

**IMPROVING READING COMPREHENSION USING STORIES AT
MTs MIFTAHUL HUDA SILIR WATES**

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Abstract

The objective of this research is to improve students' reading comprehension skills using Stories. The research design used in this study was action research.

In this research the researcher took a test of their improvement in each cycle. Before the researcher did cycle 1, the researcher did pre-cycle and found the mean is 64, by percentage of successful is 19% (4 students out of 21) passed the test. In the first cycle the researcher found the mean of the score of the students reading was 74 by percentage of successful is 57% (12 student out of 21) passed the test. In the second cycle the researcher found the mean of the score of the students reading was 85,7 by percentage of succusful is 86% (18 students out of 21) paased the test.

From the observation, the researcher has the criteria of success. they are the average of students' achievement should be 80, the percentage of successfulness is 80% from the total students, the criteria of minimum passing level (KKM) is 75. The result of the reseach shows that the students improve their ability in reading comprehension by using Stories.

Keywords: Reading Comprehension, Stories

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Introduction

Language is important thing to communication because it is the tool for communication. Language is also the country's identity used as the tool to unite the country. Every country has their own language and it is impossible to communicate with foreign people using their each language. English is one of the languages that used by the people around the world to make an interaction between them. Because, English was became the accepted international language of technology and commerce.²

All around the world, students all of ages are learning to speak English, but their reason for mastering in English can differ greatly. Many people learn English because they have moved a target-language community and they need to be able to operate successfully within that community.³

In English, there are four skills that become the main point in the teaching of English. There are listening, speaking, reading, and writing. Reading and listening can be called receptive skills, which people need the ability to receive written or spoken language when they do it. While speaking and writing are called productive skill because when people do it, they need the ability to produce written or spoken language.⁴ Reading can be described as a mental or cognitive process which involves the reader in trying to follow and respond to a message from a writer, who is distant space and time.⁵

Reading is useful for language acquisition. Provided that student more or less understands what they read, the more they read, the better they get at it. Reading also has a positive effect on student vocabulary knowledge, on their spelling and on their writing.⁶ But sometimes student cannot focus on their reading and the teacher need to help learners to focus their reading so that they read for meaning instead of getting stuck on individual word or unimportant detail and losing track of the mine meaning of the text.

²Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learning-Centered Approach*, (Cambridge University Press, 1987),6,

³Jeremy Harmer, *How to Teach English*. (Longman: 2007),11.

⁴Jeremy Harmer, *English language teaching* (New york: Longman, 1988),44.

⁵Davies, *Improving Expository Writing by Increasing Background knowledge* (Jurnal of Reading, 1995),1.

⁶Ibid 2,p. 99

In some cases many students have difficulties in catching and understanding the idea of the text, some time students feel bored when they get reading section and they do not pay attention on the text given because they cannot catch the main idea and also some information to answer some questions given.

Reading is one of the four language skills that must be mastered by the students in learning a language. It is essential for having reading ability, because we can transfer and develop science, technology and culture by reading. We also get information that is needed. In real life reading is often part of series of activities, including locating texts and presenting material orally and in writing, even in a class, activities that include speaking and writing are well motivated.

Reading is a complex information processing skill in which the reader interacts with the text in order to create meaningful discourse. The reader is an active, problem solving individual who coordinates a number of skills and strategies to gain comprehension as he/she reads as a reading material. The goal of reading program is to develop fluency wherein independent readers set their own goals and strategies for reading. And the reading activities are suggested by the goal of the readers and by specific characteristics of the reading passage. Reading tasks must be realistic in terms of both language use and students abilities⁷

According to Hadfield & Hadfield's, the strategy of reading is divided became five categories. They are scanning, skimming, reading for detail, reading for gist and extensive reading.⁸

1. Scanning

Scanning is read quickly to get some information that we need; so we will stop to read if we got the information that we are looking for.

2. Skimming

Skimming is focus on few words, usually in a list or the last sentences in paragraph, because usually there is main idea and conclusion there.

