THE EFFECTIVENESS OF USING OF STORYTELLING AND GTM IN TEACHING READING

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Abstract

In reading comprehension, there are some problems appear and students unable to read efficiently and effectively. The problems found were unvaried of teaching method. This study investigated the effect of teaching reading comprehension through grammar translation method and storytelling to the second grade students of state senior High school 4 Ternate. This study was categorized as experimental research, in this study researcher used quasi experiment in finding out the answer of the problem of the study. There were two classes becoming sample of study namely XI-1 as storytelling group and XI-6 as grammar translation method with the total number of students are 56. The sample of the study is determined using population research random sampling technique. Both of groups were given pretest before treatment. Then the students of the first experimental group was taught using storytelling and the second control group was taught using grammar translation method. Finally, the researcher gave post-test to both groups. The finding showed that the mean of the reading comprehension ability of the students before (54.82) and after (78.21) taught by using storytelling. Then, the mean of the reading comprehension ability of the students before (50.89) and after (72.50) taught by using grammar translation method. The p value was lower than the significance level (0.004<0.05). so the alternative hypothesis was accepted. Hence, there is a significant difference between the reading comprehension ability of the students taught by using Storytelling and that of the students taught by using Grammar Translation Method.

Keywords: Reading Comprehension, storytelling, GTM, teaching reading

INTRODUCTION

When one thinks of the context in which reading is taught, the first thing that comes to mind is the classroom. But the learning process for reading take place within a context that extends far beyond the classroom. In fact,

differences among readers can, to some context, be traced to the varying sociocultural environments in which children live and learn to read. Learning and literacy are viewed partly as cultural and historical activities, not just because they are acquired through social interactions but also because they represent how a specific cultural group or discourse community interprets the world and transmits information.

Janette K. Klingner, (2007: 11) Reading can be challenging, particularly when the material is unfamiliar, technical, or complex. Moreover, for some readers, comprehension is always challenging. They may understand each word separately, but linking them together into meaningful ideas often does not happen as kit should. There readers can decode the words, but have not developed sufficient skill to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text. Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.

This focus of this study is on the cognitive processes involved in comprehension, and moreover on technique that help readers improve their ability to comprehend text. Indeed, the use of effective reading comprehension strategies is perhaps the most important means to helping readers improve comprehension and learning from text. The ability of reading has been identified a essential part for everybody in every life. Reading becomes a need because many people often read media such as newspaper, magazines, announcements and in general social media. Letters, short message service, email, brochures, pamphlets, leaflets, street signs, books and other. They want to get more information, improve new ideas and learn new materials. In edition people also read in order to satisfy themselves. They will choose pleasurable material for reading. Reading becomes their cultural that provides them with many benefits. Mary (2001: 21) says that those example show that we read different text types for different reasons.

Grammar Translation Method and Storytelling in reading clearly is not just for fun, it also helps students learn to be better users of language, helps

children learn to search for meaning, has an impact on children's overall academic performance, and may also help children to become more understanding citizens. All this only touches on the tip of iceberg of literature about the many benefits of story reading.

Based on observation held on teaching reading activity, there are many influence factors improving reading skill. One of them is the use of inappropriate strategies, approaches methods, technique or methods, which may help them in understanding the reading text better. The method or technique used by researcher in this research is Grammar Translation Method and Storytelling. Both of Methods will be applied in different times and classes. Translation is as method translating of the narration text to make easy for students to understand words by words and sentence by sentence and also paragraph. For a while, storytelling is telling stories or narrating human being's nature. That is will be done by researcher or become a storyteller. Traditionally, human being are regarded as reasoning animals. When Fisher (1984) proposed an assumption that human are also rhetorical beings, he did not disregard the traditional point of view, but believed that reasoning does not necessarily need to be in the form of argumentative prose or in clear-cut inferential or implicate structures.

RESEARCH METHODS

This study was categorized as experimental research. Nunan (2007: 230) states that experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested. The researcher used quasi experiment. Subsequently, quasi experiment has pre and posttests, experiment and control groups, but no random assignment of the subjects.

