

**THE EFFECT OF USING TEACHING PROFICIENCY THROUGH READING AND
STORYTELLING (TPRS) TOWARD STUDENTS' READING COMPREHENSION
ON THE TENTH GRADE OF SMAN KALISAT
IN 2016/2017 ACADEMIC YEAR**

**FELISA INDRESWARI
1310231064**

Muhammadiyah University of Jember
Faculty of Teacher Training and Education
Language and Art Education Department
English Education Program
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Advisors: 1. Drs. H. Moch. Zaki Hasan, M.si
2. Anita Fatimatul Laeli, M. Pd

ABSTRACT

Reading is one of the basic English skills which should be mastered by the students. It is an important tool for academic success. If the students struggling to understand English, it will hard to read and comprehending the English text and they cannot enrich their knowledge through reading. Reading is necessary in every class, the students should have reading habit to make them easily to develop their knowledge and learning about certain topic.

In this research, the problem is "Is there any significant effect of using Teaching Proficiency through Reading and Storytelling toward Student's Reading Comprehension on Tenth Grade of SMAN Kalisat in 2016/2017 Academic Year?. The researcher used non-randomized control group pretest post-test that involves two groups, namely: class X MIPA 2 as experimental group and class X MIPA 1 as control group. As the instrument of the research, the reading comprehension test was used to analyze the data in which the significance was determined by $p < 0,05$.

The result showed that mean of pre-test of experimental and control group are 68 and 69. It means that both groups have same ability before any treatments are given. While, the mean score of post-test in experimental group is 82, 46 and control group is 76, 65. The result of t test using SPSS based on the table above, the value of t is 2.793 with significance value 0.001. It showed that the probabilities value of the students' reading comprehension lower than 0.05 level of significance. So, the null hypothesis (H_0) is rejected and the hypothesis alternative (H_a) is accepted. From the mean score between experiment and control group, it can be seen that experimental group that taught using Teaching Proficiency through Reading and Storytelling get better score than control group. It means that this strategy had positive impact on students' reading comprehension.

Therefore, the answer of the problem of the research is Teaching Proficiency through Reading and Storytelling give significant effect toward students' reading comprehension on tenth grade of SMAN Kalisat at 2016/2017 academic year.

Key Words : Reading Comprehension, Teaching Proficiency through Reading and Storytelling

INTRODUCTION

Hudson (2007: 73), in a survey of empirical studies concluded that “second language proficiency plays a greater role than does first language reading ability” In the fact, many students still low in reading comprehension. They had problems in finding general information, specific information in English text. Most of them think that reading is a thing that forces them to think hard in understanding something, doing some certain exercises or tasks. Furthermore, most of texts were hard for the students when the texts were too long and had a lot of unfamiliar words and complex sentences.

At the beginning of the course they are not forced to produce the language, they only need to comprehend it. (Alley & Overfield, 2008) so that why, teaching reading is very important to help us on comprehending the text.

Based on the explanation above, this study concerns to the way how to solve the problem faced by the students that is reading comprehension. The teachers should pay attention to use appropriate methods, strategies or techniques in teaching reading. The technique used should be a technique that involves the students in the process of reading activity. Therefore, the students will experience the learning and learn how to comprehend the English text.

There are some appropriate strategies. One of the appropriate strategies is Teaching Proficiency through Reading and Storytelling (TPRS).

TPRS, was called originally Total Physical Response-Storytelling and only recently changed its name to Teaching Proficiency through Reading and Storytelling was developed by Blaine Ray. TPRS does not use text books neither grammar and vocabulary activities, instead, it fosters the usage of funny stories combining them with physical movements to promote the four languages kills. Therefore, the students learn vocabulary and grammar in context in an inductive way (Alley & Overfield, 2008). TPRS have three main steps, which are; establishing meaning, asking a story and reading. In the first step, the students read a certain text and establishing the meaning. This part consist of introducing the structures and the vocabulary of text before reading it or at the same time in order to allow comprehension. Then, in the last step of TPRS, the students read, discuss and translate each paragraph of the story. After that, the teacher asks about the main aspects of the text, adding some details that can be formulated by the students. Finally, the students create a similar story, invented by them. In the case of younger learners, the teacher reads aloud the story, discusses it and uses pictures and follow-up activities (Demir & Cubukcu, 2014).

Based on that explanation, Teaching Proficiency through Reading and Storytelling (TPRS) can help the teacher to teach reading comprehension.

Finally, from the explanation overall, the researcher choose Teaching Proficiency through Reading and Storytelling (TPRS) that is expected to give significant effect toward students' reading comprehension.

RESEARCH METHOD

The kind of this research is an experimental research. This kind was chosen because the researcher want to know whether there is significant effect of using Teaching Proficiency through Reading and Storytelling toward students' reading comprehension or not. Experimental research is the way to find the cause and effect relationship between two variables (Arikunto, 2010:9). In addition to this, Ary et al (2010:265) state that the goal of experimental research is to determine whether a causal and effect relationship exists between two or more variables.

