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IMPROVING STUDENTS' READING COMPREHENSION THROUGH STORY RE-ENACTMENT TECHNIQUE AT THE ELEVENTH OF SMA NEGERI 2 GEDONG TATAAN IN THE ACADEMY YEAR 2021/2022

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Abstract: This research is aimed to improve the students' reading comprehension through story re-enactment technique. The subject of this research was the 11th MIPA 2 of SMAN 2 Gedong Tataan. It consisted of 33 students. This research used Classroom Action Research (CAR) which was consist of 2 cycles. In collecting the data, the writer used test and non-test. The test used in this research were formative and summative test. Meanwhile in non-test, the writer used observation sheet and field note. In analyzing the data, the writer used quantitative and qualitative method. Refers to the result of the test, it showed that were 21 students who got score >75 with the percentage 63.6% in first cycle. Meanwhile, there were 27 students who got score >75 with percentage 81.81% in the second cycle. In the other hand, the mean score of the students learning activity in the first cycle was 6.81 and the second cycle was 7.52. It showed that there was an increased in the students' learning activity. Based on the result of the research, the Story Re-enactment Technique can improve students reading comprehension in the Eleventh Grade of SMAN 2 Gedong Tataan.

Keyword: *story re-enactment technique, reading comprehension*

INTRODUCTION

In this world, people need language as a tool for communication, because language is the most important communication part. By using language, people interact and have a relationship with another. Language is used as the source to tell message or idea. Not all of language in every country can be applied in communicating with all the people from other countries, so they need international language to share and express our idea, mind, and feeling. English is an international language that is used by many people around the world. It is clearly needed by the learners to deliver their thought and interaction in a variety of situation.

There are four basic language skills: they are listening, speaking, reading and writing that should be achieved by the students who learn English. Reading is one of the most language skills in learning language. Reading is also something crucial for the students, because the success of their study depends on their ability to read. Reading is one of important English skills that should be mastered by the students beside listening, speaking, and writing. Reading is the activity to get many kinds of information. Through reading, the students get much knowledge on education science, technology, politics, business and etc.

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear).

Reading comprehension is an important skill that must be achieved by the students to learn English. Through this activity, the students can improve their own language and experience. Reading can help the students to improve their knowledge and understanding. According to Harmer (2007: 99) stated that "Reading is useful

for language acquisition. Reading is activity which generally tells about the aim to understand author's ideas. It is not simply process of getting the meaning of written form. It also involves skills of the visual recognition of words. The students should interpret what they have read and comprehend. Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

Based on the preliminary research, in teaching reading usually the teacher orients to the students' English book. Teachers teach the students by asking the students only read the text and answer the question. These activities do not give contribution to the students reading comprehension. Therefore, students cannot comprehend their reading text and be passive in the teaching learning process. In the case, most of the students still find difficult to comprehend a reading text. To help students solve the problems, it needs another strategy more interesting in teaching reading. There are many strategies in teaching reading that can be used to overcome the problem. One of the strategies which are suitable in teaching reading is Re-enactment Technique, because story re-enactment is a strategy that encourages students to act out stories after they have read them or have heard them read.

Adrienne L. Herrell (2000: 173) stated that story re-enactment is a strategy that encourages students to act out stories after they have heard them read or have read them themselves. This strategy involves creating props for the students to use in re-enacting stories so that they can use the book language they have heard or read, and better comprehend the next by acting it out in sequence.

Based on the background of study above, the researcher wants to conduct a research

entitled “Improving Students Reading Comprehension Through Story Re-Enactment Technique At The Eleventh Of SMA Negeri 2 Gedong Tataan in The Academy Year 2021/2022”.

Based on these, the writer offers “Story Re-enactment” as a technique that can be used by the teachers in teaching reading comprehension. Story Re-enactment encourages students to act out stories after they heard or read the stories. Students can interaction with their friends to develop their oral language.

FRAME OF THEORY

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. The writer assumes that a way of reading comprehension is applied in teaching reading to assist the learners understanding on the suit text. It is supported by Judi Moreillon (2007: 10), states that “Reading Comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in text”.

Reading comprehension is a process in which the reader construct meaning using as the building materials the information on the printed page and the knowledge stored in the readers head. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension is crucial to the study of reading.

Sadiku (2015: 30) states that, reading comprehension is a fun-way to hunt the knowledge. Through the activity of reading, the readers will learn and know a lot of information. People can hunt the knowledge and get the information by

reading comprehension. It means that reading comprehension is one of fun-way in learning that can add someone’s knowledge. It is also help the readers to get a lot of information spread in the worldwide. People must have a reading skill because it indirectly can enrich their knowledge of words meaning.

Reading can be used for all aspect of life. It can be taken a part of our daily life. We often do reading activity in our daily activities unconsciously such as reading novels, magazines, newspaper, articles, internet and so on. We read a book because we want to know what the information which are said by the writer in the written form. It is supported by Brown (2004: 185) “Reading is likewise a skill that teacher simply expect learners to acquire.”

