

**USING STORY TELLING TECHNIQUE TO IMPROVE READING ABILITY  
AT THE SEVENTH GRADE STUDENTS OF SMP N 5 JAMBI  
ACADEMIC YEAR 2017/2018**

**A THESIS**

**Submitted as Partial Fulfillment of the Requirements for Attainment of  
the Bachelor's Degree of Educational Study Program**



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## **Approval**

**This thesis entitled “Using Storytelling Technique to Improve reading Ability at The Seventh Grade Students’ of SMPN 5 Jambi Academic Year 2017/2018” written by Ratna Juleha, student number : 1400888203040, has been corrected and approved to examined in front of the examiners team.**

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This thesis finished to fulfill one of the requirements in order to get Sarjana degree at the English Education Study Program Faculty of Teacher Training Batanghari University.

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6. All the English lecturers, thank you for all knowledge, love and patience in teaching me, I promise to be great as you all.
7. My beloved parents, Nasa (*father*) and Edoh,C (*mother*). I am so grateful to have you all in my life.
8. The staffs and the librarians of the faculty of teacher training and education. Thank you for helping me to complete the procedures in writing my thesis.
9. Special thanks to all my classmates (A/B) – English students '14, thank you for your support.

Finally, the researcher realize this thesis still far for being perfect, therefore constructive suggestion and advise is always welcome for the improvement of this thesis greatly appreciated. Hopefully, this thesis will be useful for all reader.

Jambi  
June , 2018  
The Researcher

Ratna Juleha

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## Abstract

**Juleha, Ratna. 2018. Using Story Telling Technique to Improve Reading Ability at The seventh Grade Students' of SMPN 5 Jambi.** Thesis, The Faculty of Teacher and Education, Batanghari University. First supervisor Dr. Sri Marmoah, M.pd, and second supervisor Nurul Fitri, S.S. M.Hum.

*Key word: Reading Ability. Storytelling Technique.*

The objective of this study was to find out the result of Using Story Telling technique To Improve Reading Ability at The Seventh Grade Students of SMPN 5 Jambi. The population of this research was all the seventh grade students of SMPN 5 Jambi which is grouped into ten classes. The class was taken as the sample was class VIIA consist of 33 students and VIIB consists 33 students by cluster sampling. The design of the research was experimental method. The research used two groups, experimental group and control group. Both of groups takes a pre-test and post-test. The researcher did two treatments for the sample. The result of  $t_{\text{test}}$  was 1,45 and  $t_{\text{table}}$  was 1,027 it mean that  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $1,45 > 1,027$ ). Based on the calculation, there is the significant difference between two means, in the pre-test, the average score of the experimental group was 57,48 and the control group 52,93. The result of post-test the experimental group was higher than the control group, those were 76, 03 and control class was 64, 27. From the calculation above it indicated after getting treatment, the experimental group was better than the control group. It could be concluded that the hypothesis was accepted where Using Storytelling Technique can increase students' to reading ability.

## Appendix 2

### Pre-Test of Experiment Class

no	students initial	correct answer	scores
1	ASN	9	60
2	AZ	11	73
3	AR	9	60
4	APR	10	66
5	AF	6	40
6	BM	9	60
7	BCK	9	60
8	CS	9	60
9	DL	7	46
10	DAW	7	46
11	FAP	7	46
12	FIN	7	46
13	IMR	9	60
14	MBAP	8	53
15	MAP	11	73
16	MRA	7	46
17	NP	9	60
18	NA	11	73
19	NZ	10	66
20	NI	6	40
21	NAZ	9	60
22	PP	10	66
23	RDPN	9	60
24	RN	9	60
25	RDW	9	60
26	RA	8	53
27	RIA	8	53
28	SDKH	8	53
29	SAR	6	40
30	WZ	10	66
31	ZS	10	66
32	ZD	9	60
33	KH	10	66
Sum			1897
Average			57.48

