

IMPROVING STUDENTS' READING COMPREHENSION THROUGH PAIRED STORYTELLING IN SMP N 1 MOJOGEDANG

Dian Laila Rohmawati

Dianlaila50@yahoo.com

Magister of Language Study Postgraduate Program of Language Muhammadiyah University of
Surakarta

Abstract

Eight grade students of SMP Negeri 1 Mojogedang have average reading score 58.71 in the first semester test. The minimum score of second grade students of SMP Negeri1 Mojogedang should have at least 75.0 for every skill. It indicated that they are having a big problem in reading. There are 36 students, consist of 18 boy students and 18 girl students. The aim of this study is to knowing the improvement the students comprehension of teaching reading by using Paired Storytelling technique on student reading skill so that the researcher conducted the research entitled "Improving the Students reading Comprehension through Paired Storytelling (A Classroom Action Research to the Eight Grade Students of SMP N 1 Mojogedang 2012/2013 Academic Year)". The method of this study is classroom action research. The researcher presented the result of the research which consists of two cycles. The research procedure contained a series of steps, there are planning, acting, observing and reflecting. This research focused on reading by using Paired Storytelling. In collecting the data, the researcher used qualitative and quantitative data. Based on the research background, the problem statements of this research as follows: How is the implementation of teaching reading using Paired Storytelling technique to students at the eight grade students of SMP N 1 Mojogedang 2012/2013 Academic Year? And How does the use of Paired Storytelling improve the students reading comprehension at the eight grade students of SMP N 1 Mojogedang 2012/2013 Academic Year?

The result of the action showed that there are some improvements during the teaching learning process. The improvement of students' reading comprehension achievement can be seen for the quantitative data analysis. There was improvement of the students mean score from first test until third test. In the first test the students score was 65,41 then 70,09 in the second test, and 75,84 in the third test. It means that the students' reading comprehension achievement improved. The implementation of paired storytelling technique can also establish better motivation in teaching learning.

Keywords: Reading comprehension, Paired Storytelling, Narrative text.

1. Introduction

Reading is simply one of the many ways in which human beings go about their basic business of making sense of the world, (Eskey in Simanjuntak, 1998: 4). Reading is the active process to understanding the print text and the graphic texts. So, reading is a thinking process. Effective readers know that when they read. The reader will understand the content of the text after they read. Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text.

In Simanjuntak (1998: 4) stated that reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read. Assuming that these basic conditions have been met, that the students does have a real interest in a subject, knows enough to make sense of the text, the question arises of what the students will actually do when she/he reads the text.

Paired storytelling is developed as an interactive approximate between students, teacher and material. In this technique, teacher monitoring the students experience background and help to activate this background in order to maximize the lesson. The learner thought is appreciated by the teacher so the students are motivated to study hard (Isjoni, 2007: 80). Narrative text is a text that has a function to amuse or entertain the reader or listener. There are some kinds of narrative text, there are myth, fable, legend, etc, (Suprpto and Darwis, 2006:38).

There were many researchers conducting a research on improving student's reading ability. The research with title "*Improving Students' Reading Comprehension By Using Team Assisted Individualization (TAI) At the Eight Grade of MTs N Karangdowo in Academic Year 2012/2013 (A Classroom Action Research)*" was conducted by Ratna Ekasari (2013) and *Improving the Students' Reading Skill Through Paired Storytelling (A Classroom Action Research at the Eleventh Grade Students of SMK Bhinneka Karya In The Academic Year of 2008/ 2009)* was conducted by Whalesi (2009). Ekasari (2013) focused on Team Assisted Individualization but the researcher focused on Paired Storytelling for her subject of research. Meanwhile, Whalesi (2009) used Paired Storytelling technique to view does and to what extent paired storytelling improve the students' reading skill.

This study aims to know the implementation of teaching reading by using Paired Storytelling of the eight grade students (D Class) of SMP N 1 Mojogedang 2012/2013 Academic Year. And to know the process whether Paired Storytelling can improve students' reading comprehension of the eight grade students (D class) of SMP N 1 Mojogedang 2012/2013 Academic year. The result of the research will make the students realize that reading is an

important thing in learning. It is also can encourage them to be active in learning to improve their reading comprehension.

