF SECOND YEAR STUDENTS OF
SMAN 9 PEKANBARU***

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Abstract: *This study is an experimental research. The aim is to find the effect of Storyboard on reading narrative text ability of second year students of SMAN 9 Pekanbaru. The Population was 186 Science class students. The sample was XI Science 1 Class. The writer used cluster random sampling technique. The instrument of this research was try-out test, pre-test and post-test. The test had six texts and all questions were based on reading comprehension. There were 48 questions for each test. The writer used SPSS 17.00 Program to analyze the data. Try-out items were calculated by Microsoft-Excel 2010. In conclusion, there is significant effect of Storyboard Technique on reading narrative text ability of second year students of SMAN 9 Pekanbaru. It is suggested that this technique being applied not only in narrative text, some improvisations from further researcher are really needed to make this technique better than before.*

Key Words: *Effect, Storyboard, Narrative Text, Ability*

PENGARUH DARI TEKNIK STORYBOARD TERHADAP KEMAMPUAN MEMBACA SISWA KELAS 2 SMAN 9 PEKANBARU

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Abstrak: Penelitian experimental ini bertujuan untuk mengetahui pengaruh dari teknik Storyboard terhadap kemampuan membaca siswa kelas 2 SMAN 9 Pekanbaru. Subjek penelitian ini adalah kelas 2 IPA 1 yang terdiri dari 37 siswa. Data diambil dengan memberikan tes kepada siswa dalam bentuk soal pilihan ganda. Tes terdiri dari 48 soal. Teknik pengambilan sampel adalah cluster random. Instrument dari penelitian ini meliputi try-out test, pre-test dan post-test. Soal objectif terdiri dari 6 narrative teks berdasarkan kemampuan membaca siswa. Jumlah pertanyaan dari test tersebut adalah 48 soal. Peneliti menggunakan program SPSS 17.00 (Statistical Product and Service Solution) yaitu program computer yang digunakan untuk menganalisa data statistic seperti, analisis korelasi, regresi linear, One Way Anova dll. Try-out test dihitung menggunakan Microsoft-Excel 2010. Dapat disimpulkan bahwa teknik Storyboard bisa memberikan pengaruh signifikan terhadap kemampuan membaca siswa kelas 2 SMAN 9 Pekanbaru. Teknik ini disarankan juga bisa diterapkan tidak hanya pada teks narrative tetapi juga jenis teks lainnya seperti teks deskriptif, teks analytical exposition dll, juga bisa diaplikasikan pada siswa SMP (Sekolah Menengah Pertama) dan SD (Sekolah Dasar). Ide cemerlang dan sedikit improvisasi dari peneliti berikutnya diharapkan bisa lebih baik dari sebelumnya

Kata Kunci : Pengaruh, Storyboard, Teks Narrative, Kemampuan

INTRODUCTION

Learning English cannot be separated from education in Indonesia. Indonesia is a foreign country which has four basic English language skills: Reading, Listening, Speaking and Writing. One of the four language skills that has priority to be learned by the students in senior high school is reading. According to School-Based Curriculum (KTSP 2006), the aim of teaching reading is to gain, to comprehend, and to interpret the information from any written text.

Science and technology is growing rapidly in this globalization era. It requires qualified human intelligence, but in the world of education in Indonesia, especially on school education. Teachers should be able to guide students. Reading is one of four basic skills, it enables students to find information from texts, newspapers, textbooks, magazines, internet and other media. Reading is not only looking at words in the form of graphic symbols but also getting meaning from word to word to understand what we read. It means that reading is a process to understand the text through context and to get information from texts. So, by reading we can develop one's intelligence and get more knowledge.

Essley (2005) defines storyboards as an alternative that a teacher can use for students that struggle with literacy and writing skills. Through the process of creating storyboards, students can learn valuable skills like creative writing. In line, Abraham (2008) stated that storyboard allows students to learn content material by using a combination of linguistic and visual representations of their understanding. Essley, Rief, & Rocci (2008) argued that storyboard use multiple panels through words and imagery to convey meaning of a story in chronological order.