⁷Silberstein, Sandra. *Techniques And Resources In Teaching Reading*. New York:OxfordUniversity Press. 1984

⁸Jill Hadfield and Charles Hadfield, *Introduction to teaching English* (New York:Oxford,2008),p 92-93

3. Reading for detail

Some texts need more attention to read it. Thus, we have to read carefully get the meaning of the whole text, and it is usually need re-reading checking the words to get the meaning accurately.

4. Reading for gist

When we read for gist we read with a purpose in mind: questions we want answered about the text. We may skip some passages and read others more carefully.

5. Extensive reading

The text is usually longer like a novel, etc. The extensive reading is also important for students when they read long text for pleasure. In this way, we can use the variety of reading like rapidly and read more detail.

For some students, reading is an enjoyable activity because they can get some knowledge or information. On the other hands, reading activity can also be uninteresting activity for them. The big problem in reading is vocabulary mastery. The vocabulary that cannot be mastered by them, it make the students do not understand what they read and make them bored and forced reading rapidly to get the meaning and conclusion from the vocabulary that understand.

Thus, to avoid the problems in reading, the teacher should design a set of principle that can help the student to develop the reading skill successfully. Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the writer describes six principles purposed by Harmer.

There are six principles in teaching reading by Harmer⁹. First, encourage students to read as often and as much as possible. Second, students need to be engaged with what they are reading. Third, Encourage students to respond to the content of text (and explore their feelings about it), not just concentrate on its construction. Fourth, prediction is a major factor in reading. Fifth, match the task to the topic when using intensive reading text. Sixth, good teachers exploit reading to the full.

⁹ Jeremy Harmer, *How to Teach English* (England:Longman,2007),p 101-102

Activity of reading produce communication of minds and emotions between writer and reader. The reader attempts to understand ideas that the writer encoded in the text. They over more indicate that the product of reading involves decoded and comprehension. Decoding here refers to the translation process of the printed word into a representation similar to oral language either silently and or loudly. The reader say says that the world orally or silently.

The focus in purpose of reading is reading for meaning or reading in order to use information and ideas. This objective calls for overall design which helps learner to develop.¹⁰

1. Thinking processes and cognitive skill necessary for meaningful reading.
2. General background knowledge necessary for comprehension of the text.
3. Sensitivity to the features of different types of reading material.
4. Vocabulary understanding to derive meaning from the text.
5. Experience in successful, sustained reading of interesting text.
6. A taste for reading enjoyment which can eventually lead to reading for the sake reading.

The story is an imaginative product, which is shown as reality in the own world. The word “story” may be used as a synonym of “narrative” but can also be used to refer the sequence of events described in a narrative. A narrative can also be told by a character within a larger narrative. An important part of narration is the narrative mode, the set of methods used to communicate the narrative through a process narration.

A long with exposition, argumentation, and description, narrative, broadly defined, is one of four rhetorical modes of discourse. More narrowly defined, it is the fiction-writing mode where by the narrator communicates directly to the reader.

The characteristic of series story are:

1. Short: can usually be read in a sitting
2. Concise: information offered in the story is relevant to the tale being told this is unlike a novel, where the story can diverge from the main plot.

¹⁰Dubin, Fraida, Reading on Purpose (USA), Addison-wesley Company 1987), page 9

3. Usually tries to live behind a single impression or effect. Usually, though not always built around one character, place, idea, or act.
4. Because they are concise, writes depends on the reader bringing personal experiences and prior knowledge to the story¹¹

Stories guide us through our whole life – from the moment we were born and it does not change when we become teenagers or adults. When we are children, our parents tell us or read us stories and fairy tales. When we are older we can hear stories in order or watch them on TV. As pupils we have to create our own stories at school from time to time. As adults we like listening to song with strong stories in them, watch soap operas or films or read books or magazine stories. Stories are for all of us, not just for children.

Remembering new word is hard. Words are slippery things: before we know it, they've wriggled away and are gone. It takes a lot of effort to keep them where you want them. It seems that it is in order to retain a word; students have to go through three distinct processes. They have to fix the meaning of the word in their minds; they have somehow to make the word their own-to personalize it so that it takes on a color and a character for them and becomes part of their individual word store – and they have to use the word creatively in context for themselves.¹²

According to this situation, we know that learning by doing is better than only giving material because it will motivate them to express and explore a new thing and a new experience to the students such us as giving question through an active learning strategy supported by interesting media of teaching.

