



The Impact of Story Telling on Third Semester Students' Reading Comprehension Achievement at Palembang Polytechnic of Tourism

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana storytelling (ST) mempengaruhi prestasi belajar pemahaman membaca siswa di Politeknik Pariwisata Palembang. Cluster random sampling digunakan dalam desain penelitian, dan data diperoleh dengan menggunakan questionnaire dan memberikan tes seperti tes awal tes akhir. Dalam penelitian ini terdiri dari 35 siswa semuanya dipilih untuk kelompok eksperimen dan kelompok kontrol. Peserta kelompok eksperimen diinstruksikan melalui mendongeng, sedangkan kelompok kontrol tidak. Hasil Independent Sample T-Test, yang peneliti gunakan untuk memeriksa peningkatan dan perbedaan antara variabel-variabel ini, menunjukkan bahwa ada peningkatan yang terlihat pada skor pencapaian pemahaman bacaan kelompok bercerita pada post-test, oleh karena itu disimpulkan bahwa tidak ada perbedaan secara signifikan pada penggunaan strategi bercerita terhadap pencapaian pemahaman membaca, karena baik kelompok eksperimen dan kontrol masing-masing memiliki peningkatan. Namun, kelompok eksperimen mengungguli kelompok kontrol di bagian pemahaman bacaan.

Kata Kunci: *Pemahaman Membaca, Prestasi Belajar, Storytelling Strategi.*

Abstract

The purpose of this study was to find out how storytelling (ST) affects students' reading comprehension achievement at the Palembang Tourism Polytechnic. Cluster random sampling was used in the study design, and data was obtained by using a questionnaire and giving tests such as pre-test post-test. In this study, 35 students were all selected for the experimental group and the control group. The experimental group participants were instructed through storytelling, while the control group was not. The results of the Independent Sample T-Test, which the researchers used to examine increases in and differences between these variables, showed that there was a visible increase in the storytelling group's reading comprehension achievement scores on the post-test in each group, therefore concluding that there was no significant difference of the storytelling strategies toward the reading comprehension achievement, because both the experimental and control groups each had an increase. However, the experimental group outperformed the control group in the reading comprehension section.

Keywords: *Reading Comprehension, Achievement, Storytelling Strategy.*

INTRODUCTION

Speaking, listening, writing, and reading are just a few of the various English language abilities that may be learned. These abilities were crucial to the learners. However, the majority of participants thought that reading was the most important ability for learners to master. For the learner, reading offered many advantages because it provided access to a wealth of knowledge and information. Reading was a process for the learner to develop appropriate pronunciation, thus the learner should continuously read the book aloud. The student understood the text and understood the meaning of the text by hearing it read aloud.

Reading also involved looking up some signs, letters, and words to determine their meanings. When reading a text, we would use our eyes to recognize and take in certain symbols, letters, punctuation, and words. We would then use and modify these elements into sentences to create paragraphs that would tell the reader of something. Reading is an interactive process that requires the reader to be engaged in order to understand the text, gain knowledge, develop critical thinking, and construct its meaning. Reading is the process of extracting information from a text, whether it be in the form of text, an image, a diagram, or a mix of all three. Reading also involves knowing, seeing, and comprehending the material that is being read. In other words, the reader already is aware of the knowledge gained from what he has read. Understanding the interaction between the writer and the reader is a crucial aspect of reading (Siti et al., 2016). Reading is said to as a task when a person can comprehend the meaning of a written sign after looking at it. A connection about how the reading process started exists between the text and the reader. Reading, it may be said, requires the reader to pay close attention to the written symbols in a text. In order to understand the message contained in a text, the reader and the text should be seen as two interrelated factors. A connection between what they have seen and what they have read is also important for the readers (Tikaningsih, n.d. 2020).

According to Kristin and Leah's (2010) argument, reading comprehension is possible when the reader is able to extract some information from the written material. Depending on the context of the reading and the content at hand, reading comprehension is a flexible skill. Reading comprehension is best understood as a multifaceted process influenced by a variety of thinking and language skills. Reading comprehension is an action of making knowledge of written concept meaningfully interacting and interacting with a language. According to Woodley (2011), reading comprehension is the act of deriving meaning from text; the objective is to grasp the subject matter of the text as a whole rather than deriving meaning from individual words or phrases.

