

**TEACHING READING COMPREHENSION USING STORY  
TELLING IN THE ELEVENTH GRADE STUDENTS OF  
MAN 2 GAMPONG TEUNGOH LANGSA**

**THESIS**

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**STATE COLLEGE OF ISLAMIC STUDIES  
ZAWIYAH COT KALA LANGSA  
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**A THESIS**

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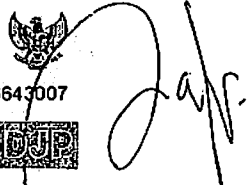
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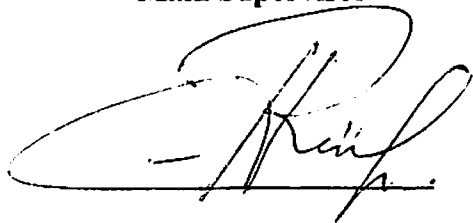
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**Submitted to Tarbiyah Department of STAIN Zawiyah Cot Kala Langsa  
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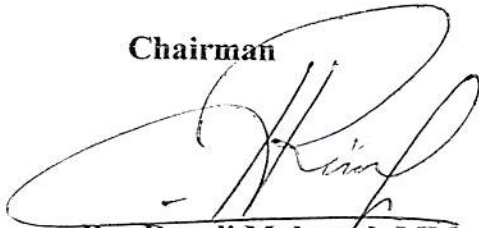
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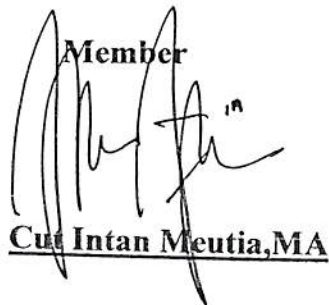
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**The Researcher**

**SRI RATU SAFIATUDDIN**

## ABSTRACT

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. In addition, Reading comprehension is the main capital and important to be taught, so teachers should find the suitable other alternative techniques of teaching Reading comprehension to make students interested in English lesson. One of them are through Storytelling. Storytelling is a subject that has a plethora wide-ranging application to human learning, teaching and society in general. Through Storytelling the English teacher can motivate his/her students in learning English Storytelling and the students will not feel difficult and bore in learning it. This thesis focuses on Teaching Reading comprehension by using storytelling at the eleventh year of MAN Gampong Teungoh Langsa. The problem of this study are there any significant differences between using and not using storytelling to the students' skill in reading comprehension at eleventh grade of Man Gampong Teungoh Langsa. The purpose of this study is to know the difference between using and not using storytelling to the students' skill in reading comprehension for studying. The population of this study was eleventh grade of Man Gampong Teungoh Langsa while the sample of this study was two classes of eleventh grade students, namely experiment class and control class. The technique of sampling is random sampling. This study is quantitative research. The design of this research is experiment design with pre-test and post-test procedure. There was a try out before the test, then it was continued by validity and reliability test. After that the new objective test was design; they only covered the valid and reliable ones. The writer collecting data by using test, which is used normality test, homogeneity test, and testing hypothesis in analyzing data. From the test of hypothesis, the writer was found the result  $t_{\text{calculation}}$  was 2.07 and  $t_{\text{table}}$  was 1.67. Next by comparing between both value,  $t_{\text{calculation}}$  is higher than  $t_{\text{table}}$ , namely  $2.07 > 1.67$ . It means  $H_1$  was accepted and  $H_0$  was refused. Thus, there is the effect of using storytelling in increasing students' reading comprehension mastery to the eleventh grade of Man Gampong Teungoh Langsa.

**Key words:** Reading Comprehension, Storytelling.



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# CHAPTER I

## INTRODUCTION

### A. Background of Study

In English teaching, reading is one of the communication skills that need to be performed in the classroom. Reading is one of skills of the language component beside the other skills such as speaking, writing and listening. The most important activity in teaching a language class is reading. Reading comprehension is one of those skills that students use in every class and will continue to use it long after they graduated. Good reading text also provides good modals for writing.<sup>1</sup>

In teaching reading comprehension, as we know, the teacher often reads the text once time, after that the students to find out the difficult words and find meaning of those words and then answer question based on the text. It has happened for long time in teaching reading. The students' ability in reading test showed that the process is ineffective to teach reading comprehension that undertaken by teachers in eleventh grade of Man Gampong Teungoh Langsa.

The above phenomenon has brought a serious problem, because most of students cannot improve their reading ability so that they only get a very little time to improve it. This matter makes the students unable to comprehend contents, conditions, circumstances, actors and places from the text. Other factor that causes students' low in studying English especially one on reading. It may also derive

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<sup>1</sup> Jack C. Richards and willy A renandya., *"Methodology in Language Teaching An anthology of Current Practice"* (United States of America : Cambridge University Press, 2004) P. 273

from students feel bored and lose their interest on the subject which affect on students' reading ability.

Lack of understanding of students on reading comprehension can be caused by several factors such as the level of material difficulties of the material still that is too high, so that the students cannot understand the text or the teacher may not be exact in teaching reading by using same techniques. That there some many teachers who use the lecture method in learning reading that makes the classroom monotonous and many others.

