



THE EFFECT OF STORYTELLING STRATEGY ON STUDENT'S READING COMPREHENSION AT SIXTH GRADES OF BUDDHIST MANJUSRI PRIMARY SCHOOL

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh strategi bercerita (mendongeng) terhadap kemampuan pemahaman membaca siswa di kelas enam Sekolah Dasar Buddhist Manjusri. Mendongeng sering digunakan oleh guru dan mendongeng merupakan salah satu strategi yang baik dalam proses belajar mengajar terutama dalam pengajaran membaca karena mendongeng itu menyenangkan, menarik, dapat mengembangkan imajinasi siswa dan juga dapat membuat siswa lebih mudah memahami teks atau cerita. Dalam penelitian ini peneliti menggunakan Pre-experimental design dengan One group pre-test dan post-test design. Subjek penelitian ini adalah VI sebagai kelas eksperimen yang terdiri dari 24 siswa: 15 laki-laki dan 9 perempuan. Instrumen dikumpulkan dengan menggunakan tes (pre-test dan post-test). Bentuk tesnya adalah pilihan ganda dengan empat pilihan jawaban. Setelah memberikan pre-test kepada siswa, peneliti memberikan perlakuan dan langkah-langkah dalam proses belajar mengajar adalah: (1) peneliti membagi cerita teks narrative kepada seluruh siswa; (2) peneliti bercerita dengan menggunakan gestur, nada suara dan gerakan dalam teks atau cerita; (3) setelah bercerita, peneliti meminta siswa untuk menuliskan beberapa pertanyaan; (4) peneliti memberikan waktu 15-20 menit kepada siswa untuk mendiskusikan jawabannya dengan teman sebangkunya dan menjawab pertanyaan, kemudian peneliti memilih siswa secara acak untuk menjawab pertanyaan. Setelah memberikan perlakuan, peneliti memberikan post-test. Peneliti menggunakan t_{test} untuk menganalisis hasil yang diperoleh siswa. Berdasarkan temuan dalam penelitian ini, peneliti dapat menyimpulkan bahwa hipotesis alternatif (H_a) diterima dan hipotesis nihil (H_o) ditolak atau dapat dikatakan ada pengaruh strategi bercerita (mendongeng) terhadap pemahaman membaca siswa kelas enam Sekolah Dasar Buddhist Manjusri. Ini terbukti oleh hasil penelitian. Hasil penelitian menunjukkan bahwa nilai t_{hitung} sebesar 25.44 dan nilai t_{tabel} dari derajat bebas (df) dari signifikansi 0,05 adalah 2.064. artinya nilai t_{hitung} lebih tinggi dari nilai t_{tabel}.

Kata kunci: mendongeng, membaca, pemahaman membaca.

Abstract

This research aimed to find out the effect of storytelling strategy on students' reading comprehension at six grades of Buddhist Manjusri Primary School. Storytelling are often used by teachers and storytelling one of the good strategy in teaching learning process especially in teaching reading, because storytelling is fun, interesting, can develop student's imagination and also it can make the student was easier to understand the text or story. In this study, the researcher used Pre-experimental design with One group pre-test and post-test design. The subject of this research was VI as experimental class that consist of 24 students: 15 male and 9 female. The instrument were collected by using test (pre-test and post test). The form of the test was multiple choice with four options answer. After





giving the pre-test to students, the researcher gave the treatment and the steps in teaching learning process were: (1) the researcher divides the story of narrative text to all students; (2) the researcher tell the story by using gesture, tone of voice and movement in the text or story; (3) after telling the story, the researcher asked the students to write down some question; (4) the researcher gives 15-20 minutes for students to discuss the answer with their seatmate and answer the question, then the researcher choose the student randomly to answers. After giving the treatment, the researcher gave the post-test. The researcher used t_{test} to analyze the result that the students got. Based on the finding in this research, the researcher can conclude that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected or it can be said that. There is effect of storytelling strategy on student's reading comprehension at the six grade of Buddhist Manjusri Primary School. It was supported by the result. The results of the study show that the value of t_{count} was 25.44 and the value of t_{table} from the degree of freedom (df) of significance 0,05 was 2.064. It means that the value of t_{count} is higher than the value of t_{table} .

Keywords: storytelling, reading, reading comprehension.

INTRODUCTION

Reading is one of the most fundamental abilities in language acquisition. Beside from that, reading is a significant activity in everyday life because it serves as a tool for expanding knowledge as well as obtaining information. According to Juel (2005: 4), reading is a process to be able to recognize words and integrate them into word meanings and into sentences and reading structures. The more we read, the more information and knowlege that we can get. As the important skill should be mastered by students, reading also must be taught well by teacher. Sibarani (2001: 2) states that the important role in the classroom teaching is the teachers. The teachers must be able to motivate, create or develop strategies in reading activity so that students feel easy in receiving and understanding the subject. There are two main goals in teaching reading: reading comprehension and reading achievement. Teacher should teach the students to make them understand about the text. The students have to get the meaning of the text and tell about the text to others by their own words. Next, if the students can comprehend the text, they can answer the question about the text more easily. Besides that, the students do not only can get idea or information that they to find but also can add the new vocabularies from the text. To be able to interperit and absorb information from reading material, students should have good understanding ability.