Regardless of the reasons why readers choose to read, the researcher observed that reading comprehension has emerged as the primary objective. Although it can be a very difficult process to attain reading comprehension, it is clear that readers who are knowledgeable about the subject matter they are reading and who can comprehend the structure and meaning of the text will have an easier time doing so.

However, the researcher had already conducted a preliminary investigation at one Indonesian institution by distributing a questionnaire to learners and utilizing a Google form to contact every student there. According to the findings, several students found English to be difficult to understand and had trouble with reading. Because of several shortcomings in the development of English Learners. The students' perception that reading in English, in particular, was challenging and that comprehension of the text was challenging was the first deficiency. The student's vocabulary was also lacking. Third, the learner lacked background understanding in reading comprehension. Fourth, the students' poor conversational language made them difficult to read. The author wants to explore the impact of storytelling on reading comprehension achievement in order to address these issues with English language proficiency. According to Sherman (2011) on page xvii, storytelling is one of the earliest human activities and may even be older than language.

According to Ellis and Brewster (2014), storytelling have a specific ability to convey language and impart moral lessons that should never be forgotten. They claimed that since humans first learned to speak, telling stories has been an important mechanism—possibly the most important one for disseminating knowledge of all kinds. Storytelling, according to Tangoy et al (2012: 123–124), is the skill of putting real or imagined events into words, pictures, and sounds. They went on to say that stories are given for entertainment, instruction, and sometimes even moral guidance. This viewpoint leads to the conclusion that storytelling is a method of conveying some genuine or imaginary stories by means of words, images, and sounds in order to serve some good purposes like amusing, instructing, and imparting moral lessons to audiences.

Students may learn about, respect, and appreciate various cultures in a special way via storytelling. According to the definition of storytelling provided above, it can be inferred that this activity genuinely involves sharing whatever is on one's mind.(Noprianti, n.d.2021). Storytelling will be shown in video or it can called such as digital storytelling which is Digital storytelling, as defined by Frazel (2010), is a technique that combines textual story with media. Digital storytelling aids the instructor in developing a narrative that may make the English learning process fun. Castaeda (2013) adds that digital storytelling combines technology like music, texts, audio, and video clips to create an engaging stories.

Furthermore, Tangoy et al. noted that because humans utilize verbal communication to teach, explain, and entertain through storytelling—all of which are widespread in daily life, it is frequently regarded as an essential component of humanity. The effects of storytelling on the growth of EFL students' reading comprehension abilities have also been studied by Ta'amneh (2018), who identified storytelling as a useful tool for fostering the acquisition of new language skills in his students. He also talked about storytelling as a teaching activity that can draw students into the classroom and speed up the learning process. Therefore, for learner who struggle with reading comprehension, storytelling can be a wonderful way to improve learners' comprehension. Teachers can help students increase their own comprehension by helping them keep track of it while they read.

METHODOLOGY

Problem solving is a key component of research. A method is necessary for the researcher to solve the issue. In connection with this study, the writer used cluster random sampling to choose samples, and 35 students from Culinary class and Room Division class made up the sample. In this study, Pre-test and post-test instruments were employed by the researcher to gather data. Pre-test: The experiment class and the control class took the same reading pretest in order to compare how well both classes fared on tests measuring reading comprehension. The purpose of the examinations was to determine the student performance before the experiment class's treatment was given. Post-test: The post-treatment test is given by the researcher to both the experimental class and the control class. The exam is used to determine whether or not the storytelling technique is beneficial in improving student reading comprehension when teaching English. The data analysis strategy used in this study uses inferential statistical techniques to analyze test outcomes with SPSS 26.

RESULTS AND DISCUSSIONS

Data Description

This study's variables include Reading Comprehension (Y), Storytelling (X1) as independent variables. This section will present a description of the data from each variable based on data collected from the field. This description will be based on the indicators of the research variables, the data analysis carried out in the form of the total score, highest score, lowest score, mean, and standard deviation to describe and test the independent variables (Storytelling) and the dependent variable (Reading Comprehension) in this study. Based on the explanation above, it can be described as follows:

Pretest Score Data

Two classes—the experimental and control classes—are assessed prior to the test. Prior to receiving treatment, learners undergo a pretest to ascertain their baseline proficiency. To assess students' reading proficiency in both the experimental class and the control class, a pre-test is administered once. The resulting pretest results are shown in the following table.