Series story is a media that suitable with teaching reading because it can amuse the students with the content of the story. Besides that, because it presents in a series so they will get a story that divided into some part and every part is related to another part. So it can make the students want to know the next part and they will read more and more to know the whole story.

Methodology

The research design that is used in this study is Classroom Action Research. This research was designed to solve practical problems in the process of English

¹¹www. Horton.ednet.nd.ca

¹² Jill hadfield. Intermediate vocabulary games.(England: Person Education Limited. 1999)p.4

teaching and learning, especially in teaching reading. The method will use stories to help the students to improve their skill in reading comprehension.

Classroom Action Research is an area that is gaining increased attention and recognition in the field of educational research. According to James H. Mc Millan process includes four stages: planning, acting, observing, and reflecting. This approach is the basis for the current approaches and models of action research that emphasize clear systematic process, participation of various stakeholders, collaboration, and focus on social change.¹³

M. Djunaidi Ghoni states that, in education, action research has been employed in school-based curriculum development, professional development, school improvement progress, and system planning and policy development. This research is the process in which the researcher wants a better achievement.¹⁴

CAR is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classroom. The important aspect doing CAR is the problem which is faced by the students in the class. The functions are: First, CAR is very effective way of improving teaching. Second, CAR provides a means of documenting in teaching effectiveness. Third, CAR can provide a renewed sense of excitement about teaching.

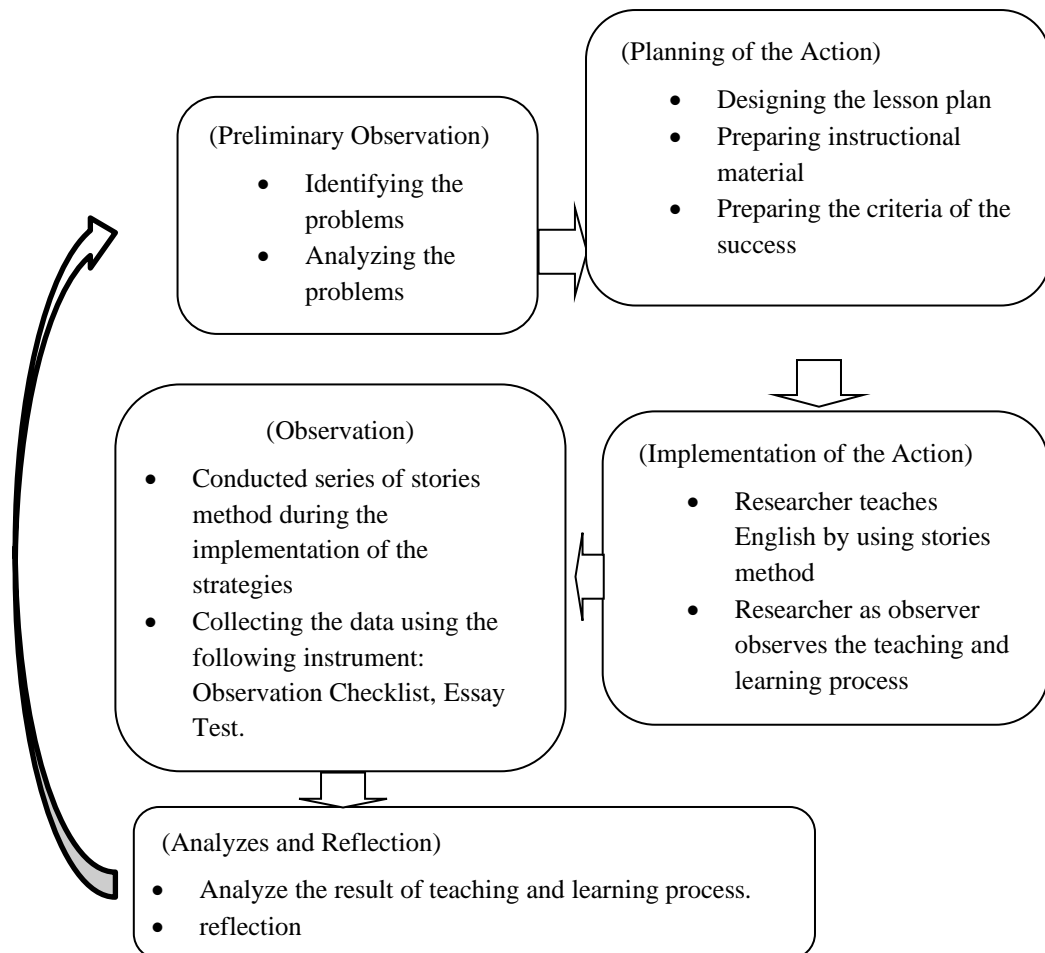
The research is conducted in MTs Miftahul Huda Wates. The subjects of the research are the students of class VII C at the academic year 2017-2018. The amounts of students in this class are 21; consist of 5 females and 16 males. The seventh grade of C class was used as the subject of the study because this class had difficulty in comprehending reading text.

