IMPROVING STUDENTS’ READING ABILITY THROUGH STORYTELLING STRATEGY

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Abstract
The purpose of the research was to find out the improvement of students’ reading ability, especially in report text through Storytelling strategy to the tenth-grade students’ of Multimedia class in SMKN 2 Singkawang. It's because of some problems faced in SMKN 2 Singkawang, especially tenth-grade students of Multimedia class. The student needs help to determine the main idea and supporting detail in the report text; also, the student needs to be more active and engaged with teaching and learning English, especially in the report text. This research was done by applying Classroom Action Research which was carried out conduct two cycles, and in each cycle, there were three meetings. The subject of research was the tenth-grade students of Multimedia class. The data was collected from tenth-grade students of Multimedia class. The researcher used reading tests, observation checklists, and field notes to collect data. For the data analysis researcher used quantitative and qualitative data. The instrument used to collect data was a reading test. The data analysis showed that the mean score increased in the second cycle, the mean score in the pre-test was 72, and in the first cycle was 77. The finding of this research showed that the storytelling strategy was effective to improving students’ reading ability in enhancing students reading ability.

Keywords: reading skill, teaching reading, reading achievement, senior high school, English.

INTRODUCTION
Research Background
Language is the most important aspect of human interaction. People communicate and interact with others by using language. In a big community, English has become the international language. Most of the world's community use English to communicate with others who have different language. Therefore, English teaching is very important to be taught and learned by students. In learning a language, one of the aspects that should be improved is reading. In daily life, it is very important to get information from every reading passage, especially in learning English. Reading is one of the basic skills in English, which is not simply translated word by word but needs to be acquired during the language course. Therefore, when the students learn to read, they should be able to comprehend the reading text during the process of reading. Pang et al (2003:6) state that reading is an important goal in education. Reading is a very important ability to be mastered by the students in the learning process because reading can access knowledge as well as make it easier to find the information from what students read. The student should understand about five indicators of reading, including the question of fact
or detail, best title or main idea, interpretation, vocabulary, and inference of the text. In CP (Capaian Pembelajaran) in kurrikulum Merdeka especially in face E the purpose of study is, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author’s purposes and are developing simple inferential skills to help them understand implied information from the texts. Based on the CP (capaian pembelajaran) the student should determine the main idea and supporting detail in various texts. Despite its importance, reading is a challenging skill to be mastered by the tenth-grade Multimedia students of SMK Negeri 2 Singkawang. Based on the researcher's observation, students have problems dealing with determining the main idea and supporting detail in the Report text. The students can answer well if the teacher gives the question, especially when in the midterm text the student needs to pass this material, especially in the report text. Students need to be more active and communicative in class. The student can understand the purpose of the text, and the student looks confused and bored when the teacher explains the report text. The researcher applied a storytelling strategy to solve the problem faced in SMKN 2 Singkawang, especially in the tenth-grade Multimedia Class. According to Silberman (2005: 218), Storytelling provides a safe environment to explore feelings, beliefs, and attitudes. Participants can usually express themselves more openly if they react to a story, whether true or fictional story that indirectly links to their own "story." Therefore, to improve students’ reading ability can apply the storytelling strategy, especially in report text material.

Research Question
The researcher provides the research problems as follow: How can storytelling strategy improve the students’ reading ability?

Research Purpose
Based on the research problem that the researcher formulated, the purposes of this research to reveal: How the storytelling strategy can improve the students’ reading ability to the tenth grade Multimedia students of SMKN 2 Singkawang?

Scope of Research
1. Research Variable
   This variable in this research is single variable. That is students’ improvement in reading ability through storytelling strategy
2. Research Terminology
   To avoid the ambiguity and misinterpretation of this research, the researcher needs to verify some terms used in this research, as follows:
   a. Reading ability is an ability to draw meaning from the printed page and interpret this information appropriately.
   b. Storytelling is provides a safe environment to explore feelings, beliefs, and attitudes. Participants can usually express themselves more openly if they react to a story, whether true or fictional, that indirectly links to their own “story.”
LITERATURE REVIEW

The Nature of Reading

Definition of Reading

Reading is defined as an active process of understanding print and graphic texts involving a thinking process. According to Pang, et al. (2003:6) reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. According to Brown (2004:185) reading is likewise a skill that teachers simply expect learners to acquire, basic, beginning level textbook in foreign language presuppose a student’s reading ability if only because it is a book that is the medium. Furthermore, Based on the expert opinion above, the researcher concludes that reading is important activity in life especially for student to access their knowledge in learning process in the classroom. On the other hand, reading as an active process of understanding the text involving thinking process.

Reading Ability

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. Ability is a trait which is defined by what an individual can do. According to Grabe and Stoller (2002:3) Reading as the ability to draw meaning from the printed page and interpret this information appropriately.