Table 1. Pretest Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67	1	5.9	5.9	5.9
	73	4	23.5	23.5	29.4
	77	3	17.6	17.6	47.1
	80	2	11.8	11.8	58.8
	83	5	29.4	29.4	88.2
	87	1	5.9	5.9	94.1
	90	1	5.9	5.9	100.0
Total		17	100.0	100.0	

The procedure of selecting the value category in this study involves. Very Good = 81-100, Good = 61-80, Enough = 41-60, Less = 21-41, and Very Less =

0-20. Table 1 splays the distribution of results from the pretest in the experimental group.

According to the above table, the experimental group's pretest reading comprehension achievements scores were obtained for category Very Good as many as 7 students with percentage 41,2%, Good as many as 10 students with percentage 58,8%.

Table 2. Descriptive Statistics

		Reading_Comprehension	Method	Test
N	Valid	17	17	17
	Missing	0	0	0
Mean		79.02	1.00	1.00
Std. Error of Mean		1.451	.000	.000
Median		80.00	1.00	1.00
Mode		83	1	1
Std. Deviation		5.982	.000	.000
Variance		35.784	.000	.000
Range		23	0	0
Minimum		67	1	1
Maximum		90	1	1
Sum		1343	17	17

According to the calculation of descriptive Pretest Experimental group above, it was discovered that from 67 to 90, had a mean of 79,02, a standard error of mean of 1.451, a median of 80, a mode of 83, a standard Deviation of 5.982, a Variance 35.784. a range 23, and a sum of 1343.

Table 3. Pretest Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	5.6	5.6	5.6
	66	1	5.6	5.6	11.1
	67	1	5.6	5.6	16.7
	70	2	11.1	11.1	27.8
	73	2	11.1	11.1	38.9
	77	4	22.2	22.2	61.1
	80	3	16.7	16.7	77.8
	83	3	16.7	16.7	94.4
	87	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

The procedure of selecting the value category in this study involves. Very Good = 81-100, Good = 61-80, Enough = 41-60, Less = 21-41, and Very Less = 0-20. Table 1 splays the distribution of results from the pretest in the experimental group.

According to the above table, the experimental group's pretest reading comprehension achievements scores were obtained for category Very Good as many as 4 students with percentage 22,3%, Good as many as 13 students with percentage 72,3%, and enough as many as 1 student with percentage 5.6%.

Table 4 Descriptive Statistics

Pretest_Control		
N	Valid	18
	Missing	0
Mean		75.67
Std. Error of Mean		1.673
Median		76.67
Mode		77
Std. Deviation		7.096
Variance		50.353
Range		27
Minimum		60
Maximum		87
Sum		1362

According to the calculations made for the descriptive Pretest Control group, it was determined that the scores ranged from 60 to 87, with a mean of 75.67, standard deviation of 7.096, variance of 50.353, median of 76.67, mode of 77, range of 27, and sum of 1362.

Based on the presentation of the initial data or pretest listed in the table above it can be seen that the average value in the experimental class was 79.02 and in the control group was 75.67 while the highest and lowest values in the experimental class were 67 and 90, while in the control group were 60 and 87 So that it can be categorized that the average reading comprehension achievement of students at the tourism Polytechnic in this research has a good ability.

Posttest Score Data

Table 5. Posttest Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	82	1	5.6	5.9	5.9
	83	2	11.1	11.8	17.6
	86	2	11.1	11.8	29.4
	87	3	16.7	17.6	47.1
	90	3	16.7	17.6	64.7
	92	2	11.1	11.8	76.5
	93	1	5.6	5.9	82.4
	93	3	16.7	17.6	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

In this study, the process of choosing the value category entails. Good = 61-80, Enough = 41-60, Less = 21-41, and Very Less = 0-20. Very Good = 81-100. The distribution of the posttest results for the experimental group is shown in Table 5.