Even though reading comprehension has been taught, in fact the students still have difficulties in reading and difficulty to understand or comprehend the text. The reading abilities of children in Indonesia are extremely concerning. According to research by Program of International Student Assessment (PISA) of the Research and Development Agency of the Ministry of National Education of the Republic of Indonesia, 24.8% of them can only connect the text they read to one piece of information, and about 37.6% of them can only read without understanding what they are reading (Kompas, July 2nd 2003) in (Septiana Runikasari, 2008: 2). This indicates that a significant number of Indonesian children still struggle to fully comprehend the reading material. Based on the researcher's observation in Buddhist Manjusri Primary School, the researcher found that most of the students in the school have problem in reading comprehension. There are some factors that influence the problem, such as a lack of interest in reading book, lazy to read, low vocabulary mastery, students do not focus when learning, lack of motivation, less effective learning strategies, environmental influence and many more. One of the factors that most influence the problem in Buddhist Manjusri Primary school is the technique is used by the



teacher. The teacher are monotonous, so that the students get bored even some of the students felt sleepy while learning process.

Therefore, to solve the problem of reading comprehension in students, it is necessary to revise it through learning strategies that can attract students' interest and motivate students to learn their reading comprehension. On this study, the researcher is going to make a situation where the students feel enjoy in learning process. The researcher will use the storytelling strategy to know the student's reading comprehension at the six grade of Buddhist Manjusri Primary School. According to Tingoy (2014: 1) storytelling is the art or craft of narration of stories in verse and/or prose, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, or other accompaniment and may be learned from oral, printed, or mechanically recorded sources; one of its purpose may be that of entertainment. In the field of education, storytelling are often used as a learning strategy so that students can easily understand the material given. Storytelling is considered appropriate as a learning strategy for students, because storytelling is fun, interesting and can develop student's imagination.

REVIEW OF RELATED LITERATURE

Storytelling

According to McDrury and Alterio (2003) storytelling is an activity to pass the information from person to person and from one generation to the next generation. Storytelling can also be said as an art that describes actual events or in the form of fiction and can be conveyed using images, text or sound, while other sources say that storytelling is a depiction of life which can be in the form of ideas, beliefs, personal experiences, learning about life through a storytelling, Oliver Serrat (2008). . Furthermore, Mokhtar (2010: 48) states that storytelling is a technique that offers opportunities to practice organizing, categorizing, and remembering information concurrently with practice in predicting, summarizing, comparing and contrasting nformation on all academic communication functions and reading comprehension strategies. Otherwise, they state that storytelling makes reading passages easier to understand and help people remember them more precisely.

Based on the definition above, the researcher conclude that storytelling strategy can help the students in achieving the educational goals because success in retelling enhances students' mental efficiency and helps to overcome obstacles and to gain knowledge by themselves.

Reading

Reading is one of the four language skill (listening, speaking, reading and writing) is important to be learned and mastered by every individual, and reading is a way to get information from something that was written. According to Harmer (2007: 99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. The main purpose of reading is to find and obtain information, include content, and understand the meaning in reading. Accoding to Wallace (1992: 86), there are three stages in reading activities in the classroom as described bellow :

1. Pre-Reading Activities

Some pre-reading activities simply consist of question to which the reader required to find the answer from the text. Traditionally this type of question followed the text and was designed to test comprehension, but in more recent material questions often precede the text and fuction as scanning task that is the learner reads the text quickly in order to find



specific information related to the question.

2. While-Reading Activities

Generally the purpose of while –reading activities is to encourage learners to be flexible, active, and reflective readers. Flexibility is encouraged by inviting the reader to read in ways which are perceived to be appropriate to the type of the text being presented. Many while reading tasks with the aim of encouraging active and reflective reading attempt to promote the kind of dialogue between reader and writer.

3. Post-Reading Activities

Usually, the kind of post-reading activity consists of questions which follow a text.

Reading Comprehension

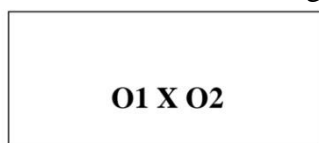
Reading comprehension is a process carried out by the reader to obtain information, messages, and meanings contained in a reading. A person is said to be successful in reading comprehension if they are able to understand all the contents of the reading well. Agustinus Suyoto (2008: 1) argues that reading comprehension is the ability to read to understand the main idea, important details, and the whole understanding.

According to (Tarigan 2013: 9-10) Reading comprehension has a purpose to 1) get comprehensive details and facts from the reading, 2) get an understanding of the main idea of a reading, 3) classify the information in the reading, 4) conclude the information in the reading, 5) compare the information in the reading, 6) obtain understanding of fiction patterns, written plays, critical reviews, and literary standards or norms.