According to Doherty & Coggeshall (2005) storyboard can demonstrate student's understanding of the material by retelling the story through a combination of words and imagery. The teacher can use storyboard in teaching processes as one of learning techniques. Doherty & Coggeshall (2005) stated storyboard as a type of post-reading activity could provide these students with a great number of advantages. For example, storyboard enhances the students' organization, time management, and planning because it allows them to organize their ideas and picture them before they write them using words. Also, storyboards allow students to make use of different reading strategies such as previewing, visualizing, illustrating, summarizing, sequence understanding, identifying main idea and details, identifying important information, and many more. Last, storyboard promotes the integration of reading and writing during class instruction since students are expected to describe their illustrations in detail.

Reading has many of benefits in life such as a medium of recreation, media of self-actualization, media of informative, media of enhancer insight, media of giving a reason, the media of learning a skill and media of forming emotional and spiritual intelligence.

Based on the writer's observation while practice teaching, most of students still get difficulties or problems of reading comprehension. The students reading ability from the students achievement of passing grade (KKM). Not all students can reach it because the score is 75. Some of students are not able to identify the gist of what they read, the specific information in reading material nor the points clearly, and not able to retell what they have read whether in spoken or written form.

Senior High School 9 Pekanbaru uses school Based Curriculum Competency (KTSP) 2006. This curriculum is a basic educational component in teaching and

learning process. This curriculum is a general policy statement intended to guide the teachers do in the classroom which considers a number of factor: societal, learning theory, development theory, content or subject matter.

METHODOLOGY

Research Design

This is an experimental research. This study was conduct to know the effect of storyboard after treatment has been taught The pre-test and post-test was designed by formula as follows, pre-test (O_1), exposed to a treatment (X), and post-test (O_2).

Gay (2000) stated that activity in performing experimental research can be shown in this schema; ($O_1 \rightarrow X \rightarrow O_2$). In conducting one pre-test-and post-test group, the writer need to understand the process of research well. The cycle of research process are: try-out test - pre-test – treatment – post-test.. The cycle of research process are: pre-test – treatment – post-test. The Population was 186 Science class students. The sample was XI Science 1 Class. The writer used cluster random sampling technique.

Data and Instrument

Brown (2010) defines multiple-choice responses are not only a matter of choosing one of four or five possible answers. Multiple-choice is the most popular method of testing reading. It is easy to calculate the result quickly. The data has been collected from students' score in pre-test and post-test. The writer used multiple choice tests to know the ability of students in reading narrative text. The instrument of this research is about narrative text, specifically legend and fable. Its multiple-choice tests that related to the reading text and students were asked to answer the questions based on the reading texts.. The tests were classified into eight components of reading in general (factual information, main idea, vocabulary, reference and inference) and the generic structures (orientation, complication and resolution), social function and language feature of narrative text. The test had six texts and all questions were based on reading comprehension. There were 48 questions for each test. The writer used SPSS 17.00 Program to analyze the data. Try-out items were calculated by Microsoft-Excel 2010.

RESEARCH FINDINGS

The data were collected by giving pre-test and post-test to the students. The students were required to finish the test which consisted of 48 question of the narrative text (specifically legend and fable). The pre-test was given at the beginning of the research to find out the students' reading comprehension before the treatment. Furthermore, the second test was given after the treatment had been applied. The data of the students' achievement on the aspects of reading is shown in table 1:

1. The Result of Pre-test

Table 1 Students' Reading Ability in Pre-test

NO	Aspects of Reading	Percentage %
1	Factual Information	59%
2	Main Idea	67%
3	Vocabulary	61%
4	Reference	82%
5	Social Function	60%
6	Language Feature	68%
7	Generic Structure	71%
8	Inference	76%

Based on table above, the lowest aspect in pre-test was 'factual information (59%), mediocre aspect was 'main idea (67%) and highest aspect was 'reference' 82%.

Table 2. Students' Ability Level of Reading in the Pre-test

Test Score	Ability Level	Frequency	Percentage
81-100	Excellent	5	14%
61-80	Good	28	75%
41-60	Mediocre	4	11%
21-40	Poor	0	0%
0-20	Very Poor	0	0%

2. The Result of Post-test

After all treatments had been done, the post test was conducted in order to know students' reading ability after storyboard technique has been taught. Finally, the data were computed and the result was found.

