

***THE EFFECT OF STORYTELLING STRATEGY ON  
THE ABILITY OF FIRST YEAR STUDENTS OF  
SMAN 1 PEKANBARU IN READING COMPREHENSION***

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***Abstract:*** *This research aimed at finding out whether there is a significant effect of Storytelling strategy on the ability of first year students of SMAN 1 Pekanbaru in reading comprehension. The research design is a pre-experimental research with one group pre-test and post-test design. The sample was X MIA-2 chosen by using cluster random sampling technique. The result showed that the mean score of post-test (76.00) was higher than mean score of pre-test (70.03). The value of t-test (15.48) was higher than t-table (2.04) at 5% of the significance level and t-table (2.75) at 1% of the significance level. Therefore, Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected. It could be concluded that there was a significant effect of Storytelling strategy on the ability of first year students of SMAN 1 Pekanbaru in reading comprehension.*

***Keywords:*** *Storytelling, Reading Comprehension*

# **PENGARUH DARI STRATEGI MENDONGENG TERHADAP KEMAMPUAN SISWA TAHUN PERTAMA DI SMAN 1 PEKANBARU DALAM PEMAHAMAN MEMBACA**

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari strategi mendongeng terhadap kemampuan siswa tahun pertama di SMAN 1 Pekanbaru dalam pemahaman membaca. Desain penelitian yang digunakan adalah pre-eksperimental dengan satu grup tes awal dan tes akhir. Sampel penelitian adalah kelas X MIA-2 yang ditentukan dengan menggunakan teknik pemilihan kelompok. Hasil menunjukkan bahwa nilai rata-rata tes akhir (76.00) lebih tinggi dari nilai rata-rata tes awal (70.03). Hasil juga menunjukkan bahwa nilai t-test (15.48) lebih tinggi daripada nilai t-tabel (2.04) pada tingkat signifikan 5%. Oleh karena itu Hipotesis Alternatif ( $H_a$ ) diterima dan Hipotesis Nol ( $H_0$ ) ditolak. Dapat disimpulkan bahwa terdapat efek yang signifikan dari strategi mendongeng terhadap kemampuan siswa tahun pertama di SMAN 1 Pekanbaru dalam pemahaman membaca.

**Kata Kunci:** Mendongeng, Pemahaman Membaca

## INTRODUCTION

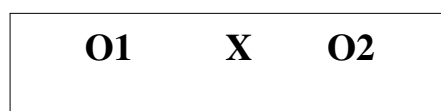
Reading becomes an activity that cannot be separated from students' daily life because it is a key to find the information in education areas. According to Grellet (2010), there are two main purposes of reading namely reading for getting information and reading for getting pleasure. In the classroom, the purpose of reading is reading for getting information. In order to get information, students need to comprehend what they have read. Reading would be meaningless without comprehension. As reading is an important skill that must be achieved by the students, it has already been taught from elementary level up to university level. Although reading is very important skill for students, they still have difficulties on reading activity in the learning process.

Based on the writer's observation with the teachers and the tenth grade students of SMAN 1 Pekanbaru, lack of students' interest to read the text, limited vocabulary and visualization, lack of identifying main idea, and the ineffective strategy applied (Texas Education Agency, 2002) are probably the causes of the students' difficulties in comprehending text. It was also supported by more than 50 percent of the students got low score in the previous reading lesson. They were not able to reach minimum criteria of achievement (KKM) that is 75. Those data was obtained from English teachers at SMAN 1 Pekanbaru. In addition, based on the interview with the students, they said that they feel bored and they are not interested in the learning process. They need some new activities that provide a change of mood in the classroom that can be expected to motivate them in reading activity and increase their achievement on reading activity.

Based on the English syllabus of tenth grade at the second semester of 2013's Curriculum, students are expected to be able to comprehend the texts including narrative text. Grabe (1991) says that strategy is the important element in the learning process in order to help students to comprehend the text. In helping students to comprehend the text, the writer used Storytelling strategy. Jennings (1991) states that through regular listening on Storytelling strategy students developed a story schema of narrative text that has been proved to be a scaffolding mechanism for reading comprehension. The result of the study is expected to give contribution and solution for the teacher in teaching reading more effectively, and students are expected to be easier in comprehending and mastering reading. They also can increase their achievement in reading comprehension.

## METHODOLOGY

The type of the research was pre-experimental research by using one group pre-test and post-test design. The design of this research is described as follows:



Where:

- O1 : Pre-test
- X : Treatment
- O2 : Post-test

(Arikunto, 2006)

The population of this research was all the first year students of SMAN 1 Pekanbaru in the academic year of 2016/2017. There are eleven classes with the total number of students was 377 students. The writer took only one class as the sample to be observed by using cluster sampling technique. Cluster sampling means that sampling in which groups, not individual, is randomly selected. Gray (2004) defines cluster random sampling is sampling strategy involving successive sampling of units progressing from larger units to smaller ones. In this study, the sample was class X MIA-2.

