THE USE OF DIGITAL STORY IN TEACHING READING NARRATIVE TEXT FOR SMP STUDENTS

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Abstract: This research aims to find out the effectiveness of the digital story as media for teaching reading narrative text to the Eighth Grade Students of SMP Negeri 2 Pontianak in Academic Year 2014/2015. The research method that used is a pre-experimental and the research design that used is the one group pre-test post-test design.The sample of this research was class VIII D which consisted of 35 students. The technique of data collecting was measurement technique. The data were collected through pre-test and post test by usingthe multiple choice test which consist of 20 items.The result of data analysis showed that mean score post-test was higher than pre-test (from 60.85 to 79.28). The computation of the effect size with the score 1.80 (> 1.00) shows that the use of digital story as media has the strongeffect in teaching reading narrative text.

Keywords: reading, narrative text, digital story.

Abstrak: Penelitian ini bertujuan untuk menemukan keefektifan dari cerita digital sebagai media untuk mengajar membaca teks narrative untuk siswa kelas dua dari SMP Negeri 2 Pontianak tahun ajaran 2014/2015. Metode penelitian yang digunakan adalah pre-eksperimen dengan rancangan penelitian yang digunakan adalah satu grup pre-test post-test. Sampel penelitian ini adalah kelas VIII D yang terdiri dari 35 siswa. Teknik pengumpulan data adalah teknik pengukuran. Data penelitian dikumpulkan melalui pre-test dan post-test dengan menggunakan tes pilihan ganda yang berjumlah dua puluh soal. Hasil analisis data menunjukan bahwa nilai rata-rata dari post-test lebih tinggi dari pada pre-test (60.85-79.28). Perhitungan dari ukuran efek dengan nilai 1,80 (>1,00) menunjukan bahwa kegunaan dari cerita digital sebagai media memiliki efek yang kuat dalam pengajaran membaca teks narative.

Kata Kunci :membaca, teks naratif, cerita digital.

Reading is not just translating. Reading relates to the comprehending and thinking process to get the meaning of the text. Snow (2002:11) states that reading comprehension as the process of simultaneously extract and constructing meaning through interaction with written language. Reading is thinking, students need to have comprehension. The readers construct the meaning and try to get the information

presented in a text.Mullis et al (2009:23) stated that readers construct meaning in different ways.He further explains that there are several processes that occur in reading comprehension. The processes were as follow: 1) *Focus on and Retrieve Explicitly Stated Information*, reading tasks that may indicate this type of process are looking for specific ideas and the setting of a story (*details e.g., time, place)*, searching for definitions of words *(vocabulary)* and finding the topic *(theme).* These types of questions required students to recognize information or ideas presented in the text in relation to answer sought. 2) *Make Straightforward Inferences,* reading tasks that may indicate this type of text process are inferring that one event caused another event (*make inferences*) and describing the characters (*make inferences*). 3) *Interpret and Integrate Ideas and Information,* reading tasks that may indicate this type of text processing include such as: Interpreting the overall message *(moral value).*Teacher should consider about types of process understanding in make assessment questions. Through these processes allows the teacher to select the appropriate task in checking students' understanding of reading material. To accomplish the reading purpose, teaching reading is required.

The aim of teaching reading is to facilitate and guide the students in comprehending the meaning of the text.In teaching reading comprehension process, teachers need to guide, facilitate, and build interesting environment in order to help students comprehend the text. According to Brown (2000:7) teaching is guiding and facilitating learner, enable learners to learn, and setting condition from learning. In teaching and learning process, teachers not only transmit their knowledge to students but their important roles are as guide and facilitator. This perception called as *Constructivist Teaching Theory*. According to Gray (1997:97) a constructivist teacher and classroom differ from a traditional classroom in a number of ways: the learners are interactive and student-centered; and the teacher facilitates a process of learning in which students are encouraged to be responsible. One of the activities encouraged in constructivist classrooms is the use of audio visual media *(film, video, etc)*. These provide visual context and thus bring another sense into the learning experience. Neo & Neo (2009:264) indicate that multimedia can help students construct knowledge in a well designed constructivist teaching and learning environment. Beside help students construct knowledge, this activity can create interesting teaching and learning environment. This activity appropriate applied in teaching reading comprehension for junior high school students. Junior high school students have special characteristics that make them different from younger and older students. The students of junior high school have a period of changing from children to adult. In this period, they are more interested in thinking and doing something, but they also still have children emotions, such as interested in picture. According to Brand (2004:11) they are so much less motivation and they show outright discipline problems. So, they need something that make their interest increase in learning and also can help students construct knowledge.