2. Background

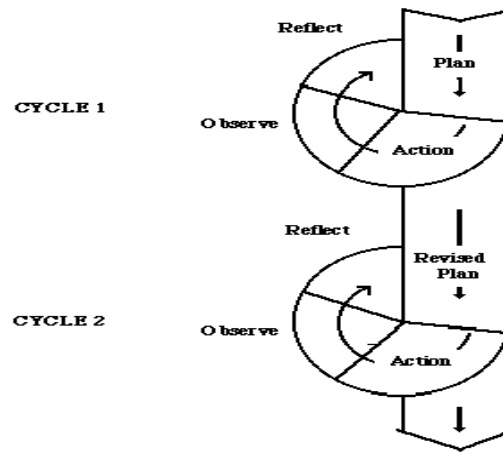
In fact, there are some problems of students in learning reading in SMP N 1 Mojogedang. As stated by the teacher Mrs. Endang Siswiyanti, S.S that the eight grade students of SMP Negeri 1 Mojogedang have average reading score 58.71 in the first semester test. The minimum score of second grade students of SMP Negeri1 Mojogedang should have at least 75.0 for every skill. It indicated that the students are having a big problem in reading. Students in VIII D class of SMP N 1 Mojogedang still have difficulties in understanding the content of English text, the students just read the text without understanding the meaning of context. The researcher found that the students' reading comprehension were low in SMP N 1 Mojogedang. This was caused by students' problems, especially in understanding vocabularies, finding main ideas, finding detail information, and so on. In the other hand, most of the students did not know the meaning of the vocabularies a lot used in reading text. It was indicated that many students still had difficulties in reading text. Based on the syllabus of second semester in second grade of Junior High School so the researcher uses narrative text.

3. Method

There are seven classes every grade, so SMP N 1 Mojogedang has 21 classes. There are eight classes in second grade of SMP N 1 Mojogedang. This study was conducted to the eight grade students' of SMP N 1 Mojogedang 2012/2013 Academic Year. The researcher chooses D class because D class has minimum score for reading skill based on the test score in the first semester and based on the pre test. The number of the students is 36; includes 18 girl students and 18 boy students.

This study is applying a classroom action research method. Kemmis and McTaggard (in Sukardi, 2004: 214-215) have developed a simple model of the cyclical nature of the typical action research process. Each cycle has four steps: plan, act, observe, and reflect.

Picture 1: Model of classroom action research



The procedure described that the plans is made by considering the fact findings from preliminary observation. Then, the researcher follows all the cycle in implementing the Paired Storytelling in teaching reading. The detail research description is explained as follows:

1. Planning

In this step, the researcher identifies a problem or issue and developed a plan of action in order to bring out improvements in a specific area of the research context. The researcher prepares everything before teaching learning process, such as the researcher preparing the material and designs the steps in doing an action in the classroom, preparing the aids of teaching especially in teaching narrative text, preparing all of the instruments such as papers, and copy of assignment.

2. Acting

The researcher prepares some steps in actions, such as give a pre test in the first time the researcher have observed, the material in the pre test is about narrative text. And than the researcher teach reading using Paired Storytelling technique. The students are divided paired with the other friends. The researcher makes the random of the students, the researcher match the students by their ability, than the researcher explains the material and brainstorming. After that the researcher distributes the assignment to the students. Each student in the pair is gives the different assignment. The students must do the assignment by reading the story and than gives the keywords to the students' partner. After than the students of pair write the keyword, and retell the story. After the students read or

retell the story, the researcher gives the evaluation. In the last of cycle the researcher gives a post test.

3. Observing

The researcher observes all activities in the teaching and learning process that using Paired Storytelling technique in teaching reading. The researcher observes how the process of the teaching learning that happens. The researcher also monitors and writes down the responses of the students in the classroom. In this step, the researcher writes what happen in the teaching learning process.

4. Reflecting

In this step, the researcher analyzes what happen in the classroom. If the researcher finds some difficulties problems that cannot solve in the teaching learning process, the researcher prepares the planning steps. The researcher reflects on these effects as basis for further planning, subsequent critically inform action and another, trough a succession of stages. The researcher tries to formulate the conclusion of the previous steps. The result of the observation is analyzes and evaluates. From these, it can be known that the students reading comprehension improves with Paired Storytelling technique or not.