The following step was taken from Kemmis and Taggart model of action research. This study will conduct through: Preliminary observation, planning, implementing, observing and reflecting.

¹³James H. McMillan, *Educational Research 6th edition* (Boston: Pearson Education, 2008), p 344.

¹⁴ M. Djunaidi Ghoni *Penelitian tindak kelas* (UIN-Malang Press, 2008).

Picture 3.1 Classroom action research model adapted from Kemmis and Taggart¹⁵



Every procedure in this study that conducts through: Preliminary Observation, Planning, Implementing, Observing, and Reflecting described in below:

Before conducting cycle 1, the researcher administered pre-cycle. The pre-cycle was conducted by giving question about the reading narrative. The score which can be tabulated as follows:

¹⁵Kemmis and Taggart. *Teaching and Learning Language*. Canada: Soleil publishing, Inc. 1998.

Table 4.1

The Table Score of the Students at the Pre Cycle

| No | Name | Score | Successful | Not Successful |
|----|--|-------------|------------|----------------|
| 1 | AHMAD ZAINAL ARIFIN | 60 | | ✓ |
| 2 | ANDIK WIRANTO | 56 | | ✓ |
| 3 | ADIE ANGGARA | 68 | | ✓ |
| 4 | ALFIAN AGUNG FAHREZA | 60 | | ✓ |
| 5 | ARIK SETIAWAN | 60 | | ✓ |
| 6 | ARIK RUSIANTO | 76 | ✓ | |
| 7 | BAGAS SETIYAWAN | 64 | | ✓ |
| 8 | DIDIK SANTOSO | 68 | | ✓ |
| 9 | DYMAZ FRAMUDEKA BUANA | 52 | | ✓ |
| 10 | FAHRUR ROZZY | 52 | | ✓ |
| 11 | LUTFI FIRMANTO | 56 | | ✓ |
| 12 | MOH, RIZKY GALIH SAPUTRA | 56 | | ✓ |
| 13 | MOH, ARSADA PRIMA AJI | 76 | ✓ | |
| 14 | MOH, IRVAN INDRIANO | 76 | ✓ | |
| 15 | MOH, ROKHIM MUQOROBIN | 64 | | ✓ |
| 16 | MOH, SUGENG WIDODO | 72 | | ✓ |
| 17 | ELSY DELIA KUSNANDI | 64 | | ✓ |
| 18 | DEVI SELOMATI | 68 | | ✓ |
| 19 | RINI SETIANI | 60 | | ✓ |
| 20 | SITI YULAIKAH | 76 | ✓ | |
| 21 | VITA INDAH SARI | 64 | | ✓ |
| | Total Score | 1348 | | |
| | Average | 64 | | |
| | Total Successful Students | | 4 | |
| | The Percentage of the Successful Students | | 19% | |

The result of the pre-cycle indicates that the most students cannot comprehend the reading narrative. The researcher then conducted cycle 1 to solve the student problems in reading comprehension. After the cycle 1 the researcher conducted cycle 2 to develop the student's high interest, motivation and good toward English. By using *Series of Story* in teaching and learning activities were intended to improve the reading comprehension to the seven-grade students at MTs Miftahul Huda Silir.