According to School-Based Curriculum (KTSP=*Kurikulum Tingkat SatuanPendidikan*),the standard competence of reading in Junior High School is to understand the meaning of short functional text or essay.However,based on the observation that the researcher conducted in SMP Negeri 2 Pontianak, the researcher found that students often encountered a problem in comprehending the reading material. This happens because there are a lot of factors that affect the students in learning. One of these factors is students' interest. Students' interest in learning will affect the students' understanding of the material. If students lose interest in learning, students will feel frustrated and bored.Another problemfacedbythe studentsin readingis the lackof understanding the material. Practically, it is not easy for students to read materials in a foreign language because they have to face new vocabularies and structures that different from their own language. In this problem occurreddue to the fact thatthe teaching media that teacher usually use in teaching reading in their class is using conventional media like textbook. On the other hand, in modern era like today, teachersshould beable tocombine theconventionalmediawith modernmedia tobesuccessful in teachingreading. To achieve the expected situation, they should use the media that can attract students' attention to the material.

In line with the problem above, the researcher focuses on media which effective to lead students' interest and help the students comprehending the text that is digital story.Digital story is a story presented in the form of multimedia that contains a combination of picture, text, and sound. According to Hronova (2011: 27) Digital stories are multimedia story that inquires the use of photo, text, audio or music.Using digital story as media created a joyful atmosphere in learning. The picture or image (visual) that contain in digital story can attract students' interest. As Yunuz et al (2013:116) stated that the characteristic of visual aids like image, light and color could trigger and stimulate students' interest in learning literary text and thus automatically creates a fun learning environment. It was allow the students to have full concentration on the text which help them easier to understand the story of the text. In addition, it also was found out that digital story help students to understand the abstract ideas in the text. According to Muller cited in Yunuz et al (2013:116) the use of film, graphic picture, and video helps the students to visualize clearly the literary theory in the text. The pictures that contain in digital story allow the students to comprehend better because they will be able to see what is exactly happening in the text. In line with that, According to Robin (2006:3) digital stories may also be used as a way to facilitate discussion about the topics presented a story and as a way of making abstract or conceptual content more understandable. Thus, the use of digital story as media can help the student to understand the material.

Using digital stories in the learning process also known as "digital storytelling". There are several ways that digital storytelling can be used in education. According to Robin (2006:3) digital storytelling can be as an effective instructional tool for teachers. Digital storytelling as an effective instructional tool for teachers,

educators decide to show digital stories as a way to present new material. This type of activity can capture the attention of students and increasing students' interest. According to Robin (2006:3) digital storytelling can provide educators with a powerful tool to use in reviews their classrooms. Digital storytelling can helps students retain new information and comprehend the material. The researcher decided to use digital story as an effective instructional tool for teachers. In teaching reading narrative text, the researcher show digital stories as a way to present new material.By using digital story, the researcher does several steps. The steps were as follow: 1)the researcher provides general information about the narrative text. 2) The researcher presents the digital story to students. 3) Students are required to find difficult words that contained in the story. 4) Students are asked to look back the digital story. 5) Students and researcher discuss together about the difficult words that are contained in the story. 6) Students are required to look back digital story and did the handout that given by the researcher. 7) Student and researcher discuss the material together.

In conclusion, it was hoped that the use of digital story as media in teaching reading for junior high school is effective to improve students reading ability. In this study the researcher will use pre experimental research design. By using digital story, the student's motivation to learn is increased, pay attention to the material and their comprehension increased too.

METHOD

To know how effective is the use of digital story in teaching reading narrative text, a pre-experimental research was conducted. Since it is used to see the effect of the treatment on a certain group, the pre-experimental study is conducted by choosing a cluster sampling to be subjects of a research. The pre-experimental design in this research applies the one group pre-test post-test. At the beginning of the period of time, the students have pre-test, and at the end of it the students have post-test. Pre-test is aimed to measure students' prior-knowledge before a treatment given. Meanwhile post-test is applied to measure the students' knowledge after a treatment given. According to Best & Kahn (2006: 178) the form of one group pretest-posttest as follows:

Table 1
TheOne-Group,Pretest-PosttestDesign

Pre-Experimental	O_1XO_2

The design table above describes that O1 symbolizes the pre-test, O2 symbolizes the post-test. X represents the treatment that is the use of digital story as

media which was taught to subjects of research in sampling class.In this research, the treatment was given three times in order to minimize the bias occurred by chance. Therefore, the steps of conducting the research were: 1) Defining the population 2) Taking the sample 3) Doing a tryout 4) Administering the pre-test 5) Giving the treatment 6) Administering the post-test 7) Organizing and analyzing the data.