### Post-Test of Experimental Class

no	students initial	correct answer	Scores
1	ASN	12	80
2	AZ	13	86
3	AR	11	73
4	APR	11	73
5	AF	10	66
6	BM	12	80
7	BCK	10	66
8	CS	11	73
9	DL	12	80
10	DAW	11	73
11	FAP	12	80
12	FIN	12	80
13	IMR	11	73
14	MBAP	11	73
15	MAP	13	86
16	MRA	11	73
17	NP	11	73
18	NA	13	86
19	NZ	11	73
20	NI	12	80
21	NAZ	11	73
22	PP	11	73
23	RDPN	12	80
24	RN	12	80
25	RDW	11	73
26	RA	10	66
27	RIA	10	66
28	SDKH	13	86
29	SAR	13	86
30	WZ	11	73
31	ZS	12	80
32	ZD	11	73
33	KH	11	73
Sum			2509
Average			76.03

### Appendix 3

#### Pre-Test of Control Class

no	Students Initial	Correct Answer	Scores
1	AK	9	60
2	ARD	7	46
3	AAN	10	66
4	AS	9	60
5	AP	11	73
6	AG	7	46
7	AUL	8	53
8	AMA	11	73
9	AA	10	66
10	AU	9	60
11	DY	10	66
12	FR	9	60
13	FDP	4	26
14	GCN	9	60
15	KSM	10	66
16	KRT	7	46
17	LA	7	46
18	LPA	10	66
19	MZF	5	33
20	MF	8	53
21	MD	2	13
22	MBZ	3	20
23	ZNC	9	60
24	V0	10	66
25	TRS	10	66
26	SS	4	26
27	SN	9	60
28	SAP	10	66
29	RA	8	53
30	RAS	7	46
31	NM	6	40
32	NVA	6	40
33	NH	10	66
Sum			1747
Average			52.93

Post-Test of Control Class

no	Students Initial	Correct Answer	Scores
1	AK	10	66
2	ARD	10	66
3	AAN	11	73
4	AS	10	66
5	AP	10	66
6	AG	11	73
7	AUL	8	53
8	AMA	8	53
9	AA	10	66
10	AU	11	73
11	DY	8	53
12	FR	8	60
13	FDP	8	60
14	GCN	10	66
15	KSM	8	60
16	KRT	12	80
17	LA	11	73
18	LPA	10	66
19	MZF	11	73
20	MF	8	53
21	MD	8	53
22	MBZ	10	66
23	ZNC	10	66
24	VO	10	66
25	TRS	10	66
26	SS	8	60
27	SN	11	73
28	SAP	11	73
29	RA	10	66
30	RAS	9	60
31	NM	9	60
32	NVA	9	60
33	NH	8	53
	Total		2121
Average			64.27



## Appendix 6

### The calculation of Reliability of the test Experiment Class

no	students initial	correct answer (X)	correct answer (Y)	$X^2$	$Y^2$	XY
1	ASN	9	12	81	144	108
2	AZ	11	13	121	169	143
3	AR	9	11	81	121	99
4	APR	10	11	100	121	110
5	AF	6	10	36	100	60
6	BM	9	12	81	144	108
7	BCK	9	10	81	100	90
8	CS	9	11	81	121	99
9	DL	7	12	49	144	84
10	DAW	7	11	49	121	77
11	FAP	7	12	49	144	84
12	FIN	7	12	49	144	84
13	IMR	9	11	81	121	99
14	MBAP	8	11	64	121	88
15	MAP	11	13	121	169	143
16	MRA	7	11	49	121	77
17	NP	9	11	81	121	99
18	NA	11	13	121	169	143
19	NZ	10	11	100	121	110
20	NI	6	12	36	144	72
21	NAZ	9	11	81	121	99
22	PP	10	11	100	121	110
23	RDPN	9	12	81	144	108
24	RN	9	12	81	144	108
25	RDW	9	11	81	121	99
26	RA	8	10	64	100	80
27	RIA	8	10	64	100	80
28	SDKH	8	13	64	169	104
29	SAR	6	13	36	169	78
30	WZ	10	11	100	121	110
31	ZS	10	12	100	144	120
32	ZD	9	11	81	121	99
33	KH	10	11	100	121	110
	total	286	378	2544	4356	3282

