

The Effectiveness of Using Paired Storytelling Technique Towards the Students' Reading Comprehension

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ABSTRACT

This research aimed to find out whether: (1) the paired storytelling technique is more effective than the conventional technique to teach reading; (2) the average score of students' reading comprehension who learn reading through the paired storytelling technique is higher than those who learn reading through the conventional technique. The population was the second semester students of SMA Muhammadiyah Prambanan which consist of 77 students. Purposive sampling was used to determine the experimental class and control class. Each class consists of 26 students. The experimental class was treated by using paired storytelling technique, while control class was treated by using conventional technique. Then, the technique which was used to collect the data were multiple choice test for getting the data of students' reading skill. The instrument of reading test was tried out to get the validity and reliability items. The data from post test were tested their normality and homogeneity. It was found out that the data were normal distribution and homogeneous. After that the data were analyzed to get the hypohthesis test by using ANCOVA.

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1. INTRODUCTION

In teaching, some techniques are needed to be implemented in the classroom. One of the techniques which can be used to teach reading is paired storytelling technique [1]–[3]. Paired storytelling is an interesting technique to be implemented in this research. This method can help the teachers make their students easier for gathering some ideas when they read the texts and this method can give the stimulation for the students to develop their thinking and their imagination. Paired storytelling also gives some the opportunities for the students to process the information and increase communication skill. Thus, the English learning instruction will get the effective goal for both the teacher and the students [4]–[6].

Reading is one of the important skills in the teaching and learning process [7], [8]. As one of the language skills, reading should take a major place among the other language skills. Reading also reveals many skills, process and knowledge bases that act in combination and also parallel to

create overall reading skill. Students need to understand how texts work and what they do when they read, and they must be able to monitor their own comprehension [9].

Based on the observation in SMA Muhammadiyah Prambanan, there are some students who find difficulties in reading comprehension. This condition happens because there are some problems which make the students find difficulties in English. The first problem is students are also unable to comprehend the meanings of reading materials, they only guess to understand the meaning of sentences in the texts and their guess is often incorrect so the students feel confused and they would be lazy to read the texts, especially in English. The second problem is not all of the students have textbooks when they learn in the classroom. This condition happens because there are some students who do not have textbooks to learn reading in the classroom. From this problem, it is difficult for the students to develop their competency in reading. The third problem is the reading teaching and learning process is sometimes boring, students are not motivated to do it and sometimes keep silent listening to what the teacher is reading.

Furthermore, students' vocabulary is still low. Students are not able to understand texts when they encounter words that have actually been taught or told to them. Finally, students are seldom engaged in cooperative and interesting work. Students work competitively and individually which triggers them to give up when dealing with difficult tasks. As a result, they end up feeling bored and unmotivated. Therefore, it is important that the teachers use an effective method to improve students' reading comprehension because this method can make interesting learning for the students [10]–[13]. The important point that must be known by the teacher when they teach reading for their students is to make the students understand about what the meaning of text and able to retell the story by using their own words. So, the teacher should be creative to teach the students, especially when they teach reading.

The Concept of Reading Comprehension

Reading as one of the four skills in English has an important position. As we know we should know how to read before we learn to write. According to [7], [14] “reading is usually conceived of as a solitary activity in which the reader interact with the text in isolation”. It means that reading is the activity where the people must concern and focuss on understanding the meaning in order they ger the meaning from the text that they read.

Reading is only incidentally visual; the reader then contributes more information by the print on the page [15]. Reading enables people to find out information from a variety of texts, written or printed information from newspapers, magazines, advertisements, and brochures. In reading activity, we are not only reading the text, but also trying to understand what we are reading.

Moreover, Harmer [16], [17] states that reading English texts is an important part of the teacher's job. It is because there are many students want to be able to read the text in English, for study purposes or simply for pleasure. Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get it.

The Concept of Paired Storytelling Technique

Paired story telling is one of technique in cooperative learning which has the basic in group discussion in class. The phrase paired storytelling is an instructional activity that pairs two students or two groups of students. Each student or group of students gets a part of the reading text and works with it. Huda in [18] states that this technique is one of cooperative learning method technique. It was developed as an interaction among students, teacher and the learning material. It encourages ESL (English Second Language) students in high school and college to use prior knowledge to improve comprehension of reading assignments. In Paired Story Telling technique, reading and writing are integrated with group activities.

Procedure of Paired Storytelling technique

The directions for using the paired storytelling are outlined [19]. They are: The first is the teacher divides students in pairs. The teacher introduces the topic before handing out the materials. The teacher also can write on the board, and then ask the students what they know about the topic

and how it relates to the students experiences. The second is brainstorming. The functions of this brainstorming activity is to activate students' prior knowledge, helping them builds an anticipatory model that will be confirmed or modified as they find in the actual text. The third is the materials divide to the students into two parts. The first part of the material is given to one student in each pair and the second part to the other one. Give a copy of the first section to one student in each groups, and a copy of the second section to the other students in each pair. Each student reads their section, they write down the main ideas or phrases that appear in the text. The fourth is the students in each pair change their main ideas or keywords with their partners. The students are given a few minutes to reflect the list and relate them to the materials part they have read. The fifth is each student composes and reconstructs. They write their own version of the story's missing part. The student who reads the first section predicts what happen in the end and the student who read the second section predicts what happened in the beginning. The last is the teacher gives them an oral test to tell in front of the class about their own complete versions. Next, the teacher distributes the missing part of the story to the students and asks them to compare it with their own stories.