Best & Kahn (2006: 13) states "A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher". The population of this research is the eighth grade students of SMP Negeri 2 Pontianak in Academic Year 2014/2015. The total number of population is 243 students.

According Best & Kahn (2006:13)a sample is a smallproportionofthe populationthat is selectedfor observation andanalysis.In this research, researcher took one class among seven classes as the sample by using the cluster randomized sampling. The researcher chose the class by using lottery technique. Each class is written in pieces of paper. The researcher rolling all of the papers and shake them ones. The researcher pick one, it was VIII D as sample class that get treatment in teaching reading narrative textby using digital story. The sample consists of 35 students.

In collecting data, the researcher applied the measurement technique. The measurement technique administrate twice. The first was pre-test to collect the data before the treatment. By giving the pre test, the researcher knows how far the students ability in mastering in reading narrative text. The second was post-test to collect the data after the treatment. By giving the post test, the researcher knows how far the effectiveness of digital story in teaching reading narrative text. The result of both pre-test and post-test are measure by using t-test in order to figure out the significance of interval score of pre-test and post-test.

In this research, the researcher provided the multiple choice test in tool of collecting data. The test consist of 20 items with four options, one of them was the correct answer. The multiple choice items represent the essence of materials. It does not only measure knowledge but also comprehension and analysis. The test conducted for pre-test and post-test. The result of pre-test is compare with the result of post-test.

In order to analyze the result of the experiment, the researcher computed the result. After getting them, the way to know the significant difference of the experiment can be found through the difference between two means of pretest and posttest. To compute the mean score (X) for both pre test and post test, the researcher divides the sum of students' individual score ($\sum X$) with the number of students (N). The students' individual score is obtained from the total score of correct item of the test. Therefore, the formula applied is as follows:

$$\bar{X} = \frac{\Sigma X}{N}$$ Best & Kahn (2006:359)

The study is intended to investigate whether there is any significant difference of ability in reading narrative text. To measure the significance of the pretest and the posttest, the t-test is used. The result used as an attempt to verify the hypotheses. Therefore, the formula applied is as follows:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N(N-1)}}}$$ Ary et al (2010: 177)

Concerning to the research problem which is formulated to find out the effectiveness of the treatment, researcher uses the effect size formula and standard deviations are used. The formula for calculating Cohen's d from the means and standard deviations for the two measurement occasions is:

$$d = (M_2 - M_1) / \sqrt{SD_1^2 + SD_2^2} / 2$$ Cohen as cited in Dunst et al(2004:5)

The qualification of the effectiveness is shown in the following table:

Table 2
The Qualification of the Effectiveness

Effect Size	Qualification
0 – 0.20	Weak Effect
0.21 – 0.50	Modest Effect
0.51 – 1.00	Moderate Effect
>1.00	Strong Effect

Cohen as cited in Muijs (2004:139)

FINDINGS AND DISCUSSION

Findings

After conducting a research in teaching reading comprehension by using digital story as media to the eighth grade students of SMP Negeri 2 Pontianak in academic year 2014/2015, the researcher obtained the substantial data for the sake of research findings and hypothesis testing. Then, to answer the research problem,

theresearcher analyzed the data by using t-test and effect size formula and the result of the computation is as follows:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{n}}{N(N-1)}}}$$

$$= \ 16.6$$

So, the "t-value" of the computation is 16.6. However, before computing the t- value, the researcher computed the difference of the mean score of pre-test and post-test.

Table 2
The DifferenceMean Score of Pre-test and Post-test

Group	$\sum X_1$	$\sum X_2$	D
Experimental	60.85	79.28	18.43

The computation of the"effect size" is as follows:

$$SD_1 = \sqrt{\frac{\sum(X_1 - \overline{X_1})^2}{N}}$$

$$= 10.17$$

$$SD_2 = \sqrt{\frac{\sum(X_2 - \overline{X_2})^2}{N}}$$

$$= 10.29$$

$$Sp = \sqrt{SD_1^2 + SD_2^2}\,/\,2$$

$$= 10.23$$

$$d = (M_2 - M_1)\,/\,\sqrt{SD_1^2 + SD_2^2}\,/\,2$$

$$= 1.80 \ (\text{Strong Effect})$$

7

Based on the analysis of the data and computation, the effect size is 1.80 with the category "strong effect". Thus, the use of digital story as media is effective in improving students' reading comprehension of narrative textto the eighth grade students of SMP Negeri 2 Pontianak in academic year 2014/2015.