The calculation of Reliability of the test Control Class

no	Students Initial	Correct Answer (X)	Correct Answer (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	AK	9	10	81	100	90
2	ARD	7	10	49	100	70
3	AAN	10	11	100	121	110
4	AS	9	10	81	100	90
5	AP	11	10	121	100	110
6	AG	7	11	49	121	77
7	AUL	8	8	64	64	64
8	AMA	11	8	121	64	88
9	AA	10	10	100	100	100
10	AU	9	11	81	121	99
11	DY	10	8	100	64	80
12	FR	9	8	81	64	72
13	FDP	4	8	16	64	32
14	GCN	9	10	81	100	90
15	KSM	10	8	100	64	80
16	KRT	7	12	49	144	84
17	LA	7	11	49	121	77
18	LPA	10	10	100	100	100
19	MZF	5	11	25	121	55
20	MF	8	8	64	64	64
21	MD	2	8	4	64	16
22	MBZ	3	10	9	100	30
23	ZNC	9	10	81	100	90
24	V0	10	10	100	100	100
25	TRS	10	10	100	100	100
26	SS	4	8	16	64	32
27	SN	9	11	81	121	99
28	SAP	10	11	100	121	110
29	RA	8	10	64	100	80
30	RAS	7	9	49	81	63
31	NM	6	9	36	81	54
32	NVA	6	9	36	81	54
33	NH	10	8	100	64	80
	Total	264	316	2288	3074	2540

## Experimental Class

### 1. Formula of Spearman Brown

$$\begin{aligned} r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (N \sum y^2 - (\sum y^2))}} \\ &= \frac{33 \cdot 328 - (286)(378)}{\sqrt{33 \cdot 2544 - (286)^2 (33 \cdot 4356 - (378)^2)}} \\ &= \frac{108306 - 108108}{\sqrt{(89952 - 81796)(143748 - 142884)}} \\ &= \frac{198}{\sqrt{2156 \cdot 864}} \\ &= \frac{198}{\sqrt{1862784}} \\ &= \frac{198}{1,364838452} \\ &= 1,450721144 \\ &= 1,45 \end{aligned}$$

### 2. Pearson Product Moment Formula

$$\begin{aligned} r_{11} &= \frac{2 \times r_{xy}}{(1 + r_{xy})} \\ &= \frac{2 \times 1,450721144}{(1 + 1,450721144)} \\ &= \frac{2,901442288}{2,450721144} \\ &= 1,183921 = 1,2 \end{aligned}$$

$$Md = \frac{\sum d}{N} = \frac{92}{33} = 2,787$$

$$Md = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$Md \frac{(\sum d)^2}{N} = 3^2 + 2^2 + 2^2 + 1^2 + 4^2 + 3^2 + 1^2 + 2^2 + 5^2 + 5^2 + 2^2 + 3^2 + 2^2 + 4^2 \\ + 2^2 + 2^2 + 1^2 + 6^2 + 2^2 + 1^2 + 3^2 + 3^2 + 2^2 + 2^2 + 2^2 + 5^2 + 7^2 \\ + 1^2 + 2^2 + 2^2 + 1^2 - \frac{92^2}{33}$$

$$= 8464 - \frac{8464}{33}$$

$$= 8464 - 256,484$$

$$= 8,2075$$

T-test Formula

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{2,787}{\sqrt{\frac{8,2075}{33(33-1)}}}$$

$$t = \frac{2,787}{\sqrt{\frac{8,2075}{33 \cdot 32}}}$$

$$t = \frac{2,787}{\sqrt{\frac{8,2075}{1056}}}$$

$$t = \frac{2,787}{2,712}$$

$$t = 1,027$$

$$t_{\text{test}} > t_{\text{table}} / 1,027$$

## Control Class

### 1. Formula of Spearman Brown

$$\begin{aligned}r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (N \sum y^2 - (\sum y^2))}} \\&= \frac{33 \cdot 2540 - (264)(316)}{\sqrt{33 \cdot 2284 - (264)^2 (33 \cdot 3074 - (316)^2)}} \\&= \frac{83820 - 834224}{\sqrt{(75372 - 69696)(101442 - 99856)}} \\&= \frac{396}{\sqrt{5676 \cdot 1586}} \\&= \frac{396}{\sqrt{9002136}} \\&= \frac{399}{3,000355979} \\&= 1,319843388 \\&= 1,31\end{aligned}$$

