



TEACHING NARRATIVE READING BY USING PAIRED STORYTELLING TECHNIQUE TO THE EIGHTH GRADE STUDENTS AT SMP ADABIYAH PALEMBANG

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Abstract

The objectives of the study were to find out whether or not there was a significant difference between the eighth grade students' narrative reading achievement who were taught by using paired storytelling technique and those who were not and to find out whether or not there was a significant improvement on the eighth grade students' narrative reading achievement taught by using paired storytelling technique at SMP Adabiyah Palembang. The population of this study consisted of 163 students of SMP Adabiyah Palembang in the academic year 2015/2016. There were 64 students taken as sample. Each class consisted of 32 students from class VIII 2 as control group and class VIII 3 as experimental group. The instrument in measuring students' narrative reading achievement was administered twice, as the pretest and posttest for both experimental and control group. The results of the test were analyzed by using independent sample t-test and paired sample t-test. From the result of the independent sample t-test, it was found that there was a significant difference from students' posttest experimental and control group, since the p-output (0.000) was lower than 0.05 and t-obtained (3.986) was higher than t-table (1.9989). From the result of the paired sample t-test, it was found that there was a significant improvement on students' narrative reading achievement who were taught by using paired storytelling technique, since the p-output (0.000) was lower than 0.05 and t-obtained (26.351) was higher than (2.0395).

Keyword: *Narrative Reading Achievement, Paired Storytelling Technique*

Introduction

English is a language that has been spread throughout the whole world. According to Crystal (2003, p. 1), English is the global language. As global language, English is taught in every country all over the world, including Indonesia. It is taught in schools, from junior high school to senior high school. Matarrima and Hamdan



(2011, p. 101) state that the teaching of English has become increasingly important as a first foreign language in Indonesia.

According to Brown (2000, p. 232), English has four skills reading, listening, speaking, and writing. Richard and Renandya (2002, p. 273) explain that in many second or foreign language teaching situations, reading receives a special focus. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. In fact, in most EFL situations, the ability to read in a foreign language is all that students ever want to acquire. Second, written texts serve various pedagogical purposes.

Murcia (2001, p. 188) states that reading requires the reader draws information from a text and combine it with information and expectations that the reader already has. The goal of reading is comprehension (Nunan, 2003, p. 68). Duffy (2009, p. 107) states that comprehension is an active cycle of mental activity. It starts when readers anticipate meaning by predicting ahead of time what they will find in a passage.

Based on the school based curriculum 2006, several text types are taught to the eighth grade students. They are descriptive text, recount text, and narrative text. According to Gamble and Yates (2002, p. 20), a narrative text relates a sequence of events. Like reading other types of text, students find some difficulties on reading narrative text. Leinhardt, Beck, and Stainton (2009, p. 70) state that students who have reading experience only with simple narrative structures, appear to have difficulty in identifying the main story of the text and are limited in their ability to connect events into causal chains.

Based on the information acquired by having conducted an informal interview with one of English teachers at SMP Adabiyah Palembang, the teacher said that the students still faced some problems and difficulties in reading narrative text. The problems are: (1) the students have not known yet what the purpose of the narrative



text is, because lack of prior knowledge, (2) the students are also difficult to find the main idea of the text, (3) and the students are unable to answer the questions related to the narrative text because they find many unfamiliar vocabularies in the text, so that they are unable to search the information on the text.

Therefore, to solve those problems the teacher should be creative to find the best way how to improve and to establish the condition of the students in reading narrative text because teacher's technique very influence the student's achievement. According to Snow (2002, p. 48), teacher quality is as one of the most critical variables in student's achievement. So, teacher's technique is very important to determine the best things for the students in order to they are challenged to learn especially in reading narrative text.

One of the techniques that can be used by the teacher in teaching narrative text is paired storytelling technique. This technique is appropriate to be used in teaching reading because it requires the students to expand their understanding and to enhance their comprehension of the text. Paired storytelling is one of the techniques of cooperative learning that provides opportunities one-to-one interaction among students to summarize and draw inferences.

In conclusion, paired storytelling technique can be useful for the teacher in teaching reading skills and it helps the teacher in improving student's ability in reading especially in reading narrative text.