Based on several ideas of reading which have been stated above, it can be concluded that reading is a complex thinking process that allows readers to recognize, understand, and evaluate ideas and thoughts by looking for the purpose, main idea, explicit and implicit meaning, reference of pronoun and meaning of words of the text. Then, objective of teaching English in high school based on Indonesian curriculum is that the students are able to have communication skills in three kinds of text such as interpersonal, transactional and functional orally or in written.

Procedure Teaching Reading Comprehension through Story Re-enactment Technique

Adrienne L. Herrell (2000: 173) stated that story re-enactment is a strategy that encourages students to act out stories after they have heard them read or have read them themselves. This strategy involves creating props for the students to use in re-enacting stories so that they can use the book language they have heard or read, and better comprehend the next by acting it out in sequence. Some steps should be

done to teach using story re-enactment. Those steps consist of:

1. Firstly, students are asked to read a story.
2. Then, they will have a few times to retell the story in sequence and list the props which are needed to re-enact the story.
3. After that, students will gather in a small group then creating the props.
4. Students need a box as storage box to store their props and label it to make them easier to find it.
5. next step is used the props for retelling by work in a group.
6. For the final step, teacher will assess the retellings for students creativity in retelling the story about events, characters, and inferences. It is better for students to know the moral messages that include in the story to give best closing.

METHOD OF RESEARCH

The research method, the researcher used classroom action research to improve students' reading comprehension through story Re-enactment technique. Classroom action research is the development of research action. This was called classroom action research (CAR) because it used to distinguish action research carried out within the scope of education by action research in others field. Therefore, to distinguish it be added by word "class". Classes here were not limited only to the classroom, but it leads to any places where the teacher was thought

According to Burns (2010: 2) states that action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher".

Research Procedure

The classroom action research (CAR) procedure used in this study was designed by Kemmis and McTaggart, consisting of several cycles, each cycle consisting of

four stages, namely planning, implementation, observation, and reflection, in addition to this research The writer conducted classroom action research into two cycles. As stated by Arikunto that "Classroom action research must be carried out at least two cycles continuously. This means that classroom action research must be carried out in at least two cycles. If the results are unsatisfactory, the research uses cycle one again and must be carried out and improve students.

Based on the research design above, four step in each cycle: Planning, Acting, Observing phase, and Reflecting. The cycle would be describe as follow:

1. Planning Phase

Planning phase is the researchers conducted a preliminary study to reflect on their teaching practice in a particular class. In this step, the researcher was made a lesson plan about a certain topic, material, media, time, schedule, and instrument for observation. The topic of reading comprehension in lesson plan was based on the syllabus in curriculum. The reading material that the researcher used some media for teaching-learning process, for example some pictures, suitable text, etc, Time and schedule of this research was confirmed with the situation in the school.

2. Acting Phase

In this step, the researcher was implemented the activities of teaching reading in the lesson plan. The researcher conducted two cycles in this research. Each cycle consisted of two meeting and each meeting was taken about 2x45 minutes. The step of implementation stage was divided into three sections. These were opening section, main activity section which cover pre-reading, whilst reading, and post-reading and closing section.

3. Observing Phase
Observation is observed outcome or impact of the actions taken or imposed against the student. In this step, the observer took a note for every event that occurred in the classroom in order to get accurate data to repair next cycle. It held when the classroom action research is in progress. And in this step the English teacher as the observer will observe students' understanding, students' participation, students' activity, and students' comprehension in the teaching-learning process.
4. Reflecting Phase
After carrying out the teaching process, the researcher recited the result of the activities which occurred in classroom as the reflection of the action. The researcher evaluated the process and the result of the implemented of the story re-enactment that used in the reading class. It is a basic consideration to make plan and conduct the next meeting. It would also use to answer the hypothesis that has been proposed by the writer before the action is carried out.

The steps of planning, action, observation, and reflection were explained below:

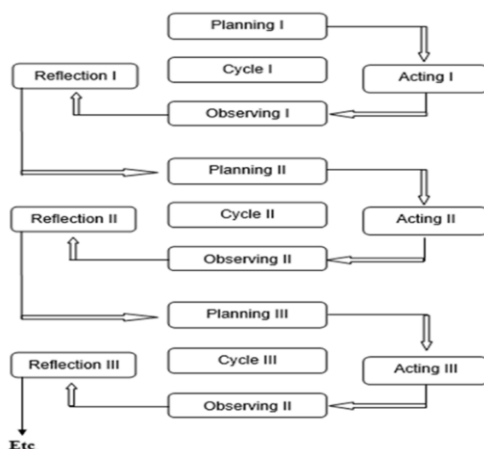


Figure 1. The phases of Classroom Action Research by Kemmis and Mc Taggart (in Burns 1999: 33)

In this classroom action research, the researcher collected the data by using

qualitative and quantitative method. The researcher used two cycles in the classroom action research. Each cycle consisted of three meetings. The sample of this research is the students of XI-IPA-2 class at SMA Negeri 2 Gedong Tataan. The instrument used in this classroom action research consisted of three assessment, such as students' observation sheet and field notes to assess students' learning activities, and the reading test to assess students' learning result.

