

IMPROVING THE TENTH GRADE STUDENTS' READING COMPREHENSION BY USING STORY FRAME STRATEGY AT MA WAHID HASYIM BALUNG IN THE 2017/2018 ACADEMIC YEAR

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Abstract

This reserach aimed to know whether story frame strategy could improve the tenth grade students' reading comprehension and participation at MA Wahid Hasyim Balung in 2017/2018 academic year or not. The type of this research was Classroom Action Research (CAR). This research was done in two cycles which consist of planning, implementing, observing, and reflecting in each cycle. The subjects of this research were the students of the tenth grade at MA Wahid Hasim Balung totaling 34 students. The research instruments used were reading test and observation checklist. Based on the research result in cycle 1, there was no improvement of students' reading test (58.82%) and participation (58.82 %). Then, the research was continued to the cycle 2 by revising the lesson plan and modifying the teaching and learning activity. The results showed that there was improvement of students' reading test (82.35%) and participation (82.49 %). Therefore, it could be concluded that the story Frame strategy could improve the tenth grade students' reading comprehension and participation at MA Wahid Hasyim Balung in the 2017/2018 academic year.

Key Words: Reading Comprehension, Story Frame Strategy, participation

Introduction

In learning language, one of the skills that should be improved is reading. Reading plays an important role in all areas of school. By reading, the students can get more knowledge when they are able to comprehend and construct the meaning of the text. According to (Alyousef, 2006:144) reading can be seen as an "interactive" process between a reader and a text. In this

process, the reader could interact directly with the text to get the meaning of the text. When a student read a text, they tried to think about the information and of course, they were going to predict and appear a question from this activity. In reading, the students should be taught using what they know to understand unknown elements, whether these were ideas or simple words. Reading comprehension is the process of

simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:11). It seems Teachers might assume that students would learn to comprehend the text by reading.

Based on the objectives of teaching English as stated in the objectives of English Curriculum of 2013 for senior high school, the students were educated to be able to search the information, express opinions in front of the class, evaluate and draw conclusion actively and independently. Before conducting the research, preliminary study was done at MA Wahid Hasyim Balung. It was done through an interview with the English teacher of the tenth grade of IPS 1 students. By interviewing the english teacher, the researcher found that tenth grade of IPS 1 students' of MA Wahid Hasyim Balung reading scores were still low because they could not comprehend the information from the text , thus they could not answer the questions. Ideally, an effective strategy of teaching reading should be applied in order to stimulate the students' ability in reading comprehension and the class activeness, thus the goal of teaching reading can be reached. In solving those problems, it was found that story frame strategy could improve their ability to comprehend the text and the class activeness. It was believed that Story Frame strategy could

solve those problems. Cudd and Roberts (1987:74) Story Frame is a focus on the story structure, it is thought that using story frames to develop comprehension will give children an independent guide to organizing and remembering information from narrative selections. It means that Story Frame strategy can help students understand structure of the story. It can stimulate them to comprehend the text, thus reading class will be active. Therefore, it was necessary to conduct a classroom action research which focuses on Improving Students' Reading Comprehension by Using Story Frame Strategy at MA Wahid Hasyi Balung in 2017/2018 Academic Year.

Based on the discussion above, the researcher was interested in carrying out a study on "Improving The Tenth Grade Students' Reading Comprehension by Using Story Frame Strategy at MA Wahid Hayim Balung in 2017/2018 Academic Year".