The researcher has four reasons for use the Classroom Action Research in this research. First, the characteristic of classroom action research is focusing on solving the problems of study in the class. Second, it allows the researcher to have self reflection. Third, the cycle will not been end until the problems encounters can be solve. Fourth, it is one way to improve the students' reading comprehension.

The researcher used qualitative and quantitative data. The qualitative data in this research collected by using some technique include:

1) Survey

Crowther (1995: 1204) defines that survey is look carefully at all of something especially from a distance. The researcher observed all of the class with the teacher, before that the researcher asked permission to headmaster of SMP N 1 Mojogedang and told her purpose to go there. Then the researcher did the observation by guiding of the English teacher.

2) Interview

Sumhudi (1991: 69) defines that interview is a set of questions that contain questions to be used by researchers to gather information. The interview gives to the students, vice headmaster and the

collaborator. The interview covers the students understanding, attitude and the atmosphere in the teaching learning process.

3) Documents

Crowther (1995: 342) states that document is an official or formal paper, form, book, etc that giving information about something, evidence or proof, of something. Document in this research used to provide information relates to the problem. The documents are used by the researcher is to know the data of score of the students, for example the students report, worksheet, and the other. By analyzing them, the researcher got information about the students' progress in reading and students' responses toward the teaching learning process in the classroom. The scores representing could become the information about the students' reading achievement.

4) Observation

According to Suyadi (2011: 63) observation is a tool to capture how much effect the action has reached the target. The observation is use to know the students' behavior during teaching learning process. The observation notice classroom events, interaction in the classroom, and the students' responses during the teaching learning process.

The results of the test are analyzed using a formula proposed by Arikunto et.al (2010: 150) to calculate the mean score of pretest and post test. The quantitative data of the research was collected by using reading test. The reading test was given three times, in the beginning of the research and in the end of the cycle. The researcher was given the pre test for the students in all eight grade class. So the researcher knew what class that have lowest score and to know the data of their score. The researcher compare the mean scores of the cycle tests to find out whether or not there was an improvement of the students' reading comprehension achievement before and after Paired Storytelling was implemented. To analyze the result of the test and to know whether an improvement of the students' reading comprehension or not, pre test and post test score are compared. The mean of the pre test and post test can be calculated with the following formula:

$$\bar{X} = \frac{\sum X}{N} \quad \bar{Y} = \frac{\sum Y}{N}$$

In which:

X= means of pre test score

\bar{Y} = means of post test score

N= the number of sample

(Arikunto et.al (2010: 150)

In conclusion, by calculating the data using the formula above, it could be seen whether there was improvement of students' score among the tests or not. It was supported by analyzing the observational result, and test result. Finally it could be concluded that paired storytelling technique can improve the students' reading comprehension or not.

4. Results

The researcher found that VIII D is the class that has lowest score. The students of VIII D class in SMP N 1 Mojogedang in 2012/2013 academic year which consists of 36 students. The pre test was done on 4th April 2013. The result of mean score on the pre-test was 61,39 it indicated that their reading comprehension was low. The highest score was 75 and the lowest score was 40. The students are difficult to find the main idea and information in the text. The students can't find the mind idea properly, because they just read the text without understanding the meaning of context.

a. Cycle 1

1. First Meeting

The cycle 1 in first meeting was done on Wednesday, April 11th 2013 at 11.00 a.m. the researcher asked the students who were remember about narrative text, some of students answer it but the other part of students just silent. Then the students named Karisma explained a little about the definition of narrative text. Then the researcher explained about the narrative text. The researcher started the explanation from the purpose of narrative text. All of students gave attention and listened seriously. Then, the researcher explained about generic structure of narrative text which included orientation, complication and resolution. The last, the researcher explained about the language features of a narrative text. The researcher told the students to use Paired Storytelling technique in reading to make easier in understanding the text. The researcher told that the Paired Storytelling technique is one of the techniques that can explore the learners' ideas.

Then, the researcher gave the example of narrative text by the title *The Fox and the Crow*. In this session, the researcher guided the students to look for about the generic structure of each paragraph in the text. The researcher gave some questions related to the text. The researcher started by asking the students one by one to mention the generic structure and the question related to the text such as the difficult words, synonym and antonym of the words, and so on.

