

Improving Students' Reading Comprehension on Persuasive Text through Storytelling

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Abstract

This research deals with the improving students' reading comprehension achievement on persuasive text through storytelling. This research is aimed to find out the improvement of the students' reading comprehension achievement on persuasive text if teaching by applying storytelling. The design of the research is conducted by using action research method. It was done through planning, action, observation, and reflection. The subject of this research is the 2013/2014 students of the Grade XI of SMA Swa Bina Karya Medan. This research applies quantitative and qualitative method. Quantitative data are taken from the students' reading comprehension test. Qualitative data are taken from diary notes, interview, and observation. The result of the research shows that there is improvement of students' reading comprehension on persuasive text through storytelling..

Keywords : Improving, Reading Comprehension, Persuasive Text, Storytelling

1. The Background of the Study

A study of a language is an interesting one to be conducted, especially if the language is a foreign or a second language. In the process of learning it, someone will say that it is a complex activity while others may say that it is challenging. If one is serious then the complexity will sooner or later becomes simple, fun, and enjoyable. In fact, in the teaching-learning process, it should be that way, i.e. fun and enjoyable; learning English is fun.

In teaching reading comprehension, it is very interesting to get some information from reading text. Many students read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and make use of that information through collecting facts, learning a new skill, or for pleasure.

Reading is thinking process. It is the act recognizing which requires interpretation of graphic symbol. Grabe and Stoller (2002:4) states that reading can be taught as way to draw information from the text and to form an interpretation of that information. Then, Eskey (1986:7) state that what the brain tells the eye, is much important than what the eye tells brain, provided that the brain has acquire some skill in converting printed language into real language.

Topic Sentence

Getting the topic sentences is one of the most important specific comprehension skills. Oshima and Hogue (1988:8) state that the topic sentence indicates the main idea of paragraph and it

is the most general statement in the paragraph". Then, Sullivan (1980:19) writes that a topic sentence indicates what the paragraph is about, what it will describe or discussed.

Supporting sentence is a sentence which develops the topic sentence by giving specific detail about the topic.

Text

Carter and Mc Carthy (2006) state that text is a stretch of language, either in speech or in writing, that is semantically and pragmatically coherent in its real-world context.

Types of Text

Vosso (2005:3) states that texts can be grouped into categories based on their structure and purpose. These categories include narratives, expository texts, technical texts and persuasive texts, which can be distinguished by examining what the author's intent and how he goes about achieving his intended result.

Persuasive Text

Persuasive text is written to make the reader do something. Robert (2001:5) states that persuasive attempts to persuade a reader to adopt a certain point of view or to take a particular action. Then Kathy (2003:12) writes that persuasive text refers to a creative writing or an argument, in which the speaker uses words to convince the reader of a writer's view(s) regarding an issue

Storytelling

Storytelling is the art of using languages, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific live audience (Ricardo, 2001:4).

The Application of Storytelling in Reading Comprehension

Blaine and Contee (2004:26) states that using storytelling is broadly divided into three steps, with each being regarded as essential for a successful program.

Conceptual Framework

Reading comprehension refers to unobservable mental process in the reading. As a process, it is an internal mental process that cannot be observed or studied directly. Consequently, it is difficult to obtain precise information about the events that take place in the mind when people comprehend a reading text. That is why to help the students to comprehend their reading it is needed a teaching technique to avoid the students bore in their reading. It is used storytelling.

2. The Research Design.

This research is based on Classroom Action Research. . According to Ferrance (2000:5), action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research which is used for various purposes: school based curriculum development, professional development, systems planning, school restructuring, and as an evaluative tool.

The Subject of Research

The subject of this research is the 2013/2014 students of the Grade XI of SMA Swa Bina Karya Medan. There reason for choosing this school because the writer ever to be a teacher at the school. There are three parallel classes of the students of the Grade XI altogether with the total number of 93 students. It can be seen as in the Table 3.

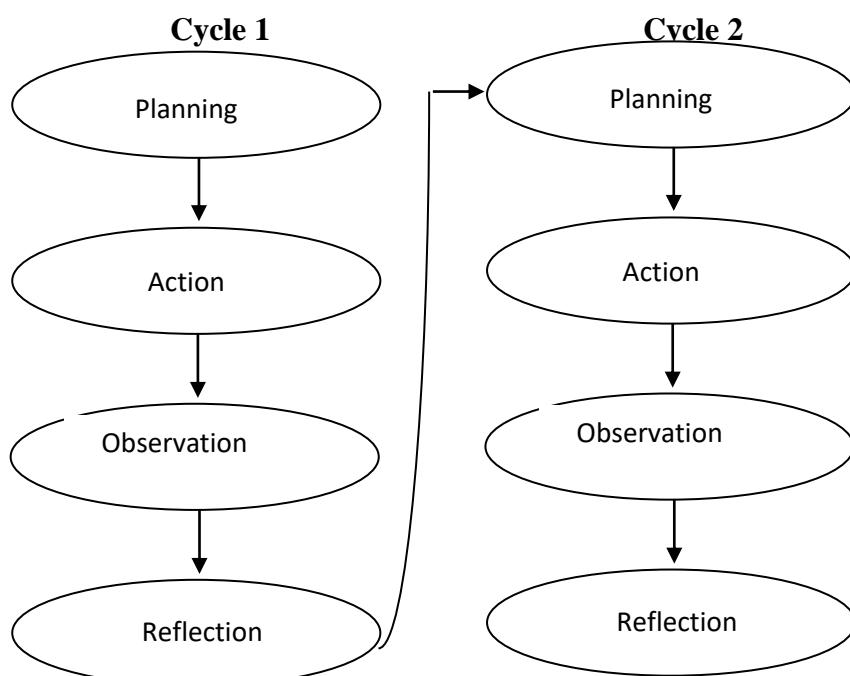
Table 3.1 Subject of Research

No	Classes	Total Number
1	XI-1	31
2	XI-2	32
3	XI-3	30
	Total number of students	93

Owing to the large number of the students and for the efficiency and practicality of this research, 30 are chosen students as samples randomly. They are taken in one class

The Procedure of the Study

The procedure of the research is conducted by administrating for two cycles and one meetings of each cycle. These include four steps namely: planning, action, observation, and reflection.



(Riel, M, 2007:88). *Understanding Action Research*: Pepperdine University, Center for Collaborative Action Research.

3. Data Analysis

This research was based on Classroom Action Research. It was done in one class with two cycles. Every cycle included the four steps such as planning, action, observation, and reflection. The subject of this research was the 2013/2014 students of the Grade XI of SMA Swa Bina Karya Medan. Owing to the large number of the students and for the efficiency and practicality of this research, 30 were chosen students as samples randomly. Quantitative and qualitative data are analyzed to know the improvement of students' reading comprehension on persuasive text through storytelling. The quantitative data is reading comprehension test.

4 Conclusion

After analyzing the data, it is found out that in cycle 1 until cycle 2, the students show improvement where in cycle 1, the students' means score is 66.33 and in cycle 2 the students' means score improve 91.33. It means that the students' achievement in reading comprehension on persuasive text is significantly improved by applying storytelling.

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