



## EFFECTIVENESS OF STORYTELLING TO IMPROVE WITH DESCRIPTIVE TEXT OF STUDENTS' READING ACHIEVEMENT

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### Abstract

Storytelling is the process of someone conveying and receiving a story through various media, such as words, pictures or sound. Therefore, it can be said that storytelling can improve students' reading skills. This study aims to examine whether the story telling learning method is effective in improving students' reading skills. Researchers conducted research at SMP Negeri 3 Palembang Class VII.10 with a total of 31 students. Using pre-test and post-test designs as pre-experimental procedures, data collection techniques used in this study were pre-test and post-test. Then the data was tested with a normality test of 0.00 less than 0.05 ( $0.00 < 0.05$ ). Then all pre and post test data are normally distributed. From the results of the analysis of single paired t-test data, it can be seen that the results of the t-analysis obtained -7,803 df 30 significance value for the control group 0.000  $H_0$  was rejected  $H_a$  was accepted, t was obtained for the experimental group -14.351 df 30 for the experimental group a significance value of 0.000  $H_0$  was rejected Accepted independent t-test with a t-test of 10.015 df 60 and a significance value of 2 with 0.000. It can be concluded that telling stories can increase vocabulary in class VII.10 of SMP Negeri 3 Palembang, and this research shows that students always increase their English vocabulary because vocabulary plays an important role in everyday life.

**Keywords:** COVID-19, Students' Perception, Academic Performance, Online Learning.

### INTRODUCTION

Parupali (2013, p. 1) states that English is recognized as one of the most used languages in global communication and has achieved global status. Due to the importance of English language, people from different countries learn English to face the world. Moreover, according to the British Council (2013, p. 5), the English-speaking population has reached 1.75 billion, which is about a quarter of the world's population. In Indonesia, in 1967, by the decision of the Minister of Education, English was defined as a foreign language. Also, in the 2013 curriculum, English is one of the compulsory subjects from high school to high school. English was also taught as an elective subject in elementary school. In addition, in the process of teaching and learning English, consist of four basic skill include listening, speaking, reading and writing. These four skills are closely linked. However, in this study, the author only focused on reading comprehension. Harmer (2001) who argues that reading helps provide opportunities to study things such as vocabulary, grammar, punctuation, and the construction of sentences, paragraphs, and text.

Regarding the importance of reading, Komiyama (2009) states, "Reading is an important skill for today's English learners. This supports overall skills development and provides access to essential work and school information. In other words, through reading, students can get more information to support their learning. Furthermore, Cunningham and Stanovich (2001) stated, "People who read a lot increase their vocabulary. Reading makes them smarter." Storytelling is one of many techniques that can be used to teach reading successfully. Storytelling is the skill or ability to tell a story and set scenes, situations and conversations. Stanley and Stanley&Dillingham (2009) say that storytelling is an oral act that includes facial expressions, facial expressions, and body movements to involve the audience using various perspectives that drive story events

In addition, Harmer (2001) said that storytelling is a learning method in which students can write short stories that they hear from someone for the first time or create their own stories to share with their friends. Stoicovy (2004, p.28) claims that storytelling has a positive impact on language learning because it improves students' ability to organize information in texts. Therefore, storytelling is a method that can help improve students' reading performance and can help teachers determine students' understanding of what they hear and read. Stoicovy (2004, p.28) claims that storytelling has a positive impact on language learning as it promotes

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students' ability to organize information in text. Therefore, the process of storytelling is a method that can help improve students' reading performance and can help teachers determine students' understanding of what they hear and read. Cahyono (2013) argues that the reason why there are some authors emphasize the use of local culture in teaching of EFL in Indonesian is in order to preserve the EFL learner's cultural identity.