2. METHOD

This research is experimental research [12], [18], [20]–[22]. This research has two variables. The independent variable is the use paired storytelling, and the dependent variable is reading comprehension. There are two groups used in this research. Group I is the one which is taught by using the paired storytelling technique and group II is the one which is taught without using the paired storytelling technique. In this research, the form of the test is a multiple choice test which is divided into past, the pre-test and the post-test is done after get treatment. The pre-test and post-test were given to both the experimental group and the control group. The research was conducted toward eleventh grade students of SMA Muhammadiyah Prambanan. The time of research was conducted at the second semester of that academic year. The population of the research is students at eleventh grade of SMA Muhammadiyah Prambanan. The students of SMA Muhammadiyah Prambanan at the eleventh grade is the sample of this research. Sample is very important part in the research because sample helped the proses of this research to get the data when doing the research. In this research, two classes of the eleventh grade of SMA Muhammadiyah Prambanan were taken as the sample. Random sampling is used to take the sample. In random sampling, each member of The population has an equal chance of being selected as subject. One of the best things about random sampling is the ease of assembling the sample.

The validity and reliability of instrument

The validity and reliability of instrument was explained in this research, as follow: The validity is used to measure whether the test of the research is valid or not. The correlation Product Moment formula is used to know the validity of the test. First, analyze the items and put it into table distribution of item score. Then, calculate the correlation between score of item with the total item score. The formula that used is correlation Pearson Product Moment as follows: The formula of validity is:

$$r_{xy} = \frac{n\sum X.Y - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\} \{n.\sum Y^2 - (\sum Y)^2\}}}$$

Note:

r_{xy} = Coefficient correlation Pearson Product-Moment

n = Number of the Students

Σ = Sum

X = The score items of the test

Y = The total items score of the test

X^2 = Deviation X

Y^2 = Deviation Y

The criteria are:

- a) If r ratio is bigger than r table, H_0 rejected. It means that the data variable is valid.
- b) If r ratio is smaller than r table, H_0 is accepted. It means that the variable is invalid.

Based on the result of reading tryout test, it shows that 40 questions are valid and 10 questions are invalid. The number 3, 4, 5, 6, 8, 9, 10, 11, 13, 15, 16, 17, 19, 20, 21, 22, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50 are number that is valid. Meanwhile, the number 1, 2, 7, 12, 14, 18, 23, 25, 37, 40. Are the invalid questions. From 50 the valid questions, there are 40 questions that are used to be tested for XI IPS class students of SMA Muhammadiyah Prambanan. The result of the question is valid if $r0 > rt$ or $r0$ is higher than rt . The valid item number of reading comprehension test are 40 at the level of significant $r0$ is higher than rt (0.76).

Besides the validity of the test items, the reliability of the test items also needs to be found out first before the test instrument is utilized to the subject of the research . In this research, Spearman Brown (Split Half Technique) is used to find the reliability the data. So the items of the instrument are split to be two groups, they are odd group instrument and even group instrument. Then, each data score in every group is arranged and calculated the score. Then, correlate the total score of odd group and even group. After that, the correlation coefficient was founded and then input it on the Spearman Brown formula.

The formula as follows:

$$r_b = \frac{2 \times r_b}{(1+r_b)}$$

Adopted by Sugiyono (2013: 131)

Note:

r_{11} = Reliability of instrument

r_{xy} = Coefficient correlation Pearson Product-Moment

Then the result of r_{11} will be consulted to the criteria of reliability as follows:

Reliability coefficient

1. A very high reliability ranges from 0.81 up to 1.00
2. A high reliability ranges from 0.61 up to 0.80
3. Average reliability ranges from 0.21 up to 0.60
4. A very low reliability rages from 0.00 up to 0.20

Based on the result of computation, the instrument is reliable in which $r0 > rt$ or $r0$ is higher than rt . The reliable item number of reading comprehension test are 50 at the level of significant $r0$ is higher than rt (0.76). from 50 items number, this research dropped 10 invalid items number. Thus, there are 40 valid items number and reliable items number at the coeficient of reliability $r11= 0.86$ for reading comprehension test.

Data Collecting Technique

In collecting the data, the researcher used giving pre-test, giving treatment, and giving post-test. The type of the test is a multiple choice. The pre-test is done to know the students' reading comprehension between the experimental group and the control group before the treatment was conducted. in giving treatment, the paired storytelling technique is used to teach reading in experimental group. After teaching, the students are given exercises based on the materials. For the control group, the students were asked to do an exercise without the paired storytelling technique. The post-test was given to both groups: experimental group and control group. The post-test was given after the treatment was done.