Abbas (2016 : 231) identifies there are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

RESEARCH METHODOLOGY

In this study, the researcher used quantitative research with Pre-experimental design design to obtain the significance of the results of students' reading comprehension test and to find out the effect of storytelling strategy on student's reading comprehension at sixth grades of Buddhist Manjusri Primary School. The design chosen in this study was a one group pretest posttest design, where the researcher will give a pre-test to students. Then the researchers did the treatment. After finishing the treatment, the researcher will give a post-test. The magnitude of the treatment effect can be known more accurately by comparing the results of the pre-test and post-test. To make it easier to understand this research paradigm, it can be seen in the image (Sugiyono (2013: 108-109):



Information :

O1= Pretest value (before given treatment)

O2= Posttest Value (After being given treatment)

X = Treatment

Effect of treatment = O2-O1

The population in this study were all sixth grade students of Buddhist Manjusri Primary School and the samples of this study were students of class VI Buddhist Manjusri, totaling 24 students, 15 male and 9 female. The data in this study were obtained through the method, namely observation test and documentation Observations in this study focused on the class to see and observe learning activities which include teacher preparation in carrying out learning. The test is used to determine the effect of storytelling in increasing

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students' reading interest. This test is given to all grade VI students. The test data was obtained from a written test in the form of 20 multiple choice questions. Then the question is given to the class VI students. The purpose of the documentation method is to obtain data on the names of students who are the sample of the research, and photos of the research.

RESEARCH FINDINGS AND DISCUSSION

Validity and Reability Test

Validity test is used to measure the an item (test). Validity test is carried out through a comparison between the calculated *r value* and *r table*. Before conducting the research, the test instrument was first tested on students who were different from the research subject. The validity test criteria were consulted with the product moment correlation in the table with a significant level of 5% (0.05), with the number of respondents as many as 29 students, then $r_{table} = 0,367$. So if *r count* is greater than *r table* then the item is said to be valid. The result there are 15 questions that are declared valid because the value of *r count* > *r table* and there are 5 questions that are declared invalid because the value of *r count* is < from *r table*.

Reliability test is used to determine whether the item of reliability consistently gives the same measurement results. Based on the results of the reliability test, it can be stated that the questions are reliable. To test the reliability of the instrument, the researcher did it through the Cronbach Alpha method. From the results of the calculation of the reliability test of multiple choice questions it can be seen that the value of Cronbach's Alpha is 0,742. Based on the conclusion that the alpha stability value of 0,742 is included in the reliable category. So it can be concluded by the researcher that the 20 test instruments proposed are reliable.

Normality test

The normality test in this study was used as prerequisite for the t-test. The data used for the t-test must be normally distributed. The normality test used is the Kolmogorof-Smirnov test . According to Kadir (2015: 2) A distribution is said to be normal if $D_0 \leq D_{table}$. In this study, the data collected in the form of pre-test and post-test.

Statistics	Pre-test	Post-test
Mean	56,66	77,91
Standard deviation	19,37	17,18
D_0	0,16	0,15
D_{table}	0,269	0,269

From the table above, the normality test of the data can be seen that D_0 from the normality test at pre-test 0,16 and post-test 0,15, it can be concluded that the test data are normally distributed (H_0 is accepted, H_1 is rejected).

Homogeneity Test

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Homogeneity test is used to find out if there is a level the data variance is the same or not. The homogeneity test used is f test (similarity test of two varians), with hypothesis formula:

H_0 = The variance between the pretest and posttest scores is same (homogeneous)

H_a = The variance between the pretest and posttest scores is not same (not homogeneous)

The criteria if $F_{count} \leq F_{table}$, then H_0 is accepted and H_a is rejected. And the result of the test is the value of F_{count} (1,12) < F_{table} (2,01), then H_0 is accepted. So the conclusion is the pretest and posttest scores have the same variances or homogeneous.

Hypothesis Testing

After the prerequisite tests for the normality test and the homogeneity test of variance/covariance are met, the next step is to test the hypothesis. This study uses Paired Sample T-Test. Paired sample t-Test is a different test of two paired samples. Sample Pairs are the same subject, but experience different treatments different. This different test model is used to analyze the research model before and after.

According to Widiyanto (2013:35), paired sample t-test is one of the testing methods used to examine the effectiveness of the treatment, marked by the difference between the average before and the average after being given treatment. Test done by using significant 0.05 ($\alpha=5\%$), with hypothesis formula:

H_a = There is effect of storytelling strategy on student's reading comprehension at the six grade of Buddhist Manjusri Primary School.

H_0 = There is no effect of stoytelling strategy on student's reading comprehension at the six grade of Buddhist Manjusri Primary School.

The results is there is effect of storytelling strategy on student's reading comprehension at the six grade of Buddhist Manjusri Primary School. before and after being given treatment. The results show that $t_{table}(2,064) < t_{count}(25,44) = H_0$ is rejected or H_a is accepted.

CONCLUSION

Based on data analysis and hypothesis testing carried out there is effect of storytelling strategy on student's reading comprehension at the sixth grade of buddhist manjusri primary school. Based on the finding in this research, the researcher can conclude that the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It was supported by the result. The results of the study show that the value of t_{count} was 25.44 and the value of t_{table} from the degree of freedom (df) of significance 0,05 was 2.064. It means that the value of t_{count} is higher than the value of t_{table}

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