In addition, Dalimunte and Tipka as cited in Cahyono (2013) mention that teaching English through local culture gives a number advantages such as activating the students' background knowledge, making the students interested and motivated them to talk about their own culture and providing relevant materials for the needs of many students. refers to the human beings' way of life, festival, historical place, history, art, music, dance, and food which come from particular area. The use of local culture materials in teaching descriptive text is really beneficial. As explained in previous paragraph, local culture is about the human beings' way of life, festival, historical place, history, art, music, dance, and food which come from particular area. Based on the explanation above, this study aims to see whether the English learning method using descriptive text storytelling techniques with local cultural stories can improve students' reading skills. In addition, this research is also expected to be a reference for the literature in the field of developing teaching and learning activities in school.

## METHOD

This study uses a quantitative approach with experimental research design methods. Experimental design (also called intervention study or group comparison study) is a procedure in quantitative research in which the researcher determines whether an activity or material makes a difference in outcomes for participants Creswell (2012). The writer uses experimental research because the writer wants to see the effect of the independent variables on the dependent variable. Likewise with the research design in this study is a quasi-experimental design. The writer uses a quasi-experimental design because the writer wants to see the results of the experimental group and the control group.

## FINDINGS AND DISCUSSION

Data were collected by pretest and posttest and analyzed using T-test (paired sample t-test and independent sample t-test) with the help of SPSS v.25 software. In searching for the data, the writer used the results of the pre-test and post-test in the speaking test of the two groups (experimental and control groups). The pre-test is given before the treatment and the post-test is given after the treatment. After the data is collected, the data were analyzed by t-test with SPSS v.22 program. independent sample t-test is used to see if there is a significant mean the difference between the experimental and control groups.

Table 1. The students' pre-test and post-test scores of experimental group

STUDENT	PRE-TEST	POST-TEST	GAIN SCORE
1.	42	82	40
2.	56	82	26
3.	40	90	50
4.	52	88	36
5.	60	80	20
6.	66	84	18
7.	44	72	28
8.	58	82	24
9.	56	90	34
10.	64	84	20
11.	54	82	28
12.	60	74	14
13.	66	84	18
14.	40	80	40
15.	54	78	24
16.	50	86	36
17.	56	86	30

18.	66	74	8
19.	48	88	40
20.	70	86	16
21.	62	80	18
22.	46	70	24
23.	40	72	32
24.	60	80	20
25.	44	82	38
26.	62	76	14
27.	66	72	6
28.	58	82	24
29.	48	82	34
30.	50	78	28
31.	52	80	28
<b>TOTAL</b>	1690	2506	816
<b>MEAN</b>	54,51	80,83	26,32

As shown in Table 1 It can be seen above that the lowest pre-test score is 40, the highest pre-test score is 70, the lowest post-test score is 70, and the highest post-test score. It's the '90s. The pre-test average is 54.51 and the post-test average is 80.83. The mean difference between the pre and posttest is 26.32. To see the details of the results of the descriptive analysis of the pre-test and the post-test in the experimental group, the following table is explained.

Table 2. Pre-Test Score Analysis in Experimental Group

Score range	Category	Experimental Group (Pre-Test)		
		Frequency	Percentage	Mean
85-100	Excellent	0	0%	54,51
75-84	Very Good	0	0%	
65-74	Good	5	16,1%	
55-64	Poor	11	35,4%	
<55	Very Poor	15	48,3%	
<b>Total</b>		31	100%	

As presented in table 2 above, Analysis of preliminary test scores in experimental groups. Five students fell into a good category, 11 students fell into a bad category, and 15 students fell into a very bad category. That is, 16.1% of the students fell into the good category, 35.4% into the bad category, and 48.3% into the very bad category. The pre-test average is 54.51. Finally, before treatment was introduced, most of the students were poor, very poor.

To determine in specific the results of descriptive analyses of pre-test and post-test in experimental group was presented in the following table.