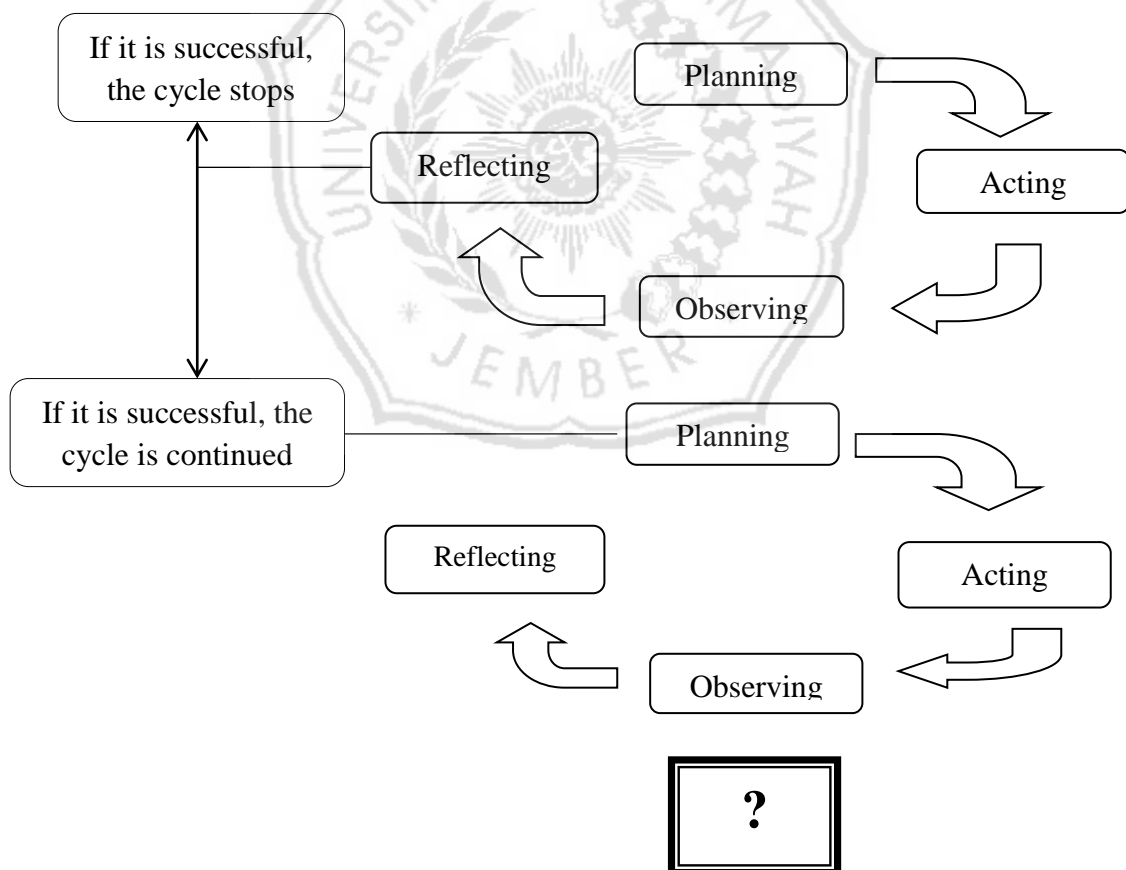
Method

The type of the research used was Classroom Action Research (CAR). The aimed of this research was to know the improvement of the tenth grade students' reading comprehension using story frame strategy. According to Arikunto (2010:130) classroom action research is a study of activities that are deliberately raised, and

occur in a classroom. Further, classroom action research was basically a research conducted in the classroom and aimed to handle the various problems occurring in the classroom. Based on the definition above, Classroom action research (CAR) was needed to improve the quality of the teaching and understanding the action in the teaching learning process. Arikunto (2010:137) stated in classroom action research each cycle has four steps, they are planning, acting, observing, and reflecting.

The first planning stage is where the researcher prepares the lesson plan and the instructional material. The second stage is implementing of the action. The researcher implements or conducts the plan in teaching learning process. The next stage is observing. The researcher analysis identified in observing stage. Observing is done during teaching and learning process. Finally, reflecting is last activity to identify the data based on the problem.

Figure 1. Classroom Action Research (CAR) Design



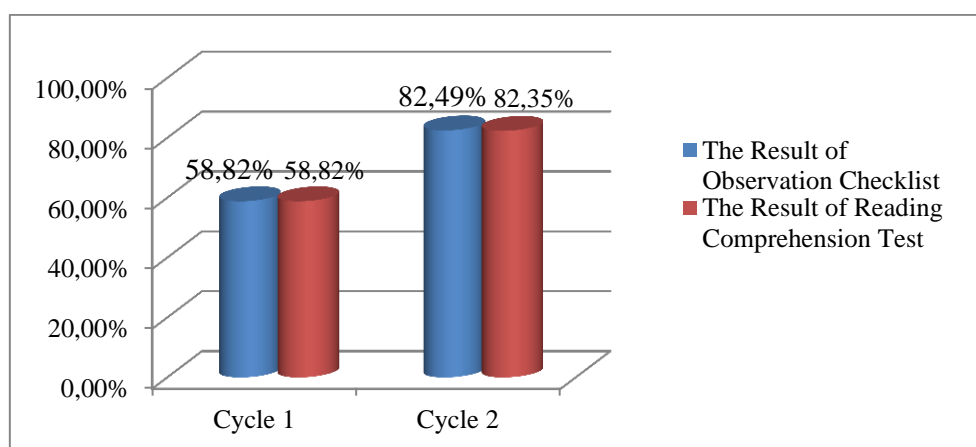
(Adapted from Kemmis and McTarrart in Arikunto, 2010:137)