From classroom observations, there are some methods that are often applied in teaching process. This method the teachers just told students to read hard and look for difficult vocabulary, and then teachers explained the text until students get bored because the technique is monotonous. Besides that there are also teachers who gave a text and having students read silently. Whereas when they read, some students are busy doing other activities, only a few students who are really serious about reading the text. While the teacher sat on the chair and supervise students until time to read is up. Then the teacher gives the students many questions associated with readings above. Based on the author's observation, thus learning situations can lead students to read with a serious interest, because this situation make students bored and tired, to prevent such situations is necessary to find a method that is more interesting and creative so that students in the study of reading comprehension. Many methods that can be used by teachers in teaching reading comprehension, such as the cooperative

method integrated reading, composition, contextual teaching and learning storytelling methods, etc.

Storytelling is the interactive art of using words and actions to reveal the elements and image of a story while encouraging the listener's imagination. Storytelling involves a two way interaction between a storyteller and one or more listeners. The responses of the listeners influence the telling of the story. In fact, storytelling emerges from the interaction and cooperative, coordinated, efforts of teller and audience.

As quoted by Wright "learning a language is useless if we do not know how to communicate, how to listen to others and how to speak and write. Therefore, listeners and readers will want to listen and read and be able to understand. Story sharing builds up this crucial sense of awareness of others".<sup>2</sup>

Therefore the author's assumption that storytelling can give positive impact on students' interesting and value in studying English as well as increase their comprehension ability.

From this statement, the writer concludes that storytelling can help students in learning reading comprehension, how to read and how to understand it perfectly. Furthermore, the writer would like to present the title "*Teaching Reading Comprehension by Using Story Telling in the second Students of MAN 2 Terpadu Langsa*".

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<sup>2</sup> Andre Wright, *Storytelling with children*. (Hong Kong : oxford University press, 1995)  
P.7

## **B. Research Question**

Based on the background above, the writer formulated the research question as follows:

1. How the students' skill in reading comprehension is taught by using storytelling technique at eleventh grade of Man Gampong Teungoh Langsa?
2. How is the students' skill in reading comprehension without storytelling at eleventh grade of Man Gampong Teungoh Langsa?
3. Is there any significant difference between using and not using storytelling to the students' skill in reading comprehension at eleventh grade of Man Gampong Teungoh Langsa?

## **C. Purpose of Study**

The purpose of this study is to find out:

1. To find the students' skill in reading comprehension is taught by using storytelling technique at eleventh grade of Man Gampong Teungoh Langsa.
2. To find students' skill in reading comprehension without storytelling at eleventh grade of Man Gampong Teungoh Langsa.
3. To find the significant difference between using and not using storytelling to the students' skill in reading comprehension at eleventh grade of Man Gampong Teungoh Langsa.

## **D. Significance of Study**

The significance of this study:

### **1. Theoretical**

The finding of this study are expected to be useful for the teacher of English as a foreign language especially in teaching reading and saving useful information to the teacher he/she will be creative in use the method when teaching reading. So the students can comprehend the text well.

### **2. Practical**

In writing this thesis, this research is based on the writer assumption that storytelling can give positive impact on students' interesting in studying English as well as to increase their comprehension ability. In addition, this thesis can be a reference for others in the field of teaching and learning, either formal or informal.

## **E. Terminology**

### **1. Reading Comprehension**

Reading comprehension a written text means extracting the required information from it as efficiently as possible, further, locating the relevant advertisement on the board and understanding the new information contained in the article, demonstrate that reading purpose in each case has been successfully fulfilled.<sup>3</sup> Reading comprehension is most likely to occur when students are reading what some good reason to read.

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<sup>3</sup> Francios grelllet "Developing reading skill a practical guide to reading comprehension exercise combridge language teaching library" (Cambridge University Press, 1994) p 3

## 2. Storytelling

Storytelling is an interactive performance art form. Direct interaction between the teller and audience is an essential element of the storytelling experience. An audience responds to the teller's words and actions. The teller uses this generally non-verbal feedback too immediately, spontaneously, and improvisational adjust the tones, wording, and pace of the story to better meet the needs of the audience. Using storytelling in the classroom is one way to address literacy development by improving oral language reading comprehension and writing, engaging in storytelling activities is ways motivate even the most reluctant reader or writer. Storytelling is defined as relating a tale to one or more listeners through voice and gesture.<sup>4</sup> Because storytelling relies on both the listener and the teller, this strategy utilizes the social element of language.

## F. Hypothesis

According to Arikunto "hypothesis is a temporary answer to the research problem until it is proved by the data that will be collected".<sup>5</sup> Based on the theoretical framework and conceptual framework above, the hypothesis can be formatted:

1. Ha: Story telling does improve the student's reading comprehension.
2. Ho: Story telling does not improve the student's reading comprehension

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<sup>4</sup> National Council of Teachers of English: position statement from committee on storytelling. (1992). Teaching storytelling. Retrieved Mei 25, 2013, from <http://www.ncte.org/about/over/positions/category/curr/107637>).

<sup>5</sup> Suharsimi Arikunto " *Prosedur penelitian: Suatu pendekatan praktik*" (Jakarta : Rineka Cipta) p 64