Table 2 Students' Reading Ability in Post-test

NO	Aspects of Reading	Percentage %
1	Factual Information	63 %
2	Main Idea	71 %
3	Vocabulary	75 %
4	Reference	92 %
5	Social Function	78 %
6	Language Feature	86 %
7	Generic Structure	88 %
8	Inference	86 %

Based on table above, the lowest score in post-test was 'factual information' (63%), mediocre aspect was 'language feature' (76%) and highest aspect was 'reference' (92%)

Table 3 Students' Ability Level of Reading in the Post-test

Test Score	Ability Level	Frequency	Percentage
81-100	Excellent	6	19%
61-80	Good	30	76%
41-60	Mediocre	1	5%
21-40	Poor	0	0%
0-20	Very Poor	0	0%

Based on table above, the writer pointed out that six students were in 'excellent level' (19%), 30 students in 'good level' (76%) and one student in 'mediocre level' (5%).

3. Result of t-test

In this study, t-test formula was used to compare pre-test and post-test results in determining whether the hypothesis could be accepted or not and measuring whether the instruments in treatment could give an effect to the students' reading comprehension or not. In performing the experimental research, hypothesis was required to see whether there is a significant effect after treatment was completely being taught or not. The mean of the pre-test score (X) achieved by the students was 71.24. The improvement could be seen in their mean score as shown in the post test result (Y) which is 74.65. In order the hypothesis could be accepted, the result of t-test formula is also required.

The t-test formula was = $n-1$ ($\alpha 5\%$)
 = $37-1$ ($\alpha 5\%$)
 = 36 ($\alpha 5\%$)
 = 2.028

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	83.9189	37	5.72217	.94072
	Pre-test	71.2432	37	9.43812	1.55162

Based on table above, the mean score of pre-test is 71.24 and mean score of post-test is 83.91. Standard deviation is a values spread in the sample, while standard error mean is an estimate of standard deviation. The spread of values in sample of pre-test is 9.43812, while standard error of mean is 1.55. The standard deviation and standard error of mean of post-test are 5.72 and .94072.

		N	Correlation	Significance
Pair 1	Post-test	37	.090	.597
	Pre-test			

Based on table above, the correlation coefficient was 0.90. The classification of the correlation can be shown on table below:

No.	The Value of "r" Product Moment (r_{xy})	Interpretation
1	0.00 – 0.20	There is such a correlation between variable x and y. However, the correlation is very weak and therefore that correlation can be ignored
2	0.20 – 0.40	The correlation between variable x and y is weak
3	0.40 – 0.70	The correlation between variable x and y is mediocre
4	0.70 – 0.90	The correlation between variable x and y is strong
5	0.90 – 1.00	The correlation between variable x and y is very strong

(Adopted from Anas Sudijono, 2008)

Based on table above, the correlation score is 0.90 means that the correlation between variable x and y is very strong.

Paired Differences					t	df	Sig(2-tailed)...
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
12.67568	10.58840	1.74072	9.14533	16.20602	7.282	36	.000

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on research findings, it can be shown that ‘storyboard’ is effective to be a technique in teaching reading comprehension. Furthermore, it was found out that the score of t-test (7.282) was higher than t-table (2.028). It means that the alternative hypothesis was accepted and the null hypothesis was rejected. It can be concluded that the implementation of ‘storyboard’ has beneficial effects as a technique in teaching reading comprehension.

Recommendations

Based on conclusion above, the writer suggests ‘storyboard’ technique as an alternative way in teaching reading. Further research can be conducted by different text types such as: analytical exposition text, descriptive text, procedure text, recount text, and etc. For next research can be conducted in different school level such as: Junior High School (SMP) and Elementary School (SD). Perhaps, the treatment will conduct for long time or Classroom Action Research (CAR). In conclusion, for next writer can conduct another step and innovation in the same field by using different text to get accurate data and valid result.

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