FINDING AND DISCUSSION

Research Finding

This research was conducted by using a classroom action research, it consisted of two cycles. There were four steps in each cycle of the research: planning, acting, observing, and reflecting. Before going to first cycle, the writer did the preliminary research to know the students reading comprehension and their difficulties in reading before the treatment was given, it was conducted before the implementation of Story Re-enactment Technique that was mentioned in the previous chapters. The students problems in reading comprehension: the students get difficulties to know the meaning of words, the students can not read the text well, the students need to improve their reading comprehension. The problems were caused by students had not mastered vocabularies, and had not comprehend the text.

The students had not been used to do reading activity in teaching and learning activities. In doing assignment, the students had not felt confidence by their answers. So, the students asked with their friends. The students did not finish reading assignment on time. In cycle II, the students did not get difficult in finding main idea. The students were more active to express opinions within group. The students felt cozy doing reading activity. The students did not cheat their friend's answers in doing assignment individually.

Result of the data from cycle 1 and cycle 2 of the students' learning can be seen in the table below:

Table 1

The Result Students' Learning activity

Cycle 1		Cycle 2	
Number of Students	Completeness (%)	Number of Students	Completeness (%)
21	63,6%	27	81,81%
12	36,3%	6	18,18%

Based on the table above, it can be seen that in the cycle 1, the students who passed the test were 21 students with the percentage of 63,6%. It increased in cycle 2, the students who passed the test were 27 students with the percentage of 81,81%. It can be conclude that the implementation of Story Re-enactment Technique.

Table 2
Students' Learning Activity

Cycle 1	Cycle 2	Improvement
Average Score	Average Score	0,43
6,81	7,52	

Based on the table of the table above, it can be seen that the mean score of total score in cycle 1 was 6.31 (mid), while in cycle 2 the mean score of total score was 7.66 (high). The improvement of students' learning activity from cycle 1 to cycle 2 was 0.55. Therefore, it can be conclude that the students' learning activity in the class was improved from cycle 1 to cycle 2.

DISCUSSION

This research was conducted by using a classroom action research which applying preview. Story Re-enactment Technique, it consisted of two cycle and each cycle was consisted of three meetings. There were four steps in cycle of the research: planning, acting, observing, and reflecting.

From result of data had collected and analyzed through field notes, observation sheet, and reading test, the writer found good impact on students' reading comprehension in learning activities through story Re-enactment technique. Steps story Re-enactment had been implemented well in teaching and learning activities, because Story Re-enactment Technique approach was designed to simplify students in learning reading comprehension. As for Christie (1991), the benefits of story re-enactment include the following: a) students will become more engaged in discussing stories and required props; b) they will have increased understanding; c) they will also have the ability to use book language; d) they will be more imaginative, and f) Finally, they will be subjected to story interpretation.

The result of the students' learning activities in cycle 1 obtained 6.19 while in cycle 2 was 7.85. It is clear that the implementation of story re-enactment technique can improve the student learning activity. Meanwhile, the students' score of reading test was also improved from the pre-cycle to the first cycle and to the second cycle, it was obtained in the pre-cycle the total score was 2036 with the mean 61,69 and the percentage was 30,3% or 10 from 33 students who passed the Minimum Mastery Criteria. The result of first cycle for the total score was 2305 with the mean score 69,84 and the percentage was 63.6% or 21 from 33 students who passed the Minimum Mastery Criteria. The second cycle was obtained 2675 with the mean score 81,06 and the percentage was 81,81% or 27 from 33 students who passed the Minimum Mastery Criteria. It is clear that the implementation of story re-enactment technique can improve the is students' reading comprehension.

CONCLUSION

After conducting the whole steps of this Classroom Action Research, the researcher give some conclusions as the result of this

research. Based on the research that was conducted at the eleventh grade of SMA Negeri 2 Gedong Tataan through Story Re-enactment technique and it was obtained the conclusion as follows:

1. The Story Re-enactment technique can improve students' activities in learning reading.
2. The Story Re-enactment technique can improve students' reading comprehension

SUGGESTION

1. For English Teacher

Suggested to English teacher to apply this Story Re-enactment technique in teaching reading. It is expected that this technique can help the students to solve their problem in reading because this technique can increase the students' vocabularies,

creativity, cooperation, and interest. The English teacher should be able to create interesting technique during teaching and learning process. Interesting technique can help teacher to attract students' interest in order to the students have full attention to the lesson.

2. For Other Researcher

This research can give more knowledge to the researchers who want to do research in the same subject. It also can be used as a source to gain information about how to use Story Re-enactment Technique in teaching and learning English. The writer suggested that using different and interesting topics in every meeting can be more effective to gain students' intention, activeness and curiosity during the lesson.

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