From the explanation above, reading ability means someone’s ability to communicate or make sense of written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself. Reading ability is to enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

Storytelling Strategy

Definition of Storytelling Strategy

Anchored by learning, the strategy could be interpreted as a general pattern of activities of teacher - student in the realization of teaching and learning activities to achieve the objective outlined. According to Silberman (2005 :218) Storytelling provides a safe environment to explore feelings, beliefs, and attitudes. Participants can usually express themselves more openly if they react to a story, whether true or fictional, that indirectly links to their own “story.” The steps of the type of Storytelling strategy according to Silberman (2005:172) :

1. Locate (and possibly modify) a brief story that contains compelling characters and/or events. Consider sources such as
   - fairy tales and other children’s stories
   - Bible stories
   - magazine short stories
   - popular collections such as the “Chicken Soup” books
   - training resources such as Stories Trainers Tell by Wacker and Silverman and Tales for Trainers by Parkin
2. Read the story to the group or invite one of the participants to do so.
3. Encourage participants to share their analysis of the story, perhaps first with a partner and then with the entire group
4. Debrief the activity by asking:
   - What are your reactions to the story’s characters or events? Who or what do they represent in your own experience? Which characters/events do you identify with?
   - How do you see the “moral” of the story? What lessons can be learned from it?
   - How does the story apply to your workplace?
   - How would you change the story? Its ending?
   - How do your reactions differ from those of other participants?
   - What can you do to increase (or decrease) the reoccurrence of the story?

RESEARCH METHODOLOGY

This research is conducted by applying Classroom Action Research (CAR). According to Tomal (2010:14) mentioned that classroom action research is a systematic process of solving educational process and making improvement. It’s has 2 cycle, each cycle has three meetings. Procedure of classroom action research involves four stages, including planning, acting, observing, and reflecting. The model of CAR can be illustrated as follows:

Figure 3.1
Cyclical CAR model
(Adapted from Kemmis & McTaggart, 1988:11–14, in Burns, 2010:8)

The research taken in SMKN 2 Singkawang, especially the subject of this research, was tenth-grade students of multimedia class. Consist of 36 students in class. There are observations and measurements for Techniques and Tools of Data Collection, especially the Techniques of Data Collection. Then for the data collection tool, there are observation checklists, field notes, and reading tests, especially multiple choice consist 40. For the Technique of Analyzing Data, for the Quantitative Data, the researcher calculated individual scores by using the following formula:

\[
X = \frac{A}{N} \times 100
\]

Note:
X = an individual score
A = the students’ right answer
N = the number of test items
1. To compute the class performance, the researcher used the formula of the mean score. All individual scores are the sum divided by the number of students in the class.

\[ X = \frac{\sum X}{n} \]

Note:
- \( X \) = mean score
- \( \sum X \) = sum of individual score
- \( n \) = number of students

(Adapted from Fraenkel, Wallen 2009:192)

For the qualitative data analysis were data reduction, data display, and conclusion drawing and verification.

RESEARCH FINDINGS AND DISCUSSION

This research is classroom action research. In this study, researchers can increase student activity by implementing a storytelling strategy to make students more active, not confused, and bored in the teaching-learning process. It can also be seen from the pre-test and post-test values. Researchers found an increase in the average score and the proportion of students applying the Storytelling Strategy. The result of students' score in the first cycle is shown as follow:

<table>
<thead>
<tr>
<th>Score</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;80</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>71-79</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td>61-70</td>
<td>10</td>
<td>30%</td>
</tr>
<tr>
<td>0-60</td>
<td>4</td>
<td>10%</td>
</tr>
</tbody>
</table>

In the student’s classification range score from 36 of multimedia student in the first cycle show that there are eleven percent student get excellent score, then there fifty percent got the good score, then there are thirty students got everange score and the last there are four student got the poor score. The from the observation that write in collaboration show that the student look confused, still bored, not active in the class but some student look enjoy, and the enverionment in the class show that student not noisy.

For the second cycle, the result of students' score is shown as follow.

<table>
<thead>
<tr>
<th>Score</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;80</td>
<td>9</td>
<td>25%</td>
</tr>
<tr>
<td>71-79</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td>61-70</td>
<td>9</td>
<td>25%</td>
</tr>
<tr>
<td>0-60</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

In the student classification range, a score from 36 of multimedia students in the second cycle shows that twenty-five percent of students got excellent scores. There are fifty percent got a good score, and then there are twenty-five percent of
students got an average score, and the last there is no students got a poor score. So the concluding score of the student mean score each cycle is as follows

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 1</td>
<td>72</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>77</td>
</tr>
</tbody>
</table>

Based on the first, cycle, and second cycles, the mean student scores were 72 and 77. So the test results in the first process were greater than those in the second cycle.

For the qualitative data in the first cycle at the planning stage, the researcher prepared everything needed for research, such as lesson plans, the internet, etc. At the acting stage, the teacher applies storytelling, and students follow instructions well. However, many students still need clarification and to follow the researcher's instructions correctly, as found in the results of observations and field notes. Then the results from the observation list and field notes in cycle second cycle show that students are starting to be active and not confused and bored. This means that the application of storytelling strategies to students' reading skills is increasing.

**CONCLUSION AND SUGGESTION**

This research was taken at SMKN 2 Singkawang, precisely with a tenth-grade student of Multimedia class. Researchers apply storytelling in this study. According to Silberman (2005 :218) Storytelling provides a safe environment to explore feelings, beliefs, and attitudes. Participants can usually express themselves more openly if they react to a true or fictional story that indirectly links to their own "story." implementing a storytelling strategy can better influence the teaching and learning process and the student's score. It shows of mean score per cycle. It also shows in the observation checklist and field notes the student is more active and does not depend on the teacher's guide and dictionary.

**Suggestions**

The researchers hope this strategy can be useful in the learning process at school. Especially for teachers, the selection of the right strategy in the teaching and learning process can affect the learning outcomes. For student researchers, this strategy can help students learning intentions in class, especially in English, because learning is fun in the classroom and can affect the results of learning, especially student scores.

And for other researchers, because storytelling can improve students' reading abilities, the researcher hopes that other researchers can find the right strategy for a better teaching and learning process in class.

**BIBLIOGRAPHY**