Cycle 1 includes four steps they are planning, action, observation, and reflection. Cycle 1 was applied in three meetings (6 x 40 minutes). Monday, Tuesday and Monday with studying time 8-9 on Monday (12.10 -01.20), 9-10 on Tuesday (01.10 – 02.20) and 8-9 on Monday (12.10 -01.20).

In every meeting, a role in teaching learning process always consists of pre-reading activity, whilst-reading activity, and post-reading activity. This following is detail of teaching learning process.

In the third meeting, the class situation was so strained because this meeting was test. Reading test were in the form of multiple choice items which consisted of 20 questions. The expected answer were A,B,C,D. Each answer correct answer had 4 point and incorrect answer got 0 point.

After the researcher implemented the *Stories* in the first meeting and the second meeting in cycle 1, the researcher gives the test about narrative text. The scores which can be tabulated as follows:

Table 4.2

The Table Score of the Students at the First Cycle

| No | Name | Score | Successful | Not Successful |
|----|----------------------|-------|------------|----------------|
| 1 | AHMAD ZAINAL ARIFIN | 76 | ✓ | |
| 2 | ANDIK WIRANTO | 68 | | ✓ |
| 3 | ADIE ANGGARA | 80 | ✓ | |
| 4 | ALFIAN AGUNG FAHREZA | 80 | ✓ | |
| 5 | ARIK SETIAWAN | 56 | | ✓ |

| | | | | |
|----|--|-------------|------------|---|
| 6 | ARIK RUSIANTO | 80 | ✓ | |
| 7 | BAGAS SETIYAWAN | 68 | | ✓ |
| 8 | DIDIK SANTOSO | 68 | | ✓ |
| 9 | DYMAZ FRAMUDEKA BUANA | 68 | | ✓ |
| 10 | FAHRUR ROZZY | 56 | | ✓ |
| 11 | LUTFI FIRMANTO | 84 | ✓ | |
| 12 | MOH, RIZKY GALIH SAPUTRA | 72 | | ✓ |
| 13 | MOH, ARSADA PRIMA AJI | 80 | ✓ | |
| 14 | MOH, IRVAN INDRIANO | 72 | | ✓ |
| 15 | MOH, ROKHIM MUQOROBIN | 68 | | ✓ |
| 16 | MOH, SUGENG WIDODO | 80 | ✓ | |
| 17 | ELSY DELIA KUSNANDI | 76 | ✓ | |
| 18 | DEVI SELOMATI | 84 | ✓ | |
| 19 | RINI SETIANI | 80 | ✓ | |
| 20 | SITI YULAIKAH | 84 | ✓ | |
| 21 | VITA INDAH SARI | 80 | ✓ | |
| | Total Score | 1560 | | |
| | Average | 74 | | |
| | Total Successful Students | | 12 | |
| | The Percentage of the Successful Students | | 57% | |

This is the reflection of the first cycle in the teaching reading through *Stories* at the seven-grade students of MTs Miftahul Huda Silir. The reflection was gotten from the result of the score test.

For the result of the score test, the average of the students' score in cycle 1 was 74. Besides, the percentage of the successful students was 57% (12 students). In this research, the researcher would to reach the percentage of the successful students more than 80%. So, in cycle 1 was not successful.

To revise the treatment to be better, the researcher also gives additional activities in whilst-reading activity. The researcher lets the students to make a list for some difficult words then check the meaning of them from their dictionary.

Cycle 2 is the follow up of cycle 1 that still applied *Stories*. It was done to get the maximal result and to reach the objective of this research. As cycle 1, cycle 2 also include four steps they are planning, action, observation, and reflection. Cycle 2 was applied in three meetings (6 x 40 minutes), it was held on every Tuesday, Monday and Tuesday with studying time 9-10 on Thursday (01.10 - 02.20), 8-9 on Monday (12.10 – 01.20), and 9-10 on Thursday (01.10 -02.20).