Concept of Teaching

According to Arends (2009, p. 4), teaching offers a bright and rewarding career for those who can meet the intellectual and social challenges of the job. Teaching is also an art based on teacher's experiences and the wisdom practice. It is aimed at helping beginning teachers master the knowledge base and the skills required of professionals whose job it is to help students learn. He also states that



teaching well is like creating music. It uses call-and-response, in which one person comments on the expression of another. And, it invites improvisation.

Meanwhile, Harmer (2007, p. 107), defines teaching is about transmission of knowledge from teacher to students, or about creating conditions in which, somehow, students learn for themselves. Teaching is important since its functions are to provide guidance and to help the learners improve their thinking in learning as defined by Brown (2000, p. 7), states that teaching is guiding and facilitating learning, enabling the learner, setting the conditions for learner.

Concept of Reading Comprehension

According to Richards and Renandya (2002, p. 277), reading comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising students awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. Meanwhile, Snow (2004, p. 16) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language

Furthermore, Klingner, Vaughn, and Boardman (2007, p. 8) define reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the text types).

Brassell and Rasinski (2008, p. 18) state that comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. It seems that comprehension is definitely the reading goal for every reader that can determine whether they get the points and understand what the author's idea or not. It also requires readers to think



about ideas and information so that they can get the purpose of reading comprehension. In addition, Duffy (2009, p.169) states that good comprehension is not limited to determining an author's message. Comprehension also involves making judgments about the message. The reader evaluates what the author is saying.

Westwood (2008, p. 31) explains that to comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting. Therefore, if the reader has a good quality to each of these factors, they can get the primary goal of reading comprehension.

Concept Narrative Text

A narrative is a kind or type of text composed both in written and spoken forms, which describes a sequence of real or unreal events. Narrative is one of the most common text types that students are expected to use early on in their school life. According to Gibbon (2005, p. 2), narrative text is writing in which story is told; the details may be fictional or based on fact, and each event in the story leads to another tries to reach a goal or solve a problem. He also states that the primary purpose of narrative is to entertain.

Meanwhile, Flippo (2014, p. 102) defines that narrative text usually includes most-type materials. Narrative tells stories about characters, events, and actions. Even though there are many kinds of narrative texts (fairy tales, mystery stories, novels, etc.), most narratives include common structured and text features. In addition, Dole, Donaldson, and Donaldson (2014, p. 24) state narrative represents the characters, a setting in which the story takes place, a problem that occurs, and a chain of events that unfolds and leads to resolution to the problem at the end.



Gamble and Yates (2002, p. 39-40) state that there are four elements in narrative text:

1. Exposition: the scene is set and characters are introduced.
2. Complication: the characters' lives become complicated in some way.
3. Climax: this is the point in the story where suspense is at its highest.
4. Resolution: provides a solution for the complication

Concept of Cooperative Learning

According to Gupta and Ahuja (2014, p. 37), cooperative learning as one of the means of active learning might serve as an appropriate and promising strategy helping to increase learning effectiveness and providing students with the skills of collaborating, cooperating, sharing and socializing. They also state that cooperative learning may be defined as any classroom learning situation in which students of all levels of performance work together in structured groups toward a shared or common goal, competition with every other individual in the classroom, students are given the responsibility of creating a learning community where all students participate in significant and meaningful ways. Cooperative learning requires that students work together to achieve goals which they could not achieve individually.

Furthermore, Richards and Renandya, (2002, p. 52-53) define that with cooperative learning, students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members. They also state that a good deal of research exists in other areas of education suggesting that cooperative learning is associated with benefits in such key areas as learning, self-esteem, liking for school, and interethnic relations. In second and foreign language learning, theorists propose several advantages for cooperative learning: increased student talk, more varied talk, a more



relaxed atmosphere, greater motivation, more negotiation of meaning, and increased amounts of comprehensible input.