Table 3. Pre-Test Scores Analyses in Experimental Group

Score range	Category	Experimental Group (Post-Test)		
		Frequency	Percentage	Mean
85-100	Excellent	7	22,6%	80,83
75-84	Very Good	18	58,0%	
65-74	Good	6	19,4%	
55-64	Poor	0	0%	
<55	Very Poor	0	0%	
<b>Total</b>			100%	

Table 3 Post-test score analysis in the experimental group. There were 7 students in very good, 18 in very good and 6 in good. In other words, there were 22.5% of the students in the very good category, 58.0% of the students in the very good category, and 19.3% of the students in the good category. The post-test average is 80.83. In conclusion, after treatment, the majority of students were in a very good class. Based on the above explanations, the average after the test in the experimental group (80.83) is higher than the average before the test in the experimental group (54.51). The average difference between pre-test and post-test in the experimental group is 26.32. This means that students' performance in language comprehension improves significantly after learning storytelling techniques.

Table 4. Post-Test Scores Analysis in Control Group

Score range	Category	Experimental Group (Post-Test)		
		Frequency	Percentage	Mean
85-100	Excellent	0	0%	66,51
75-84	Very Good	2	6,6%	
65-74	Good	16	53,3%	
55-64	Poor	10	32,2%	
<55	Very Poor	3	9,6%	
<b>Total</b>		31	100%	

Table 4 presented Analyze results after testing in the control group. There were 2 students in a very good category, 16 in a good category, 10 students in a bad category, and 3 students in a very bad category. In other words, 6.6% of the students were in the "very good" category, 53.3% of the students were in the "good" category, 32.2% of the students were in the "poor" category, and 9, 6% of the students were in the "good" category. category "very bad". The mean after the test is 66.51. In short, most of the students were in a good class. Based on the above explanation, the mean after the test in the control group (66.51) is higher than the mean before the test in the control group (56.58). The mean difference between the pre- and post-test in the control group is 10.19. Mean values increased in the control group and were significant in the experimental group.

In the is research, the results of pre-test and post-test of both groups were analyzed by using t-test with SPSS v.22 program. The writer employed paired sample t-test and independent sample t-test. Paired sample t-test is used to see the difference among mean scores of students' speaking comprehension achievement in descriptive text before and after the treatment. Meanwhile, independent sample t-test is used to see whether there is any significant mean difference between experimental and control groups. T-test requires normality and homogeneity. The normality test shows whether the samples are normally distributed or not. Furthermore, the homogeneity test reveals whether the two samples from the experimental and control groups were homogeneous or not.

Table 5. Test of Homogeneity

	Levene Statistic	df1	df2	Sig.
Pretest homogeneity test	.545	1	53	.464
Post test homogeneity test	.428	1	53	.516

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To answer the first research question of the study, a paired-samples t-test is performed using SPSS v.22 software. A paired-samples t-test was used in the study to determine whether storytelling techniques could help understand the performance and achievement of 7th graders at SMP Negeri 3 Palembang. Statistics for the analysis of the experimental and control groups are presented in Table 6.

Table 6. Paired Sample T-Test Experimental Group

Variable	Paired sample T-Test			H0	Ha
	T	Df	Sig. (2-tailed)		
Reading achievement achievement	-14.351	30	.000	Rejected	Accepted

Table 7. Independent Sample T-Test

Variable	Independent sample t-test			H0	Ha
	T	Df	Sig. (2-tailed)		
Reading achievement	10.015	60	.000	Rejected	Accepted

In this study, the authors used two types of hypotheses: the null hypothesis (Ho) and the alternative hypothesis (Ha). Research hypotheses are used to answer research questions. And the criteria used like this:

1. If  $t_{table} > t_{table}$  at significance level 0.05 or Sig. (both sides)  $< 0.05$ . We can say that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. So there is a big difference.
2. If the 0.05. We can say that the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. I mean there is not much difference.