After the researcher implemented the *Stories* in the first meeting and the second meeting in cycle 2, the researcher gives the test about narrative text. The scores which can be tabulated as follows:

Table 4.3
The Table Score of the Students at the Second Cycle

| No | Name | Score | Successful | Not Successful |
|----|--------------------------|-------|------------|----------------|
| 1 | AHMAD ZAINAL ARIFIN | 84 | ✓ | |
| 2 | ANDIK WIRANTO | 84 | ✓ | |
| 3 | ADIE ANGGARA | 96 | ✓ | |
| 4 | ALFIAN AGUNG FAHREZA | 88 | ✓ | |
| 5 | ARIK SETIAWAN | 80 | ✓ | |
| 6 | ARIK RUSIANTO | 96 | ✓ | |
| 7 | BAGAS SETIYAWAN | 88 | ✓ | |
| 8 | DIDIK SANTOSO | 80 | ✓ | |
| 9 | DYMAZ FRAMUDEKA BUANA | 68 | | ✓ |
| 10 | FAHRUR ROZZY | 72 | | ✓ |
| 11 | LUTFI FIRMANO | 80 | ✓ | |
| 12 | MOH, RIZKY GALIH SAPUTRA | 84 | ✓ | |
| 13 | MOH, ARSADA PRIMA AJI | 96 | ✓ | |
| 14 | MOH, IRVAN INDRIANO | 96 | ✓ | |
| 15 | MOH, ROKHIM MUQOROBIN | 72 | | ✓ |
| 16 | MOH, SUGENG WIDODO | 96 | ✓ | |
| 17 | ELSY DELIA KUSNANDI | 88 | ✓ | |
| 18 | DEVI SELOMATI | 96 | ✓ | |

| | | | | |
|----|--|-------------|------------|--|
| 19 | RINI SETIANI | 80 | ✓ | |
| 20 | SITI YULAIKAH | 92 | ✓ | |
| 21 | VITA INDAH SARI | 84 | ✓ | |
| | Total Score | 1800 | | |
| | Average | 85,7 | | |
| | Total Successful Students | | 18 | |
| | The Percentage of the Successful Students | | 86% | |

This is the reflection of the second cycle in the teaching reading through *Series of Story* at the seven-grade students of MTs Miftahul Huda Silir. The reflection was gotten from the result of the score test after the researcher gives additional *Stories* before reading to extract specific information” for the students before started the lesson and gives additional activities in whilst-reading activity. The researcher lets the students to make a list for some difficult words then check the meaning of them from their dictionary.

For the result of the score test, the average of the students’ score in cycle 2 was 85.7. Besides, the percentage of the successful students was 86% (18 students). In this research, the researcher would to reach the percentage of the successful students more than 80%. So, in cycle 2 was successful and it does not need to revise treatment.

Discussion and Conclusion

Based on the research carryout in seven - grade at MTs Miftahul Huda Silir Wates in the academic 2017/2018, it is concluded that *Stories* is effective to improve the students’ reading descriptive. It refers to the following information: The researcher gives explanation about *Series of Story* before reading for general comprehension. After the researcher introducing the topic of the material and asking some questions related to the topic being discussed. Then the researcher distributed reading passage to the students.

After that the researcher asked the students to look for the difficult words from the passage given to the students. The researcher gave 10 minutes to make a list for some difficult words and check the meaning of them from their dictionary.

Then the researcher asked the students to read and reread the passage, each passage was read five times, and student answered comprehension questions after read.

Related to the achievement data, there are some progressions of students' score from pre cycle test to the post cycle test of the two cycles. In conclusion, the implementation of Series of Story helped the students to comprehend or understand the text, since most of them could answer the questions given by the researcher. Besides, Series of Story also can improve the criterion of minimum passing level (KKM) in reading skill. The researcher has criteria of success, they are the average of students' achievement should be 80, the percentage of successfulness is 80% from the total students, the criteria of minimum passing level (KKM) is 75. It can be known for the result of the score test. The score tests of the students are increased from 57% (12 students out of 21) in cycle 1 and the average is 74 to 86% (18 students out of 21) in cycle 2 and the average 85. Thus, the implementation of Series of Story to improve the seven-grade students' reading comprehension skill of MTS Miftahul Huda Silir Wates was successful.

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