According to the above data, 17 students in the experimental group received posttest reading comprehension accomplishment scores for the category Very Good with a percentage of 100%.

Table 6. Descriptive Statistics
Posttest_Experimental

N	Valid	17
	Missing	0
Mean		88.65
Std. Error of Mean		.952
Median		90.00
Mode		87 ^a
Std. Deviation		3.925
Variance		15.409
Range		11
Minimum		82
Maximum		93
Sum		1507

a. Multiple modes exist. The smallest value is shown

According to the calculations made for the descriptive Posttest Experimental group, it was determined that the group's mean score was 88.65, its standard deviation was 3.925, its variance was 15.409, its range was 11, and its sum was 1507. The group's minimum score was 82 and its maximum was 93.

Table 7. Posttest Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	5.6	5.6	5.6
	73	1	5.6	5.6	11.1
	77	2	11.1	11.1	22.2
	80	5	27.8	27.8	50.0
	83	6	33.3	33.3	83.3
	87	3	16.7	16.7	100.0
Total		18	100.0	100.0	

In this study, the process of choosing the value category entails. Good = 61-80, Enough = 41-60, Less = 21-41, and Very Less = 0-20. Very Good = 81-100. The distribution of the posttest results for the experimental group is shown in Table 7.

The posttest reading comprehension accomplishment scores for the experimental group were obtained for category Very Good as many as 9 students with percentage 50% and category Good as many as 9 students with percentage 50%, as shown in the above table.

Table 8. Descriptive Statistics

Posttest_Control		
N	Valid	18
	Missing	0
Mean		80.93
Std. Error of Mean		1.071
Median		81.67
Mode		83
Std. Deviation		4.545
Variance		20.661
Range		17
Minimum		70
Maximum		87
Sum		1457

According to the calculation of the descriptive Posttest Control group discussed above, it was found that the range of scores was 17, with a minimum score of 70 and a maximum score of 87, and that the scores had a mean of 80.93, a standard deviation of 4.545, a variance of 20.661, a median of 81.67, and a mode of 83. The scores also had a range of 17, and a sum of 1457.

According to the Posttest findings in the table above, both the experimental class and the control class have shown an increase in the acquisition of scores. While the control class sees an increase from 75.67 to 80.93, the experimental class sees a significant increase from an average of 79.02 to 88.65. The students at the tourism polytechnic have improved their reading comprehension skills, as evidenced by the average posttest score. So that the experimental class's reading achievement can be seen in the pretest and posttest scores, where it goes from good to very good after the story-telling treatment, while the control class stays in the same category, namely good without the storytelling treatment.

The researcher gathered the data from the pretest and posttest scores and the significant improvement in reading comprehension between the students who were taught using the storytelling strategy (Experiment class) and the students who were taught without using the storytelling strategy (Control Class) to learn about the computation of the t-test value. Conversely, if p-output is greater than 0,05, Ho is approved but Ha is denied, and if p-output is less than 0,05, Ho is rejected, and Ha is approved.

Table 9 Tests of Between-Subjects Effects

Dependent Variable: Reading_Score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1572.875 ^a	3	524.292	17.077	.000
Intercept	459629.780	1	459629.780	14970.674	.000
Method	536.091	1	536.091	17.461	.000
Score	968.770	1	968.770	31.554	.000
Method * Score	83.412	1	83.412	2.717	.104
Error	2026.333	66	30.702		
Total	462707.222	70			

Corrected Total	3599.208	69			
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a. R Squared = .437 (Adjusted R Squared = .411)

The P-value obtained from the table above is 0.104. This number is bigger than 0,05, yet it is unremarkable. As a result, (Ha) is rejected whereas (Ho) is accepted. It means that there was no discernible difference in reading comprehension learning between the students who used the storytelling strategy during instruction and the students who did not.

The use of storytelling in enhancing students' reading comprehension will be thoroughly demonstrated in this section as a consequence of the research findings. It happened when the researcher delivered the students for the pre- and post-test results. It demonstrated to the media that the researcher had achieved what had been claimed before. Muhammad Ardiansyah Efendi (2010) clearly conducted research. In the second grade at SMP Muhammadiyah 3 Kutorejo, the use of pictures as a medium has been shown to boost students' reading comprehension. The researcher came to the conclusion that using pictures as instructional medium can help students' reading comprehension. This section explains how to evaluate the results, which show that using images or videos to communicate stories might help students better understand what they're reading and extract information from the text.