Concept of Paired Storytelling Technique

Paired storytelling is a cooperative approach that encourages the use of prior knowledge to improve comprehension and draw inferences, while integrating reading and writing skills in a group activity (Lie, 1994, p. 3). Meanwhile, Lie (2008, p. 71) as cited in Asri (2015, p. 304) mentions that paired storytelling is a technique of cooperative and creative learning. It is called cooperative because the students are required to work together with others in getting and sharing information. It is called creative because in creative learning, students must activate their background knowledge. So that, it can be stated that in this technique teacher pays attention to the schemata or background experience of the students and helps students to activate the schemata in order to make the learning more meaningful. He also suggests that paired storytelling can be used for all level of students.

Renandya (2003, p. 102-103) states that paired storytelling assumes that the second language readers can employ the same skills and strategies as good as the first language readers and should be engaged in non-threatening cooperative interaction. Moreover, students should be given the opportunity to process information effectively and communicate in English. He also states that pair storytelling was developed to be used with narrative. Paired storytelling gives the second language students the opportunity to converse in English in an informal setting on a one-to-one basis. Because it is a small group activity, it encourages group collaboration, improves motivation, and increase confidence while improving skills in reading and writing. Finally, it provides practice with vocabulary in context since students use vocabulary in meaningful ways.

Research Design

The method that was used to conduct this study was experimental method. According to Fraenkel et al. (2012, p. 265), experimental research is the best way to establish cause and effect relationships among variables. In this research, quasi-experimental design was used to collect, process, analyzes the data to get conclusion of the research. Specifically, one of the quasi-experimental design was used in this study was pretest and posttest non-equivalent group design. According to Creswell (2009, p. 310), the experimental and control groups are selected without random assignment, both groups take a pretest and posttest, only the experimental group receives the treatments. The design involves experimental and control groups which both were given a pre-test and a post-test. According to Cohen, Manion, and Morison (2006, p. 283), the design can be portrayed as follows:



Where:

- : The dashed line separating the parallel rows in the diagram of the non-equivalent control group indicates that the experimental and control groups have not been equated by randomization
- O₁ : the pretest of the experimental group
- O₂ : the post test of the experimental group
- O₃ : the pretest of the control group
- O₄ : the post test of the control group
- X : the treatment for the experimental group

Population and Sample

Krysiak and Finn (2007. p. 108) state that population is the totality of people, events, organization units, and so on that the research problem is focused on. In this



study, the population was all of the eighth grade students at SMP Adabiyah Palembang in the academic year 2015/2016 that consist of five classes. The total number of population was 163 students.

Creswell (2012, p. 142) states that a sample is a sub collection of the target population that the researcher plans to study for generalizing about the target population. In this study, two classes were needed as a sample to collect the data. The sample was taken by using non-random sampling method in purposive sampling. Fraenkel, et al (2012, p. 99) state that purposive sampling consist of individual who have special qualification of some sort or are deemed representative on the basis of prior evidence. The sample was chosen by considering reading average score in each class by using the teacher's data. Class VIII 2 and VIII 3 were selected as the sample of the study. After conducted the pretest, the scores of class VIII 2 was higher than class VIII 3. Therefore, class VIII 2 was selected as control group and class VIII 3 as experimental group. The total sample of this study is 64 students out of 163 populations.

Data Collection

According to Brown (2004, p. 3), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The purpose of giving test is to know the situation, knowledge, ability and performance of the students. They were pre-test and post-test.

Creswell (2012, p. 297) states that a pretest provides a measurement on some attributes or characteristics that can be assessed from participants in an experiment before they receive a treatment. This test was also given to the both of sample, experimental group control groups. The purpose of giving pretest was to know the students' narrative reading achievement before implementing paired storytelling technique.



Creswell (2012, p. 297) states that a posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. This test was also given to the both of sample, experimental group and control group. The purpose of giving posttest to the students is to know the students' narrative reading achievement after implementing paired storytelling technique.

Data Analysis

Test Validity

In conducting this study, the researcher used three kinds of validity. Those are:

- Construct Validity

According to Marczyk, et al. (2005, p. 67), construct validity refers to the basis of the causal relationship and is concerned with the congruence between the study's results and the theoretical underpinnings guiding the research. In essence, construct validity asks the question of whether the theory supported by the findings provides the best available explanation of the results. The writer asked her lecturers Manallulaili, M.Pd as validator I, Winny Riznanda, M.Pd as validator II and Eka Sartika, M.Pd as validator III to estimate her instruments. The validators are the lectures of English at UIN Raden Fatah Palembang. In this part, the construct validity of the research instruments involves two types, such as the questions items for pretest and posttest for experimental and control groups and lesson plans for experimental group. Based on the assessment carried out by validator I, II and III, the instrument can be used without revision. It means that the research instrument can be applied in this research.