Discussion

In this research the writer applied Digital Story as media teaching reading narrative text to the eight grade students SMP Negeri 2 Pontianak in academic year 2014/2015. In this research, there are three main steps. The first is pre-test. Based on pre-test result, the main score which administered was 60.85. After conducting the pre-test, the writer conducted three times treatments. In the treatment, the writer taught reading narrative text through digital story as media to present the material. At the beginning of the lesson in the first treatment, some students looked nervous and some were enthusiastic when the researcher coming. So, the researcher explained to them, that they could relax and enjoyed the time during the study.During the treatment of the first, second and third meeting, most of the students actively asked the question related to the material that they do not understand. The writer found the students were enthusiastic and enjoyed in learning reading by digital story, they could understand the texts if there is an unfamiliar or difficult words through the visual.The next step, researcher was conducting the post-test. Based on the post-test result, the mean score was 79.28. It was categorized as average to good. Thus, a different result indicated the students' interval score of pre-test and post-test as 18.43. This point showed that the treatment through Digital Story as media improve the students' achievement on reading narrative text. Then the writer analyzed the significance of students' interval score of pre-test and post-test by using the t-test formula. Based on the computation, the result showed that the t-test score (16.6) was higher than t-table (2.042) at 5% with the degree of freedom (df) N-1 (35-1). Then, the researcher computed the effected size and the result was 1.80 (> 1.00) and it categorized as "strong effect". From the result, the researcher concluded that the use of digital story as media is effective in improving students' reading comprehension of narrative text.

The use of digital story as media had been proved as the successful activity to improve the students' achievement on reading comprehension on narrative text. Learners often encounter difficulty in understanding the texts. In order to solve this problem, digital story can be used to serve as a helpful tool in facilitating students' understanding of the texts. The use of digital story helps the students to visualize clearly the text. The picture that contain in digital story allow the students to comprehend better because they will be able to see what is exactly happening in the text. For example, the picture can help the student to find the meaning of some difficult word. In addition, Theaudio visual aids like sound, light and color that contain in digital story can trigger and stimulate students' interest, which make it easier for them to understand the ideas in the text. The use of digital story can grab students' attention, thus teacher can provide an interesting atmosphere for the students to learn. This will encourage the students not to just learn by what the

teacher told, but they will find their own initiative to read the material in order to improve their own understanding toward the lesson. Furthermore, the subtitle or dialogues and other sound information printed across the bottom of frame of digital story can help students increase reading speed.

Although, the use of digital story as media had been proved as the successful activity to improve the students' achievement on reading comprehension on narrative text, there was also a problem (disadvantage) on teaching and learning (treatment). In the first meeting teacher face the problem about time consuming. In order to help students comprehend the text, teacher need to present digital story few times. Thus, teacher need consider about the consuming time. To overcome this problem, the teacher should consider about the duration of digital story. In this research, the duration of digital story that researcher used no more than 5 minute and it present only in three times.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The use of digital story as mediais effective in improving students' reading comprehension to the eighth grade students of SMP Negeri 2 Pontianak in academic year 2014/2015. Then, the effect of the use of digital story as media in improving students' reading comprehension categorized as strong effect.

Digital story can capture the attention of students and increasing students' interest. The audio and visual characteristics of digital story can attract the students' interest, thus automatically creates a fun learning environment. The picture that present in digital story, allow the students to read the text with interest, which make it easier for them to understand the abstract ideas in the text. In addition, the use of digital story can provide educators with a powerful tool to use in present or reviews the material in their classrooms. The visual images help students to understand clearly the concept in the text. The students comprehending the material better because they will be able to see what is exactly happening in the text by the picture.

Suggestions

Based on the results of the research, the researcher gives some suggestions as follows: 1) Teacher should use digital story as alternative media in teaching reading narrative text. The visual of digital story can grab students' attention,which make it easier for them to understand the text. Furthermore, It was found that the use of digital story help students to visualize clearly the literary theory of the text. 2) Teacher should consider about the quality of digital story's content. For the example is the subtitle of digital story, it is one of the important contents. The subtitle or dialogues and other sound information printed across the bottom of frame of digital story can help students increase reading speed. Thus, the subtitle should be appropriate and clearly. 3) In applying digital story, teacher should think about the

suitable of digital story for students. It should be based on curriculum and think about moral value. 4) In order to manage the time, teacher should consider about the duration of digital story and how many time it present. It is better if the duration not more than 10 minutes.

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