### 2. Pearson Product Moment Formula

$$\begin{aligned}r_{11} &= \frac{2 \times r_{xy}}{(1 + r_{xy})} \\&= \frac{2 \times 1,319843388}{(1 + 1,319843388)} \\&= \frac{2,639686776}{2,3198443388} \\&= 1,1378728336 = 1,1\end{aligned}$$

$$Md = \frac{\sum d}{N} = \frac{52}{33} = 1,575$$

$$Md = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$Md \frac{(\sum d)^2}{N} = 1^2 + 3^2 + 1^2 + 1^2 + 1^2 + (-1)^2 + 4^2 + 0^2 + (-3)^2 + 0^2 + 2^2 + (-2)^2 \\ + 5^2 + 4^2 + 0^2 + 6^2 + 0^2 + 7^2 + 1^2 + 0^2 + 0^2 + 4^2 + 2^2 + 1^2 + 2^2 \\ + 6^2 + 3^2 + 2^2 + 3^2 + 3^2 + (-2)^2 - \frac{92^2}{33}$$

$$= 2704 - \frac{2704}{33}$$

$$= 8464 - 81,939$$

$$= 2,622$$

T-test Formula

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{1,575}{\sqrt{\frac{2,622}{33(33-1)}}}$$

$$t = \frac{1,575}{\sqrt{\frac{2,622}{33 \cdot 32}}}$$

$$t = \frac{1,575}{\sqrt{\frac{2,622}{1056}}}$$

$$t = \frac{1,575}{2,482}$$

$$t = 0,634$$

$$t_{\text{test}} > t_{\text{table}} / 0,63$$

## Appendix 7

### The Result of pre-test and post-test Experiment class

no	students initial	correct answer (X)	correct answer (Y)	gain d Post&pre	d2
1	ASN	9	12	3	9
2	AZ	11	13	2	4
3	AR	9	11	2	4
4	APR	10	11	1	1
5	AF	6	10	4	16
6	BM	9	12	3	9
7	BCK	9	10	1	1
8	CS	9	11	2	4
9	DL	7	12	5	25
10	DAW	7	11	4	16
11	FAP	7	12	5	25
12	FIN	7	12	5	25
13	IMR	9	11	2	4
14	MBAP	8	11	3	9
15	MAP	11	13	2	4
16	MRA	7	11	4	16
17	NP	9	11	2	4
18	NA	11	13	2	4
19	NZ	10	11	1	1
20	NI	6	12	6	36
21	NAZ	9	11	2	4
22	PP	10	11	1	1
23	RDPN	9	12	3	9
24	RN	9	12	3	9
25	RDW	9	11	2	4
26	RA	8	10	2	4
27	RIA	8	10	2	4
28	SDKH	8	13	5	25
29	SAR	6	13	7	49
30	WZ	10	11	1	1
31	ZS	10	12	2	4
32	ZD	9	11	2	4
33	KH	10	11	1	1
	Total	286	378	92	336

