

THE EFFECTIVENESS OF STORYTELLING OF READING COMPREHENSION OF ELEVENTH GRADE STUDENTS MA BILINGUAL BATU

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Abstract: Reading is a fundamental skill to access information, as it allows the reader to access information worldwide. However for EFL students, reading in foreign language is not easy, and most information worldwide are written in English. Therefore, good teaching method in reading is necessary to enhance students' reading comprehension. In this study, teaching method used to investigate is storytelling as it promotes students' reading comprehension, it is considered to be an effective method to develop the aspects of cognitive, affective, social, and appreciation in learners. Therefore, the researcher is interested in conducting research about the effectiveness of storytelling method to improve reading comprehension. This study used experimental research design to measure the difference between experimental group who receive treatment and control group who receive conventional method. The data for this research collected in the form of pretest and posttest score from 56 students from the 11th grade students of MA Bilingual Batu. The data are analysed using SPSS version 24 with independent sample t-test. The study concluded that the students from the control group were dominant in reading comprehension in terms of pre-test, but then outperformed in the post test by experimental group who received treatment using storytelling method. However, the result indicated no significant difference between control and experimental group both in pretest and posttest as the significance level is more than 0.05. This indicated that storytelling might help the students to improve their reading comprehension.

Key Words: : *Storytelling, effectiveness, reading comprehension.*

INTRODUCTION

Reading is essential skills for both intellectual and language competence. It is one of the most common method of receiving information in the society particularly for academic purposes. Reading is an essential skill in every language learning which is useful to deal with information from over the world that is unreachable through normal means of communication (Levlin & Waldman, 2020). Decent reading skills has been the focus of many educational institution and effective ways to develop reading comprehension has become the focus of language researchers. As stated by Beattie and Ellis (2017), learners who do not enjoy reading might have difficulties in reading comprehension. With reading playing an important role in language learning, many educators from EFL country still struggling to develop teaching that develop students' reading comprehension effectively as it is not easy to read English for EFL students whose language systems are different even though reading gets priority in instruction (Septiarini & Rahmat, 2018). Reading comprehension is the primary goal of reading activity. As stated by Nunan, (2003) the main purpose reading activity is to comprehend the message contained in the text. Without understanding the message in the text, reading would serve no purpose.

Reading instruction plays an important role in developing reading comprehension. Brown (2007) stated that reading is a receptive language process that initiated with language that written by an individual in the text and continued by interpretation of meaning by the reader after reading, thus reading in foreign language requires sufficient competence in a language. According to Peart (2017), in terms of language learning, reading is considered to be significant quality that determines the success of language learning. According to Anderson (2008) instruction should reflects educational objectives such as cognitive objectives that include six levels, those are memory, comprehension, utilization, analysis, creation and evaluation. Moreover, memory and comprehension is considered as low-order of thinking or basic cognitive competence, while analysis, creation, and evaluation

is considered as advanced cognitive competence or high-order thinking which requires low-order thinking such as comprehension and understanding.

Considering above issues and challenges regarding low level of reading comprehension capabilities, the implementation of suitable reading learning and teaching techniques is highly necessary to overcome the problems. For these reasons, the researcher aims to explore storytelling method to enhance learning achievement especially in reading comprehension. Storytelling technique was chosen due to its potential to promote students' affective and social aspects including face-to-face interaction and interdependence. Aside from the benefits of storytelling in terms of promoting students' reading comprehension, it is considered to be an effective method to develop the aspects of cognitive, affective, social, and appreciation in learners. (Asfandiyar, 2007). According to Alterio and McDrury (2004). Storytelling is an activity that experienced by individual which enables them to convey it through words which is an aspect of self oneself or others, and the real world or imagination. Furthermore, Lie (1993) explained that storytelling method contains five crucial aspects, namely students' cultural background, L2 and L1 linguistic differences, reading integration with writing, students engagement in nonthreatening cooperative contexts, and opportunity to communicate in the target language.