When the researcher asked the students to mention the meaning of difficult words were related with the text, it needs little bit long time to answer, because most of them did not bring dictionary. After the students gave the answer the researcher guide the students to work in pair, then the researcher ask to the students to sit down according to the researcher guide. After that because the students still confuse about the difficult word in the text, so the researcher ask to the students to work in pair in order to discussed about *the Fox and the Crow* and *Cinderella*. The researcher asks to the students to write the difficult word, discuss it, and then rewrite the story with their own words. Then the researcher ask the students to comprehend the text and come forward to retell, the researcher gave 30 minutes to discussion. Thirties minutes left, the researcher ask the students as volunteer to come forward, but all of the students just silent. A few minutes after that Evita Daryanti and her partner come forward to retell the story, all of the students give applause.

2. Second meeting

The second meeting in the cycle one was done on Saturday, March 13th 2013. In this meeting the researcher explained about Paired Storytelling, what Paired Storytelling was and how to learn it. The students looked seriously listened my explanation because they never heard about Paired Storytelling before and this technique very easy to understand. The students like this technique because the students didn't work individually, but they work in group.

Before I told to the students read the story titled "The Lion and the King", the researcher divided the students into a group, and each group consists of two students. Then the researcher distributed the assignment about "The Lion and the King", then I asked the students to put their idea based on the story. The students divided the work with their partner, so they feel enjoy. After that the students did their task to comprehend the text, and made a short a storytelling based on the text. The students performed forward in this section. At this section the researcher asked two groups to perform. After the group performed, the researcher checked the students work.

3. Third meeting

In the end of the phase, the researcher conducted the post-test in order to know the effectiveness of the implementation. The third meeting was conduct on Thursday, March 18th 2013. In this meeting, the researcher gave post-test to the students in order to

know the students' achievement in reading comprehension after given treatment. During the post-test, the students did by themselves.

b. Cycle 2

1. First meeting

The first meeting was carried out on Thursday, April 25th 2013. The researcher distributed the assignment. The researcher asked them to discuss within their partner. Next, the students were asked to finish their discussions. The students should come forward in front of the class and read their task. The researcher monitored during the task going on to check everything in the class.

2. Second meeting

The second meeting of the second cycle on Thursday, May 2nd 2013. The researcher asked the students to put themselves on paired which had been prepared by the researcher before. Next, the researcher began the task by giving the instruction. The researcher asked the students to work in pair and comprehend the text. All of the students had gotten the text. During the task did, the researcher was walking around to check whether or not everything was in order. The students were more confident to write their ideas. The task time was done, the researcher evaluated the result of the task.

3. Third meeting

The third meeting was carried out on Saturday, May 4th 2013. The students were asked whether they had done the researcher's command request in the previous meeting. The researcher asked the students to do the test. When the students did their test, the researcher walked around to check and to control the class. In the end of the class, the researcher suggested and motivated the students to study harder. He told them that the English lesson was easy as long as they make it fun.

5. Discussion

In learning English, there are some difficulties faced by students. For the students of VIII D SMP N 1 Mojogedang, reading is considered as a difficult skill. Based on the result of pre observation, the problem that students had were Students in SMP N 1 Mojogedang are still find difficulties in understanding the content of English text, the students can't find the mind idea properly, because they just read the text without

understanding the meaning of context. Based on the explanations above, the teacher should use appropriate technique to improve students' ability in reading for narrative text. The researcher implemented Paired Storytelling technique in the classroom action research. From every finding in each cycle, the researcher finds as follows:

1. Implementation

In teaching reading comprehension showed the positive result. The researcher found some changes to the students' achievements. From the implementation of Paired Storytelling model can be seen from the table of the improvement of the process of teaching and learning in reading.

Before the action research was conducted the mean score in pre-test was 61,39, then after the action research was conducted the score in the post test1 was 70,09 then post test 2 was 75,84. The result shows that the treatments during the research are effective. Then before conducting the research the students still confused to find the detail information of the text, but after conducting an action research the students generally could find the detail information of the text, and students' reading comprehension improved. Then about the atmosphere in the class before conducting the action research the students did not enjoy the teaching learning process, the students are passive when doing their duty, and the classroom condition was noisy and less pay attention to the lesson, but after conducting the action research the students could enjoy the teaching learning process, more active, and pay more attention in the teaching learning process.