The data above demonstrates that the benefits of implementing a storytelling technique in teaching reading comprehension of narrative texts aid students better in comprehending the tale that is illustrated by a video. According to the study above, students' learning is facilitated by adopting storytelling techniques, particularly when learning to comprehend narrative text through video. Students may find it simpler to interpret narrative text once the storytelling method has been implemented in the classroom since teachers have shown storytelling videos and allowed students to visually express the tale using the video. In addition, employing storytelling techniques to teach reading comprehension of narrative texts enables students enjoy the process while also giving them the opportunity to acquire new vocabulary after seeing the video. Their ability to improve their reading comprehension skills is aided by the new vocabulary, which provides them with fresh language to refer to. Students are therefore at ease using the narrative technique, which has numerous advantages. Students become excited to attend class and listen to the teacher's explanation by using the narrative technique. As time goes on, the reading tasks become simpler for students.

These results can be interpreted that the story telling method is generally effective in increasing students' reading comprehension skills. This finding has a similar connections between the aforementioned findings concerning the student who is taught through storytelling and the study done by Citra Ayu Murgayyah with the title Improving Students' Reading Comprehension of Narrative Text Using Digital Storytelling. Which the result of her research was students were better able to understand narrative text after engaging in digital storytelling. By displaying the digital storytelling video and narrative text, it enabled people to visualize the plot on their own. Students' participation in class also demonstrated

their active and passionate involvement in reading, as well as their interest in and attention to narrative text as reading material. Students can enhance their reading comprehension skills by applying digital storytelling strategies in reading classes. This study can therefore serve as a guide for future learning on narrative text reading comprehension.

The outcomes demonstrated that the students at the Tourism Polytechnic had improved their reading comprehension skills using storytelling. When learning is delivered utilizing video storytelling technology, students are very passionate and active participants. While in the control group students who were taught without story telling also had an increase in the acquisition of reading comprehension achievement scores although the scores obtained were not as great as those in the experimental group.

The Denman, or cone of experience, theory of Edgar Dale, according to which concrete experience is at the greatest level and abstract experience is at the lowest, is supported by the findings of this study of Suprihatiningrum (2016). Edgar Dale presented the results of his research findings in terms of the percentage of memory for learning that was accomplished, mentioning that children had a 20% memory capacity for lectures, a 72% memory capacity for writing (reading), and a visual and verbal memory capacity of 72% for teaching via illustration. 90% of learning occurs through participation (role playing, case studio, practice) rather than passive learning (Warsono and Hariyanto, 2012). Students used visual, verbal, and role-playing (learning through picture and sound illustrations) as their primary modes of learning in this study.

The findings of the research can address the formulation of the issue and the research objective that there is no difference in the reading comprehension achievement of Tourism Polytechnic students whether storytelling is used in the instruction or not, as both groups have improved in their reading comprehension achievement. Although the gain in value was bigger, it only occurred in the experimental group that received storytelling-based instruction. So that the use of storytelling in education can continue and students can learn effectively, understand, and enjoy the process of learning.

CONCLUSION

The analysis's findings show that story telling have an impact on reading comprehension. As a consequence of the statistical analysis, the P-value obtained from the ANOVA table is 0.104. This number is bigger than 0,05, yet it is unremarkable. As a result, (Ha) is rejected whereas (Ho) is accepted. It means that there was no discernible difference in reading comprehension learning between the students who used the storytelling strategy during instruction and the students who did not. This indicates that the link between storytelling and students' reading comprehension achievement is not particularly significant. The researcher can therefore draw the conclusion that students at the Polytechnic Tourism can still improve their reading comprehension scores whether they are taught via storytelling or not. However, in this instance, compared to employing conventional methods, teaching reading comprehension using the storytelling method by using video had a better impact on student learning to achieve their

full potential. The more thoroughly students understand the information they see and read, the better they are able to construct the reading in their own language.

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