

**THE EFFECT OF STORY TELLING STRATEGY ON READING
COMPREHENSION AT GRADE X STUDENTS' OF SMAN 1
SIMPANG EMPAT IN ACADEMIC YEAR OF 2016/2017**

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Abstract

This research deals with the students' achievement of SMA N1 Simpang Empat in reading comprehension. The research was conducted to find out whether the use of Story Telling Strategy and conventional method has significant effect in reading comprehension. The population of this research is the grade X of SMA N 1 Simpang Empat which consist of six class and every class consist about 30-34 students. The total number of population was 194 students. Two classes were taken as sample using lottery technique that should be 64 students, one class for experiment group and another for control group. The instrument for collecting data of this study is test. The kind of the test was essay test. The data was analyzed by using t-test formula. From this analysis the writer found that using Story Telling Strategy has significant effect in reading comprehension. It can be proved by result of the analysis showed that $t_{\text{counting}} (t_o) = 3,04$ was high than the $t_{\text{table}} (t_t) = 2,00$ for $\alpha = 0,05$. In other words, the using of Story Telling Strategy more effective and more significant than using conventional method.

Key words : *Effect, Story Teling Strategy, Reading Comprehension.*

Introduction

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, language is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

The aim of teaching reading is to make student are expected to read effectively and efficient. Its mean that they really understand about the content. Students do not only have to know about the structure of the text, but also comprehend the meaning what is written. However, comprehending the reading text is not easy to learn, because English is still our foreign language and student should have fully understanding about the text.

There researcher found problem in SMA N 1 Simpang Empat

especially in class X. The students' English comprehension is still far from satisfaction. Many students still find difficulties and problems in comprehending the text, especially The students still got difficulties to find out the main idea in Narrative text. The students still got difficulties to know the purpose of Narrative text. The students difficult to determine the generic structure in narrative text. In this case, the research tries to use Story Telling Strategy in classroom.

Story Telling is a means for sharing and interpreting experiences.

Story Telling can be used as a strategy to teach ethics, values and cultural norms and differences. Learning is most effective when it takes place in social environments that provide authentic social cues about how knowledge is to be applied.

The objective of this study is to find out the effectiveness of Story Telling Strategy on reading comprehension in narrative text at grade X1 and X4 Students' of Simpang Empat in Academic Year of 2016/2017.

The Research Method

The research was conducted at SMA Negeri 1 Simpang Empat in Academic Year of 2016/2017.

Time of this research is when and how long this research could be conducted. It must be explained clearly. The time of this research was started on 13 February until 13 March 2017.

The population in this research was at grade X of SMA Negeri 1 Simpang Empat in Academic Year of 2016/2017 that consist of 6 classes. So, the number of population in this study is 194 students.

From the sample data above, X1 as an experimental class and X4 as a control class. X1 as an

experimental class in order to determine whether, after treatment by using Story Telling strategy was increased or not there is a result. In comparison with the X4 as a control class. The second class is determined to match the variables that was created.

This study was conducted with experiment research. The design of the research was the randomly selected by using lottery technique Pretest-Posttest Control Group Design Arikunto (2006 : 131) The data were taken from the sample in SMA N 1 Simpang Empat. There were 64 samples which were divided into two classes namely, Experimental class and control class.

Here was the procedure of the research:

Table 3.1 Research Design

1	Experimental Group	X-1 (32)
2	Control Group	X-4 (32)
Total		64

Table 3.3.1 The sample

No	Group Classes	Number of Students
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Group A and B have characteristics homogeneity, because they are chosen randomly, from a homogeneity population. In this design, both of groups are given a pre-test with the same test.

From the sample data above, X1 as an experimental class and X4 as a control class. X1 as an experimental class in order to determine whether, after treatment by using Story Telling strategy was increased or not there is a result. In comparison with the X4 as a control class. The second class is determined to match the variables that was created.

After a few meetings, both of groups were given a same test as a post-test. The result of their tests was compared with the pre-test of each group. The significant difference of

Then, Group A as an experiment group was given a special treatment (in this case, it was taught by Story Telling Strategy Learning) and Group B was given conventional model.

the post-test results, and between pre-test and post-test of experiment group, shows the influence of treatment given.

To collect the data, was collected by using essay test. The tests was divided into two forms, that is pre-test and post-test. Pre-test was given to know the understanding of students about a material which was taught by conventional Model. The post-test was given to know the understanding about a material after taught by Story Telling Strategy.