RESULT AND DISCUSSION

RESULT

After calculating the result of students' reading comprehension post-test, it found that the significance is 0,000. it found that 0,000 is lower than the significance level of 0.05 which means that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted. It can be concluded that the students's reading comprehension both in the control and experimental groups in the post-test have a significant difference. Furthermore, the experimental group which given a treatment, that is Teaching Proficiency through Reading and Storytelling have a better achievement of mean score than the control group. The mean score of experimental group is 82,46 while the mean score of control group is 76, 65. Therefore, it can be stated that there is a significant effect of using Teaching Proficiency through Reading and Storytelling (TPRS) toward students' reading comprehension on tenth grade of SMAN Kalisat at 2016/2017 academic year.

DISCUSSION

After calculating the result of students' reading comprehension, it found that the result of significant difference of reading comprehension pre-test is 0,572. It's mean that the significant more than ($>$) 0,05. Then the null hypothesis is accepted means there is no significant difference of means between experimental and control groups. Then, it is fair to compare the improvement on post-test both experimental and control group after giving the treatment because both classes has no significant difference on pre-test.

The result of normality test on experimental group's pre-test is 0,000 means the significant is lower than ($<$) 0,05, then the distribution of the data of experimental group's pre-test is not normal. While the result of normality test on control group's pre-test is 0,001 means the significant is lower than ($<$) 0,05, then the distribution of the data of control group's pre-test is also not normal. Moreover, the result of normality test on experimental group's post-test is 0,000 means the significant is lower than ($<$) 0,05, then the distribution of the data of experimental group's post-test is not normal. While the result of normality test on control group's post-test is 0,000 means the significant is lower than ($<$) 0,05, then the distribution of the data of control group's post-test is also not normal.

After calculating the test of normality, there is hypothesis testing. The researcher used Mann-Whitney test to test the hypothesis because the data distribution on normality test was not normally distributed. The result is 0,000. It found that 0,000 is lower than the significance level of 0.05 which means that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted. It can be concluded that the students's reading

comprehension both in the control and experimental groups in the post-test have a significant difference. Furthermore, the experimental group which given a treatment, that is Teaching Proficiency through Reading and Storytelling have a better achievement of mean score than the control group. The mean score of experimental group is 82,46 while the mean score of control group is 76, 65.

Teaching Proficiency through Reading and Storytelling (TPRS) was develop by Blaine Ray in 1990s. TPRS does not use text books neither grammar and vocabulary activities, instead, it fosters the usage of funny stories combining them with physical movements to promote the four languages kills. Therefore, the students learn vocabulary and grammar in context in an inductive way (Alley & Overfield, 2008). There was some research which explain about TPRS or compared TPRS with other method. Garczynski (2003) taught two groups the same material using either TPRS or Audiolingual Method during a short 6 week intervention. The two groups performed the same on test of listening comprehension and reading comprehension, but the students significantly preferred TPRS. Other research was done by Bustamante (2009). He taught a college TPRS class for one semester, finding that TPRS significantly increased students' skills on every measure used in study : reading comprehension and fluency, writing fluency, vocabulary and grammar.

In additional, TPRS is a strategy which consist of three main steps, which are establishing meaning, asking a story and reading. In the first step, the students read a certain text and establishing the meaning. This part consist of introducing the structures and the vocabulary of text before reading it or at the same time in order to allow comprehension. In the last step of TPRS, the students read, discuss and translate each paragraph of the story. After that, the teacher asks about the main aspects of the text, adding some details that can be formulated by the students. (Demir & Cubukcu 2014)

Based on the explanation above, TPRS can help the teacher to teach reading comprehension and it is expected to give significant effect toward students' reading comprehension. It was proved on the result of the students' reading comprehension post-test.

CONCLUSION AND SUGGESTION

CONCLUSION

This research found there is no significance different both of control and experimental groups based on the result of pre-test. It can be said that the ability of both classes are same on pre-test. Then, the researcher give customary method for control group and Teaching Proficiency through Reading and Storytelling (TPRS) for experimental group. After giving the treatments, there is significance different between experimental and control group based on the result on post-test. The mean score of the control group (X MIPA 1) is 76,65 and the mean score of the experimental group (X MIPA 2) is 82, 46. Therefore, it can be stated that there is a significant effect of using Teaching Proficiency through Reading and Storytelling (TPRS) toward students' reading comprehension on tenth grade of SMAN Kalisat at 2016/2017 academic year.

SUGGESTION

Regarding to the weakness and limitation of this research, some suggestion are proposed. First, this research used quasi experimental design then there is no randomized of the subject. It is used because the limited of time and the recommendation from the school to use the exist classes; therefore it is impossible to randomized the subject. Expected to the future researcher will use true experimental design with randomized the subject, therefore the researchers are able to control all of the external variables that affect the result of experimental research.

Second, this research only focused to the students' reading comprehension in narrative text. Hopefully, the future researcher will conduct the use of Teaching Proficiency through Reading and Storytelling (TPRS) not only on students' reading comprehension but also on other skills and the other kind of English texts.

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