The Result of pre-test and post-test Control t class

no	Students Initial	Correct Answer (X)	Correct Answer (X)	Gain d Post&pre	d2
1	AK	9	10	1	1
2	ARD	7	10	3	9
3	AAN	10	11	1	1
4	AS	9	10	1	1
5	AP	11	10	-1	1
6	AG	7	11	4	16
7	AUL	8	8	0	0
8	AMA	11	8	-3	9
9	AA	10	10	0	0
10	AU	9	11	2	4
11	DY	10	8	-2	4
12	FR	9	8	-1	1
13	FDP	4	8	4	16
14	GCN	9	10	1	1
15	KSM	10	8	-2	4
16	KRT	7	12	5	25
17	LA	7	11	4	16
18	LPA	10	10	0	0
19	MZF	5	11	6	36
20	MF	8	8	0	0
21	MD	2	8	6	36
22	MBZ	3	10	7	49
23	ZNC	9	10	1	1
24	V0	10	10	0	0
25	TRS	10	10	0	0
26	SS	4	8	4	16
27	SN	9	11	2	4
28	SAP	10	11	1	1
29	RA	8	10	2	4
30	RAS	7	9	2	4
31	NM	6	9	3	9
32	NVA	6	9	3	9
33	NH	10	8	-2	4
	Total	264	316	52	2704



## Photo Documentation

### Control Class VIIB



### Experiment Class VIIA



## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Problem**

Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purposes, however it needs a practical and suitable method. Recently, science and technology are grows well, especially in printing technology. A lot of information stored in books and other print sources that require the ability to understand. Students at all levels of education are required to master their ability in reading, especially understanding the different types of reading. Because in many subjects, especially English lesson students have to read and understand from various sources.

Reading becomes an important part of language teaching, and it has complicated problem. Some teachers considered that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading. Reading is seen as a simple activity, but actually it is a complex. We do not just speak of symbols that form of writing but also to understand the purpose of the text

As Daves and Whitney in Hamid (2011) stated that reading comprehension was not only about understanding the meaning of the text but also appreciating its overall significance to the readers and their interest in reading it.

When the students' interest was low, it affected the students' attention. Attention and focus were needed to gain comprehension when reading. To solve the problems, researcher considered that teacher needs a creative way of teaching. It was hoped to make the classroom reading activity more interesting and enjoyable. By reading, the students will gain a lot of information from various sources that can add their insights to the world and its development. They also get more additional knowledge which has not gained from lessons at school from the teacher's explanations.

In addition, to help students' learn to decide meaning in and language, story reading is believed to have many other benefits storytelling is also believed to. Barzag (2009) defined Storytelling as knowledge management technique a way of distributing information, targeted to audiences and a sense of information, and she added that stories provide natural connection between events and concepts.

Usually, most of students like story. It can make them enjoyable and fun not only in real life but also in teaching learning process means. Story telling can helps them to play their imagination based on the word and picture. It is also make students be active in the classroom, they supposition what is the part of story. Teaching English by applying storytelling has the good result, because it can improve students reading skills. Technique to reading is skimming, scanning, intensive reading and extensive reading. Skimming is to understand the essence of the given topic, scanning to find out the specific words or details, intensive reading to get specific details or information. It is usually slow reading done with a lot concentration, and extensive reading to read at leisure.

However, the reality does not like the explanation above. Students in SMPN 5 Jambi get difficulty in reading. Based on my experience, when I have teaching practice in SMPN 5 Jambi, I found some problems of reading to the seventh grade students. First, the students feel bored and lazy. When they read the text, they are difficult to understand the texts especially in longer text. Second the student confused when the teacher ask them to read, after that looking for the main ideas they don't do it, they waited another friend and cheated it. It happened because of they are less in vocabulary, also less in motivated. And the third sometimes students confused how to read word by word, so the students will feel afraid of making mistake when they talk in English.

Based on the explanation above, the writer is interested to conduct a research entitled *“Using Story Telling Technique to Improve Students Reading Ability at The Seventh Grade of SMP N 5 Jambi Academic Year 2017/2018”*

## **1.2 Formulation of the Problem**

Based on the background, the researcher formulates a specific problem formulated as follow:

“Is there any significant improvdement of using story telling Technique to the seventh grade student's reading ability at SMPN 5 Jambi academic year 2017/2018?”

### **1.3 Objective of the Research**

The objective of research is to know whether there is an improvement of Using Story Telling technique to the seventh grade students' reading ability at SMPN 5 Jambi.

### **1.4 Benefits of the Research**

The result of this research is expected to benefits:

1. Theoretically:

The researcher expects that this research can enrich the theory and enlarge the knowledge about the study storytelling technique in junior high school especially in teaching reading.