Data Analyzing Technique

The data analyzing technique involves 2 parts: they are the descriptive analysis and the inferential analysis. The ideal mean is obtained by multiplying the possible highest score and the ideal standard deviation is one fourth of the ideal mean. The data obtained from this research were generally analyzed with the aid of descriptive statistic used to describe the different aspects of the data which include the mean and the standard deviation.

To find out the criteria of the effects students' reading comprehension, this research used the ideal mean (Mi) and the ideal standard deviation (SDi), the calculation of the ideal mean were compared with ideal standard deviation. Meanwhile, to find out the level of the students' reading

mastery, the categorization applies an ideal mean (M_i) and an ideal standard deviation (SD_i). The ideal mean is obtained by multiplying the possible highest score and the ideal standard deviation is one fourth of the ideal mean. The conversion criterion for deciding on the standard of the ideal mean and ideal standard deviation can be seen follows:

Table 1. The Conversion Criterion of M_i and Sd_i

No	Scale Number	Category Number
1.	$X > M + 1.5SD$	Very good
2.	$M + 0.5SD < X < M + 1.5SD$	Good
3.	$M - 0.5SD < X < M + 0.5SD$	Fair
4.	$M - 0.5SD < X < M - 1.5SD$	Poor
5.	$M - 1.5 < SD X$	Very Poor

Normality Testing

Normality test is used to know whether the data has normal distribution or not. Komolgorov- Smirrov formula (SPSS 22) is used in this research.

Homogeneity Testing

The test of homogeneity is aimed at knowing whether the score of one group have homogeneous variance with the score of the other group. In this research, the test of homogeneity was done using SPSS 22.00 for windows computer program, and the formula was used in the homogeneity is *Levene Test*. The test is considered homogeneous if the level of significance is more than 0.05.

Hypothesis Testing

To know the difference between experimental and control group, the data were analyzed by using Analysis of Covariance (ANCOVA). The Analysis of Covariance is a technique that sits between analysis of variance and the regression analysis (calculated with SPSS program). The technique can show the student's achievement score.

3. RESULTS AND DISCUSSION

This research was done at SMA Muhammadiyah Prambanan, Yogyakarta. After conducting this research, it was found that the paired storytelling technique was appropriate as a good technique to be employed in teaching reading for the level senior high school, because the paired storytelling technique could be help the student to be focus, fun, interesting, and enjoy in learning reading. It was given good affect to the students' scores, it can be seen the students' scores before giving the paired storytelling technique and after administrating it.

It was proven from the result of the ANCOVA test, it was found that F ratio was significant at both levels which means the difference in group means was significant. It was found that the significant of value was $0.000 < 0.05$, then the null hypothesis (H_0) is rejected. So, there is a significant difference between reading skill of teaching English using the paired storytelling technique on students' reading comprehension and those were without taught by using the paired storytelling technique. It means that alternative hypothesis (H_1) was accepted.

Furthermore, the mean score of the students' reading comprehension which had been taught by using the paired storytelling technique was 76.06. It was significantly higher than that of the students' reading comprehension before taught by using the paired storytelling technique 64.62. While the mean score of the students' reading comprehension after taught by using the conventional technique was 63.75. It was slightly higher than that of the students' reading comprehension before taught by using the conventional technique 60.77

4. CONCLUSION

Based on the result of the data analysis, it was found that the students' reading comprehension which was taught through *paired storytelling technique* is better than through

conventional technique. So, the conclusion and suggestion as follows: Paired storytelling is one of the technique which can be used to teach English, especially reading. By using this technique, the students can be easier to comprehend the meaning of text. There is influence of *paired storytelling technique* towards the students' reading comprehension at the second semester of the eleventh grade at SMA Muhammadiyah Prambanan.

Regarding the conclusion stated previously, the researcher would like to propose several suggestions, as follows:

1. For the Teacher

- a. The result of the research gives information and shows that by using the paired storytelling technique the teacher can make the teaching and learning process more effective because all students have good social interaction and spirit to follow teaching and learning process. So, the paired storytelling technique can be applied by the English teachers as one of good technique to improve students' reading comprehension.
- b. In applying the paired storytelling technique, the teacher should be able to find the strengths and the weakness in order to make improvement in every teaching and learning process so that the optimum result can be achieved.
- c. In applying the paired storytelling technique, the teacher should be creative in managing the class situation because the role of the teacher gives big influence when students conduct the discussion process in a pair.
- d. Because the teacher is as the counselor for the clients in the paired storytelling technique, the teacher always gives spirit and motivation in order that the students can enjoy and easy to comprehend the meaning of text in reading.

2. For the Students

- a. The students are suggested to pay more attention to the teacher. When the teacher is explaining the material, it is good if the students do not do the activities which have no relation to the subject.
- b. The students are suggested to be active in the class. When the teacher asks them to come forward, to ask, they do it confidently.
- c. The students are suggested to practice intensively in order to improve their English better.

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