From the table above, it can be seen that the researcher found that: Paired Storytelling can improve the students' reading comprehension and the process of teaching learning. The reading comprehension's improvement in this research included the improvement of the students' ability in reading was to identify the main ideas, lexical meaning, synonym and antonym, and detail information.

2. Data Analysis

In this study, the researcher use qualitative and quantitative data analysis.

a. Qualitative data analysis

1) Observation

The score of the cycle 1 can improve the students' reading comprehension by using Paired Storytelling, but there were the weakness that had been found in the cycle 1. Most of the students has limited in vocabulary. The students also got difficulties to find the main idea, synonym and antonym, lexical meaning and also the detail information in narrative text. The students' were also not active during teaching and learning process.

In the cycle 2 the students were more active than the cycle 1, although there were some students in the back corner looked

noisy, but most of the students looked active and enthusiast. Many students can understand and comprehend the students well, could identify the main idea of each paragraph, and could find the moral value of the text.

1) Interview

The researcher interviewed the vice Headmaster, the English teacher, and some students in the eight grade of SMP N 1 Mojogedang. The interview did to know the students' ability in teaching reading of narrative text especially after giving the implementation by using Paired storytelling. The result of the interview were the students more extracted in English lesson because the method of teaching learning more simple, interesting and easy.

b. Quantitative data analysis

The mean score of the students' pre test was 61, 39. There were 21 students who got score under minimal criteria of competence standard. The mean score in post-test 1 was 70, 09 and 75,84 in post-test 2. Based on the students' mean score, it could be seen that the action hypothesis is accepted in VIII D at SMP N 1 Mojogedang 2012/2013 academic year. From the improvement of students' score in every post-test, it can be concluding that the students' reading comprehension by using Paired Storytelling is improved.

The researcher concluded several findings in that answer problems stated in chapter 1 like the improvement of students' reading comprehension by using Paired Storytelling, the improvement of students' understanding of narrative text, and the improvement of students score. The researcher can conclude that the implementation of Paired Storytelling can improve the students' reading comprehension at eight grade students of SMP N 1 Mojogedang 2012/2013 Academic year.

Paired Storytelling allows the learners to explore many ideas. Paired Storytelling allows learners to awaken or brainstorming the students clear ideas. So, it \can be concluded that Paired Storytelling can explore many ideas from mind. The learners can do it with their paired to try to find the understanding about the text. Based on the explanation above, it can be concluded that Paired Storytelling technique can improve the students' reading comprehension in narrative text.

Based on the table above, it can be concluded that students' ability in reading in narrative text improved, from pre-test to post-test 1 to post-test 2. In cycle 1, we can see the result of the pre-test is 65,41 increased to 70,09 in post-test 1. And in cycle 2, the result of post-test increased to be 75, 84.

6. Conclusions

In line with the problem found in pre research, the researcher conducted classroom action research by implementing Paired Storytelling technique to improve students' reading comprehension especially in narrative text. Based on the research and discussion in the previous chapter, the researcher concludes that Paired Storytelling is the method that has been implemented well in teaching and learning process especially in teaching reading in narrative of SMP N 1 Mojogedang. The result of implementation was indicated by the students' score. The students' score increase.

The improvement of students' reading comprehension achievement can be seen from the quantitative data analysis. There was improvement of the students mean score from first test until third test. In the first test the students score was 65,41 then 70,09 in the second test, and 75,84 in the third test. It means that the students' reading comprehension achievement improved. The implementation of paired storytelling technique can also establish better motivation in teaching learning. The students can work in pair. They could comprehend the narrative text well in a pair or individually. Every student had to find the main idea, synonym and antonym, the moral value, references of each text and retell the story that the researcher has offer. After finishing the steps, every student must present the result of the discussion to makes the students more active. The students were confidence in presenting their work in front of the class, they could read well although still have a little mistakes in their pronunciation. Based on the explanation above, it can be concluded that the implementation of paired storytelling to improve students' reading comprehension achievement is increase, so the teaching learning process is also improve.

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