In doing this research, the pre-test and post-test were given to the students. The test consisted a 40-item-multiple choice test on five narrative text. Pre-test was given before the treatment, and post-test was given after the treatment.

The classification of students' scores adapted by Arikunto (2006) was used to classify the students' score in pre-test and post-test. In order to analyze the data, T-test was used by employing SPSS version 23.0. T-test was used to compare the difference result of pre-test and post-test.

**Table 1 Classification of Students' Score**

Test Score	Level of Students' Comprehension
81-100	Very Good
61-80	Good
41-60	Mediocre
21-40	Poor
0-20	Very poor

(Adapted from: Arikunto, 2006)

## RESULT AND DISCUSSION

### Result

Before giving the treatment, pre-test was given to the students. The result of pre-test is presented in the following table:

**Table 2. Descriptive Statistics of Pre-test Score**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Score	35	53	85	70.03	8.475

Table 2 shows that the mean score of 35 students is 70.03. According to the classification of students' score, the mean score is classified as good level. Meanwhile, the minimum score is 53 and the maximum score is 85.

The result of post-test is presented in the following table:

**Table 3. Descriptive Statistics of Post-test**

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	35	60	90	76.00	7.971

Table 3. shows that mean score of 35 students in post-test is 76.00. According to the classification of students' score, the mean score is classified as good level. Meanwhile, the minimum score is 60 and the maximum score is 90.

**Table 4. Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	70.03	35	8.407	1.421
Post-test	76.00	35	7.971	1.347

Table 4. shows that the mean score of pre-test is 70.03 and the mean score of post-test is 76.00. The difference of the mean score between pre-test and post-test is 5.97. The result shows an improvement on the students' ability in reading comprehension after the treatment was applied.

The last stage in analyzing the data was hypothesis. In this research, t-test formula was used to compare the result of pre-test and post-test in determining whether the hypothesis could be accepted and whether the treatment could give an effect on the students' ability in reading comprehension.

**Table 5. Paired Samples t-test**

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pre-test Post-test	5.971	2.281	.386	6.755 5.188	15.485	34	.000

t-table = 2.04 (Hatch and Lazaraton, 1991)

Finally, to prove the hypothesis, the data was calculated by using t-test formula with assumption as follows:

1. If  $t\text{-test} > t\text{-table}$ , the Null Hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.
2. If  $t\text{-test} < t\text{-table}$ , the Null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected.

Based on Table 3.5, the result of t-test is 15.485, while t-table is 2.042. It means that t-test is higher than the t-table. So, it can be concluded that  $H_a$  (There is a significant effect of Storytelling strategy on the ability of first year students of SMAN 1 Pekanbaru in reading comprehension) is accepted and  $H_o$  is rejected.

## **Discussion**

Based on the description of the data, it can be stated that Storytelling strategy is applicable for teaching English on reading narrative texts. It can be proved that the results by comparing the students' pre-test score and the students' post-test score. The result showed that the students' post-test score (76.00) was higher than pre-test score (70.03) which indicated the improvement of students' ability in reading comprehension of narrative texts, specifically Legends.

Students were interested in storytelling activity by enjoying the performance of storyteller while listening to the story. In Storytelling strategy, both students and teacher composed the story together. It also enhanced the students' participation and interaction during the learning process. After listening to the storytelling, students were engaged into the story then it prepared them for reading activity. Students comprehended the story completely by the imaginative experience that helped students to develop their reading and concentrating ability via visual clues such as illustrations through Storytelling strategy. It gives contribution in increasing students' achievement in reading comprehension ability.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

Based on the result of data analysis, it can be concluded that Storytelling strategy gives significant positive effect for students in comprehending narrative texts, specifically Legends. Storytelling strategy gives positive and enjoyable learning environment in the classroom. Students were interested in Storytelling strategy by enjoying the performance of storyteller while listening to the story.

In Storytelling strategy, both students and teacher composed the story together. It also enhanced the students' participation and interaction during the learning process. After listening to the storytelling, students were engaged into the story then it prepared them for reading activity. Students comprehended the story completely by the imaginative experience that helped students to develop their reading and concentrating ability via visual clues such as illustrations through Storytelling strategy.

### **Recommendations**

The result of the research shows that the students' reading comprehension improved. There is significant difference on the students' ability in reading comprehension before and after being taught using Storytelling strategy. The mean

score before being taught through Storytelling strategy was 70.03 while the mean score after being taught through Storytelling strategy was 76.00.

After getting the result of the study in this research, it is better to give some suggestions that can be used to teach narrative text as follows:

1. The teacher could apply Storytelling strategy as an alternative strategy in teaching reading narrative texts, especially Legends since this strategy gives positive influence for the students' reading comprehension ability in learning narrative texts.
2. It is suggested that English teachers tell stories of narrative texts to stimulate the students' imagination to visualize the stories which is related to the narrative texts by connecting the events based on the plot to amuse the readers. Through storytelling, students are entertained with the story. After listening to the story, the students are engaged into the text they read and it prepares them before they read the text. Finally they comprehend the story in narrative text completely.

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