The Result and Discussion

The following is the result of Experiment Class and Control Class

Table 4.1 The Result of Experiment Class

No	Student's Initial Name	Pre-test	Post-test
1	AJ	60	80
2	AK	65	75
3	AA	55	65
4	AAR	55	70
5	ASS	60	75
6	AP	55	65
7	AY	60	65
8	BY	60	75
9	CSD	55	65
10	EDS	70	85
11	EKS	65	70
12	FNA	60	80
13	IM	65	85

14	IAA	60	75
15	IW	60	70
16	JA	60	75
17	KRR	65	80
18	LAS	65	80
19	M	55	70
20	MA	55	65
21	N	60	70
22	PL	65	75
23	PO	55	70
24	PY	60	75
25	RF	55	70
26	RAK	60	70
27	RST	55	75
28	SP	55	75
29	SR	55	70
30	SW	65	85
31	SNP	60	75
32	TGA	65	75
N = 32		$\Sigma x = 1915$	$\Sigma y = 2355$
		Mean = $\frac{\Sigma x}{N} =$ 59,8	Mean = $\frac{\Sigma y}{N} = 73,5$

Table 4.3 The Result of Control Class

No	Student's Initial Name	Pre-test	Post-test
1	AT	55	65
2	AS	55	70
3	ASK	60	75
4	CF	65	70
5	DAA	60	65
6	DM	50	65
7	EAP	65	70

8	ER	60	60
9	HPR	60	65
10	IG	55	65
11	KUP	65	75
12	LS	50	70
13	LSS	55	65
14	LF	50	60
15	MYP	65	75
16	MA	55	65
17	NF	55	70
18	NA	60	65
19	SP	40	60
20	SF	60	65
21	S	50	60
22	SR	55	60
23	ST	50	60
24	SA	55	65
25	SAP	65	70
26	SDW	50	60
27	SS	55	60
28	SD	60	70
29	TH	60	65
30	TFA	55	70
31	TM	60	75
32	WK	55	65
N = 32		$\Sigma x = 1810$	$\Sigma y = 2120$
		Mean = $\frac{\Sigma x}{N} =$	Mean = $\frac{\Sigma y}{N} = 66,2$
		56,5	

Table 4.2.1 The Differences score of Experiment and Control group

No	Gain Score Experiment Group	Gain Score Control Group
0-1	20	10
0-2	10	15
0-3	10	15
0-4	15	5
0-5	15	5
0-6	10	15
0-7	5	5
0-8	15	0
0-9	10	5
0-10	15	10
0-11	5	10
0-12	20	20
0-13	20	10
0-14	15	10
0-15	10	10
0-16	15	10
0-17	15	15
0-18	15	5
0-19	15	20
0-20	10	5
0-21	10	10
0-22	10	5
0-23	15	10
0-24	15	10
0-25	15	5
0-26	10	10
0-27	20	5
0-28	20	10
0-29	15	5
0-30	20	15
0-31	15	15
0-32	10	10
	$\Sigma x = 440$	$\Sigma y = 310$

After analyzing the data into Ttest, it was found that the value of observes t_{obs} and the value of t_{table} was 2,00 at $\alpha = 0,05$ and t_{obs} 3,04. From the test, the researcher has successfully rejected H_0 . It reveals that the hypothesis of using Story Telling Strategy on student's reading comprehension in narrative text in teaching and learning English process.

Based on the findings, it can be seen that there was positive impact of the implementation of Story Telling Strategy in teaching Narrative text to the students. Stories are universal in that they can bridge cultural, linguistic and age-related divides. Story Telling can be adaptive for all ages, leaving out the notion of age segregation. Story Telling can be used as a strategy to teach ethics, values and cultural norms and differences. Learning is most effective when it takes place in social environments that provide authentic social cues about how knowledge is to be applied. Stories function as a tool to pass on knowledge in a social context. There were several discoveries which actually found by researcher from the problem answered. Because having analyzed the data, the researcher found out that the reliability of the students Experimental group was 0,78 and the validity of the test is 0,64. Whereas the reliability in the Control group was 0,75 and the validity of test is 0,61. So the researcher found out that the students of Experimental group have higher score than the score of Control group, it could be seen

from average of Experimental group was 73,5 and control group was 66,2. And having analyzed the data the researcher found out that one hypothesis (H_0) is rejected, it was showing by the value of t_{obs} was 64 and the value of t_{table} was 2,00 at $\alpha = 0,05$ and df 64 ($n + n^2 = 32 + 32 - 2$). It means that using Story Telling Strategy is significant effective in SMA N 1 Simpang Empat.

After the collecting data and analyzing the data is well as giving the treatment, the result of the experimental and control group showed the student's reading comprehension taught by using story telling strategy had better accomplishment than the conventional way. We know that the story telling strategy accepted for students at SMA N 1 Simpang Empat. There were some reason in student's comprehension in narrative text they are: The students fell interesting in studying, can motivate the students to explore, understanding and improving the activity and quality of reading material the narrative text and they were more active in studying also they could sharing a story.

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