There are several study that discussed reading comprehension and storytelling technique, for instance, Hamdy (2017) found that storytelling on students' understanding in both reading and listening was not significant. Moreover, Hilmi and Addinna's (2020) study found that students who were involved in the storytelling method had better reading comprehension than those who weren't. From the two previous study, the researcher found the gap that the first study focused on digital storytelling and the second study focused on the effectiveness of storytelling strategy. In this case it is important to investigate the effect of teaching using storytelling technique towards students' reading. Therefore, the researcher is concerned in studying about the efficiency of storytelling technique to advance the students' reading comprehension in eleventh grade students at MA Bilingual Batu.

METHOD

This study is conducted as quantitative experimental research using experimental and control group. Different teaching strategies were used with the two groups. While the control group received no treatment, the experimental group received storytelling treatment. The population of the study was the 11th grade students at MA Bilingual Batu that consist of two classes. The researcher took two classes as the samples, one as the control class and the other as the experimental class. The sample used in this study is 56 students as it involves two classes with 28 students each. The sampling in this study is total population sampling because it involve all students at 11th grade at MA Bilingual Batu.

The instruments in this study was the test addressed reading comprehension topics related to the Senior High School Year XI School-Based Curriculum in the one semester of English subject. The pretest reading comprehension test includes 25 questions of narrative text with multiple choice answer. Meanwhile, the posttest also includes 25 questions, both pretest and posttest will be adopted from Wijayanti (2011) as the research also conducted reading comprehension test at the same grade of eleventh grade students. The procedure of collecting data is divided into three steps, those are the pretest, the treatment, and the posttest. Prior to the treatment, the researcher administered a pre-test to gather data about the students' reading comprehension abilities. Prior to the research subject receiving the treatment, the pretest was provided. The pretest and posttest were administered to both the control and the experimental groups. Nevertheless, only the experimental group received the treatment. The test and research deployment timetable is shown in the following table.

Table 1 Procedure of Experimental Research

Pre-Experimental Stage	Experimental Stage	Post-Experimental Stage
1. Observation	Conducting:	1. Analyzing Data
2. Finding Problems	1. Pretest	2. Drawing Conclusion
3. Literature Study	2. Treatment for	
4. Creating media for story	experimental group	
telling	3. Posttest	

In the experimental class, the teacher used Storytelling technique. Before reading, the teacher introduces the subject and encourages the students to form assumptions about the text, while in the control group of the study, the teacher employs a conventional approach and conducts learning activities with the students as per usual. Within the test group, the researcher begin the first meeting with introduction of the project then proceed with pretest, in the treatment session, the researcher used stories related to pretest for story telling in front of the class. The treatment continued as the researcher involve students in storytelling and exercises of reading comprehension text related to storytelling. As for the control group, to balance the material given, the researcher provides narrative story text and exercises similar to experimental group but without storytelling part. After the treatment are done, the researcher proceed with posttest and collect the to measure the result. The researcher takes charge in evaluation and scoring. Each right response receives a score of 4, while each bad response receives a score of 0. The reading test has a maximum possible score of 100 and a minimum possible score of 0.

The data was analyzed using SPSS 24.0 independent sample t test technique. This technique is used because the researcher can get the difference between students' score before the treatment and their score after the treatment by looking at mean differences and significance. The conclusion of the data will be based on significance value, if the significance < 0.05 , the hypothesis is accepted and it is concluded that story telling has a significant effect on students' reading comprehension. Meanwhile, if significance > 0.05 so the alternative hypothesis is rejected and null hypothesis accepted which indicated that storytelling does not have an impact on students' reading comprehension.

FINDING AND DISCUSSION

The results reveal the comparison between control and experimental group in terms of pretest and posttest on 56 students taken from two classes which are divided equally in 28 students for control and experimental group. The descriptive data explains the participants as well as their ranges of scores from pretest and posttest which is explained in the following table.

Table 4.2 The Result of Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Test	56	56	96	75.93	8.373
Pos_Test	56	68	100	81.79	6.819
Valid N (listwise)	56				

The data show that there are students' score in pretest ranging from 56 to 96 with the mean score of 75.93 and standard deviation of 8.37. For posttest score, the score ranges from 68 to 100 with the mean score of 81.79 and the standard deviation of 6.81. The data above show that standard deviations is lower than the mean score, indicating that the data are homogenous and have good quality.