As a result of the t-test sample in the experimental group, the number of t is  $14,351 > t_{table} (df = 30) 2,042$ , with a significance level of 0.05 and sig. (bilateral) if  $0.000 < 0.05$ . We can say that the negative hypothesis (Ho) is rejected and the other hypothesis (Ha) is accepted. Hence the first response from education. That is, after teaching students of SMP Negeri 3 Palembang 7th grade using storytelling techniques in 2021/2022, students' listening comprehension in narrative texts increased further. Additionally, following the independent sample t-test,  $t_{table} (df = 60)$  of  $10,015 > 2,000$  was obtained at a significance level of 0.05 and sig. (bilateral) if  $0.000 < 0.05$ . We can say that the negative hypothesis (Ho) is rejected and the other hypothesis (Ha) is accepted. So, the second answer to your research question is: Students who have learned to use storytelling techniques and students who have not learned to use storytelling techniques. Class 7 of SMP Negeri 3 Palembang for the 2021/2022 school year. In conclusion, based on the above explanation, it was concluded that the storytelling technique was effective in telling the story understanding achievement of the 2021/2022 SMP Negeri 3 Palembang 7th grade students.

There are several reasons why descriptive methods are effective when applied to experimental groups. First of all, it shows in the quality of the storytelling. Asfandiyar, (2007) Storytelling is a creative process in children that makes the child's imagination, the importance of having, imagination, imagination, art, the power of imagination and brain power, as well as intellectual development. Left brain and left side. Speaking of storytelling, almost all children enjoy listening to a story. This includes not only children and elementary school students, but also children who have grown into teenagers and adults. In storytelling, the storytelling process has become important because it is the process by which the value or message of the story can be conveyed to the child. As the narrative process progresses, the knowledge that the narrator imparts to the audience is absorbed. The process is a childhood experience, and it is the teacher's job to be happy while telling the story. Second, Bunanta (2009) says that there are many explanations that can be used to encourage children to read. The concept of storytelling and games, storytelling while playing music and holding a story presentation with the idea of children playing theater etc. With many ideas to share, the storyteller or narrator can present the story in an interesting and creative way so that students do not get bored. Learning by playing is something that cannot be separated from the child, and this is what the storyteller must remember. Talking about it is something that is rarely done these days. His roles and career have changed a lot since he starred in TV shows and computer games.

Finally, students can be creative and bold when using speaking strategies. Students can also easily see cause and effect in the story. Students can easily identify what happened in the story, what happened and how it was resolved. Students can retell the story in time. After knowing the results of the t-test and seeing the treatment process of students in the experimental group, the author can conclude that storytelling is effective and can be used for the development of learning ability of boys and girls. Reading achievement of grade 7 SMP Negeri 3 Palembang students during the 2021/2022 school year.

## CONCLUSIONS

Based on the results of data analysis, it can be seen that the average post-test in the experimental group is higher than the average pre-test in the experimental group. This is also supported by the results of the sample competition in the experimental group. The results showed that the obtained t is greater than the t table ( $df = 30$ ) at 5% significance and sig. (both sides) less than 0.05. We can say that the negative hypothesis (Ho) is rejected and the other hypothesis (Ha) is accepted. Namely, these results show that student achievement in understanding storytelling in stories increased after teaching using storytelling techniques for SMP Negeri 3 Palembang Year 7 students in 2021/2022. It is higher than the pre-test average in the control group. This is also confirmed by the test results of the control group. The results showed that the obtained t is greater than the t table ( $df = 30$ ) at 5%

significance and sig. (two tails) less than 0.05. We can say that the negative hypothesis (Ho) is rejected and the other hypothesis (Ha) is accepted. That is, these results show an increase, but it is not as large as in the experimental group. In addition, the average post-test of the experimental group was higher than that of the control group. This is also supported by the results of the independent samples t-test. The results showed that the obtained t is greater than the t table (df = 60) at 5% significance and sig. (both sides) less than 0.05. We can say that the negative hypothesis (Ho) is rejected and the other hypothesis (Ha) is accepted. In other words, these results show that on average there is a significant difference in the explanatory comprehension of the descriptive text of the students who were taught using the standard description and those who were not, at SMP Negeri 3 Palembang 7th year in 2021/2022. level. From the above explanation, it can be concluded that the storytelling technique is effective for the success in reading and comprehension in the descriptive text of the 7th graders of SMP Negeri 3 Palembang in the school year 2021/2022.

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