Data Collection Procedure, the researcher Choose the sample class of the second year students, Preparing the suitable materials, Giving the pretest to the sample class before applying GTM and storytelling method, Teaching

reading trough GTM and storytelling in accordance to the class topic, Giving the posttest to the students as the sample class, organizing data tabulation, Writing the conclusion, Writing the reporting.

FINDINGS AND DISCUSSION

A. Findings

Descriptive analysis

The researcher started the study by giving a pretest to both experiment and control groups. In the experiment group there were twenty-eight students as the sample. Pretest was administered on February 15, 2013. it lasted about an hour. Each Students answered twenty-five questions of multiple choices. Each question had four options. The posttest of the experimental and control groups was administered on February 5, 2014. In experimental group there were twenty-eight students as the sample. The posttest lasted about an hour. Each Students answered twenty-five questions of multiple choices. Each question had four option.

Table 1. The Result of Pretest

Illustrates the result of the pretest of experimental and control groups.

Item	Experimental Group	Control Group
Mean	54.82	50.89
Median	55	50
Mode	45 and 55	50
Standard Deviation	9.076	9.443
Range	40	40
Minimum	35	35
Maximum	75	75

Table 2. The Result of Posttest

Illustrates the result of the posttest of experimental and control group

Item	Experimental Group	Control Group
Mean	78.21	72.50
Median	80	70
Mode	80	70
Standard Deviation	9.643	6.333
Range	40	35
Minimum	55	55
Maximum	95	90

Inferential Analysis

1. Normality Testing

Table 3. The Result of the Normality Testing of the Pretest

Group	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.216	28	.002	.938	28	.096
GTM	.151	28	.103	.954	28	.247
Score ST						

Table 4. The Result of the Normality Testing of the Posttest

Group	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest	.154	28	.089	.966	28	.470
GTM	.181	28	.020	.954	28	.254
Score ST						

2. Homogeneity Testing

Table 5. The Result of the Homogeneity Testing of the Pretest

Levene Statistic	df1	df2	Sig.
.202	2	81	.817

Table 6. The Result of the Homogeneity Testing of the Posttest

Levene Statistic	df1	df2	Sig.
.281	2	81	.756

B. Discussion

Based on table above, the data of pretest to both experimental and control groups were normally distributed because the value of ρ (probability) is higher than 0.05 (α). The value of ρ from the pretest were 0.096 > 0.05 and 0.247 > 0.05. For a while, the value ρ from posttest were 0.470 >0.05 and 0.254 >0.05. The score of pretest and posttest to both experimental and control groups were homogenous. It is proven that the ρ value is greater than the significance level (0.817 >0.05) and (0.756 >0.05). The test of the

hypothesis whether there is a significance different between the reading comprehension ability of students taught by using storytelling and that of the students taught by using GTM to the second semester students of state Senior High School 4 Ternate. The data above descripts that the ρ value was lower than the significance level (0.004<0.005). So, the alternative hypothesis was accepted.

The mean of reading comprehension ability of the students before (54.82) and after (78.21) taught by using Storytelling then, the mean of the reading comprehension ability of the students before (50.89) and after (72.50) taught by using GTM. The Hypothesis of the study, there is a significant difference between reading comprehension ability of the students taught by using storytelling and that of the students taught by using GTM to the second grade students of state senior high school 4 Ternate was accepted. It was proven that the p value was lower than the significance level (0.004 < 0.05). Hence, teaching reading comprehension by using storytelling was more effective than teaching reading comprehension by using GTM. It can be concluded that teaching reading comprehension by using storytelling can increase the reading comprehension ability of the students than GTM.

CONCLUSION

The mean of the reading comprehension of the students taught by using storytelling is 78.21. The mean of the reading comprehension of the students taught by using GTM is 72.50. Therefore, there is significant different between reading comprehension of the students taught by using storytelling and that of the students taught by using GTM. When storytelling method used in teaching English, it can improve the students' English skill. It improves their reading comprehension and writing skill such as comprehension, fluency, grammar, vocabulary, and pronunciation based on the example given to the students. Researcher recommended the English teacher to use various methods such as a storytelling, GTM etc. Using the various techniques,

students will get stimulation and they will not feel bored in teaching learning English.

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