Result and Discussion

The action in cycle 1 was conducted in 3 meetings. The first meeting was conducted on May 3, 2018 the second meeting was done on May 5 and the third meeting was done on May 9. The time allocation was 90 minutes per meeting. Every meeting covered four stages of activities namely planning, implementing, observing and the last was reflecting. Because the result of the cycle 1 did not fulfill the criteria of success, so it was needed to continue to the next cycle. Then in cycle 2, the activities of teaching and learning process were revised. There were three meetings conducted. The first meeting was held on May 12, 2018, the second meeting was held on May 15, 2018, the third meeting was reading test which was

held on May 16, 2017. Every meeting covered four stages of activities namely planning, implementing, observing and the last was reflecting. The different activity between the cycle 1 and cycle 2 activities was on the mean activity. The researcher asked the students to make grup to do their work. Based on the description in each cycle of the research, it was got the percentage of the students' participation and reading test result in each cycle. Based on the calculation of the reading test cycle 1, it was known that 58.82% of the students got score more than 75. The percentage average of active students was 58.82 %. In cycle 2, it was got 82.35% of the students got score more than 75. And for percentage average of active students was 82.49 %. The different percentage could be seen in figure 2.

Figure 2. Percentage of Students' Participation And Reading Text Result



The result of cycle two showed that story frame strategy gave a chance for the students to be more active in joining teaching and learning process. The students cooperated with the teacher and almost all the students was active in teaching learning process. Wiesendanger (2001:126) explained “story frame is an excellent strategy who have difficulties with reading comprehension, it also provided an excellent cooperative learning activity.” Story frame strategy is a kind of reading strategy that provides a way for the students in understanding story’s structure of the text. According to Wiesendanger (2001:126) Story frame gives students an independent guide for organizing and remembering information about the story. It means that story frame can help students to remember story structure of the text. Cudd and Roberts (1987:78) clarifies “we observed that when children were asked to make up their own questions about a story (student-student reciprocal questioning), they tended to ask each other more questions that related to the story’s structure”. It means that the students could be more active in teaching and learning reading by using story frame strategy.

Reading is one of the important skills to get the information from a text. Woolley (2011:15) clarifies, the goal of

reading is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Wiesendanger (2001:126) Story Frame focuses on the story’s structure to aid in comprehension. It can be showed from the improvement of the tenth grade of IPS 1 students. It made the students easier to understand the story structure from the text.

The hypothesis of this research was that story frame strategy can improve the reading comprehension. It was also proved, in the previous study conducted by Indah Ratna Kumala Dewi (2016) proved that the students who had been taught the reading comprehension by using story frame strategy could enhance the students’ reading comprehension by practicing Story Frame strategy in the class.

Conclusion

From this research, it can be concluded that the use of story frames strategy in teaching narrative texts to the tenth grade of IPS 1 Students of MA Wahid Hasyim Balung - Jember was successful. The use of story frame strategy could improve the reading comprehension by organizing and remembering information of the text, true and false questions, and grouping. With this strategy the students could

understand more about the text that they had read, thus they could more easily to find out the answers of the questions.

In other hand, this strategy help the students to be active because the students have to do some activities like by write story structure in the story frame sheet and fill the blank of story frame sheet by using their own word and question answer between students and teacher, so the students not only listent the explanation of the teacher. Thus, it can be coclude that Story Frame strategy could improve the tenth grade of IPS 1 students' active participation in learning process at of MA Wahid Hasyim Balung - Jember academic year.

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