- Validity of Each Question Item

To find out the validity of the test question items, the writer analyzed the items of the test by conducting a try-out in order to find out the validity of each question items. The instrument of the test was tested to 32 students (VIII 2) of the eighth grade students at SMP IBA Palembang. The result of the test was analyzed by



using Pearson Correlation Coefficient formula. The result of significant score of Pearson Correlation was compared with r_{table} (0.349). From Pearson Correlation Formula, it was also found that there were 44 questions were considered valid.

- **Content Validity**

According to Fraenkel, et al. (2012, p. 148), content validity refers to the content and format of the instrumental. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus.

Test Reliability

According to Fraenkel et al. (2012, p. 154), reliability refers to the consistency of the scores obtained. To know the reliability of the test, internal consistency reliability in Split half reliability coefficient with Spearman-Brown formula was used. Fraenkel et al. (2012, p. 157) state that a useful rule of thumb is that reliability should be at least 0.70 and preferably higher.

Based on the result Guttman Split-Half Coefficient above, the p-output of Guttman Split-half Coefficient was 0.39 which was higher than 0.70. Since the result of reliability of test was higher than 0.70, it can be concluded that reading test was reliable for this study.

Normality Test

Normality test was used to measure the obtained data whether it was normal or not. The normality test was used to measure students' pretest scores in control and experimental groups, and students' posttest scores in control and experimental groups. The function of normality test is for goodness-of-fit, testing to see if the observed data fit a normal distribution. The writer used One sample Kolmogorov-smirnov test to analyze the normality. In this study to know the normality of the sample was used One sample Kolmogorov-smirnov in SPSS 20. The data are

obtained from students' pre-test and post-test scores in control group, pre-test and post-test scores in experimental group. The result showed that the pretest in control and experimental groups were 0.479 and 0.164. Then, the result in posttest in control and experimental groups were 0.172 and 0.462. It can be concluded that the data were considered normal since they are higher than 0.05.

Homogeneity Test

The function of homogeneity test is to determine the students' scores are homogeneous or not. In this study to know the homogeneity of the sample was used Levene statistics by using SPSS 20. The homogeneity test is to measure students' pretest and posttest score in control and experimental group. The result showed that the pretest scores was 0.237 and posttest scores 0.809. It can be concluded that the data was homogeneous since the score was higher than 0.05.

Hypothesis Testing

A significant improvement is found from testing students' pretest to posttest scores in experimental group, and a significant different is found from testing students' posttest in control and experimental group. From the result of paired sample t-test, it was found that the p-output is 0.000 with $df= 31$ (2.0395) and $t\text{-value}= 26.351$. It can be stated that there is a significant improvement from students' pretest to posttest scores in experimental group taught using paired storytelling technique since the p-output is lower than 0.05 and t-value (26.351) was higher than t-table (2.0395) . It can be stated that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

From the result of independent sample t-test, it was found that the p-output was 0.000 and the value was 3.986. Since the p-output was lower than 0.05 and the t-value (3.986) was higher than critical value of t-table (1.9989). It can be stated that there was a significant difference on students' narrative reading achievement who are



taught by using paired storytelling technique and those who are not at SMP Adabiyah Palembang. It can be stated that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

Conclusion

Based on the findings and interpretation, it can be drawn some conclusion. First, based on the result of pretest to posttest, paired storytelling technique significantly improves students' narrative reading achievement of the eighth grade students at SMP Adabiyah Palembang. Second, there was a significant difference on students' narrative reading achievement who were taught by using paired storytelling technique and those who were not at SMP Adabiyah Palembang. Therefore, it can be inferred that teaching narrative reading through paired storytelling technique can be considered as one of the alternative strategy to be used in teaching English, especially to the EFL students.

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