The result of the study presented based on the analysis using independent sample t test to measure the mean difference between control and experimental group in terms of pretest and post-test. The data are presented as follows.

Table 4.3 The Result of Group Statistics

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pos_Test	Control	28	81.14	6.240	1.179
	Experiment	28	82.43	7.411	1.401
Pre_Test	Control	28	76.29	7.537	1.424
	Experiment	28	75.57	9.259	1.750

Based on the group statistics, it can be seen that the participants are divided equally by 28 students each class both control and experimental group. In term of

pre-test score, the experimental group has lower mean score which is 75.57 compared to control group with 76.29. However, in post test score, the experimental group has better mean score with 82.43 compared to control group at 81.14.

This indicated that the treatment using storytelling method have increased the reading comprehension of experimental group from lower than control group to higher score. This indicated that storytelling can help students to develop reading comprehension skills. This is in line with the study by Hamdy (2017) where students in the experimental group also outperformed the students from the control group after the treatment. Similarly, the previous study by Hilmi and Addinna (2020), also found that students taught by storytelling strategy have better reading comprehension score compared to students taught by using conventional strategy. This is also consistent with the statement of Bell (2010) regardless of their comprehension abilities, learners can learn a variety of reading comprehension skills through storytelling medium.

In terms of the significant difference between control group and experimental group in reading comprehension is presented in the independent sample test as follows.

Table 4.4 The Result of Independent Samples Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Pos_ Test	Equal variances assumed	2.437	.124	-.702	54	.486	-1.286	1.831	-4.956	2.385
	Equal variances not assumed			-.702	52.479	.486	-1.286	1.831	-4.959	2.387
Pre_ Test	Equal variances assumed	1.525	.222	.317	54	.753	.714	2.256	-3.809	5.238
	Equal variances not assumed			.317	51.863	.753	.714	2.256	-3.814	5.242

The data show that the mean difference is at 0.714 as control group has higher score for pretest with the significance of 0.753 which is more than 0.05, this means that there is no significant difference between control and experimental group. Moreover, the mean difference for post-test is at -1.286 which means that the experimental group has higher score with the significance of $0.486 > 0.05$ which also not significant. Therefore, it can be concluded that storytelling have no significant effect towards students' reading comprehension skill. This indicated that storytelling method did not have significant effect on influencing reading comprehension skill. This is contrast with the study by Hamdy (2017) even though the result is similar at pretest with no significant difference but in posttest there is significant difference between experimental group and control group in the post test. This study is also in line with the statement of Hilmi and Addinna (2020) that storytelling provides a medium where the students can actively construct meaning as it orally retelling the text that student read. This is also related to statement of Lie (1993) that storytelling encourages the students to use prior knowledge in improve reading comprehension. Other than that, Malo and Bullar (2000) add that the students who are exposed to storytelling consistently receive oral input that prepare them for reading and improve their reading comprehension. According to Hamilton and Weiss (1990) the more students heard stories, they eventually reconstructs that story based on their own understanding, this way, they develop more understanding when reading the stories.

CONCLUSIONS AND SUGGESTIONS

The result of the study concluded that the students from the control group were dominant in reading comprehension in terms of pretest, but then outperformed in the posttest by experimental group who received treatment using storytelling method. This indicated that storytelling can help the students to develop reading comprehension skills as the students from experimental group are better in term of posttest score. However, in terms of the significant difference between control group and experimental group in reading comprehension, the result indicated no significant difference between control and experimental group both in pretest and posttest as the significance level is more than 0.05. This indicated that storytelling might help the students to improve their reading comprehension. The study suggests the use of various method and better prepared storytelling method with picture and audio support for teaching storytelling. As for the following study, it is suggested to prepare well-constructed and suitable instruments for storytelling, the treatment should be suitable for research objectives and the teacher should be well mastered the storytelling technique.

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