2. Practically

1. The result of this study is expected would make the teacher use storytelling technique in teaching reading, in order to make the classroom more attractive.
2. Hopefully, the using of storytelling technique in teaching and learning reading can give the students a lot of opportunities to be creative and brave in their reading performance.
3. The writer hopes this study can be a reference to other researchers who want to study about the storytelling technique to enhance students' English skills.

## **1.5 Variables**

### **1.5.1 Identification of variables**

There are two variables in this research. They are Story Telling Technique and Students Reading ability.

1. Variable X (independence variable) : Story Telling Technique
2. Variable Y (dependent variable) : Students Reading ability

### **1.5.2 Definition of Variables**

Operational definition of the variable X : is the technique storytelling form that has entertained and informed students and also has potential in improving the students reading ability.

Operational definition of the variable Y : is the score that students get after evaluation of their reading performance to know student's reading ability mastering reading subject.

## **1.6 Basic Assumption**

The basic assumption of this research is a fundamental concept in developing thinking about the examined by the writer that can lead to be solution in problems. The basic assumptions of this research are :

1. The story telling is a one of the technique for English teachers in motivating students reading well.

2. Students learning result in related to the achievement result by the students knowing, understanding and mastering a lesson in certain material which based on the specified measurement. The good measurement will be concrete if the point of learning and acquisition successes displayed by students.

### **1.7 Hypothesis of the Research**

The researcher tries to make the hypothesis of the research. The hypothesis of the research is there is an improvement toward the students reading skills through storytelling.

In relation the objective of the study, the writer formulated two hypothesis in forms of the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_1$ ). Hypothesis is an alternative answer pretending which made by the researcher to the problem that purpose in research (Siregar, 2010).

1.  $H_0$ : there is no any significant improvement of using Story Telling Technique to the seventh grade students' reading ability of SMPN 5 Jambi.
2.  $H_1$ : there is any significant improvement of using Story Telling Technique to the seventh grade students' reading ability of SMPN 5 Jambi.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theories of Storytelling Technique**

##### **2.1.1 Definition of Storytelling**

Phillips (2000, p.6) in Ibraheem (2013, p.3) reports that storytelling technique has been forgotten in many educational environment and has an essential role in education, especially, for young learners. Also, it may inspire their imagination, and create their own visual images. Additionally, this technique may provide wonderful bridges on which information can travel to the learners' minds. One may conclude that storytelling is an increasingly important technique that affects the learners' emotion and thinking.

According to Taylor (2000, p.6) storytelling is a tale to one or more listeners through voice and gesture in oral telling, in which things are repeated with more redundancy, especially if the students are having difficulty following.

Story telling is an interactive performance art form. Direct interaction between the teller and audience is an essential element of the storytelling experience. An audience to the teller's words and action. The teller uses this generally non-verbal feedback too immediately, spontaneously, and improvisational adjust the tones, wording, and pace of to better meet the needs of the audience using storytelling technique in the class room is one way to address literacy development by improving reading ability and writing engaging in



storytelling activities is ways motivate even the most reluctant reader or writer. Storytelling is defined as relating tale to one or more listener and teller, this strategy utilizes the social element of language.

There are some types and purposes of storytelling, Coconi (2013) divided it into cultural storytelling, family storytelling, personal storytelling, and apocryphal storytelling.

### 1. Cultural Storytelling

Cultural storytelling is defined by the transmitting and conveying of certain values, morals and beliefs. These stories are passed down from generation to generation in an engaging and memorable form. The stories that are given to children in an attempt to teach them the meaning of religion might be understood as cultural stories.

### 2. Family Storytelling

Family storytelling is thought of as the spoken history of a family, maintaining and preserving a long line of various events and experiences, while keeping traditions and expectations alight. Storytelling that concerns a family heritage allows for a family identity to emerge, often bringing with it the finest traits of an ancestral history as a reminder to live up to something. This type of story can provide those who hear it with the motivation to live up to past family achievements.

### 3. Personal Storytelling

Through living, everyone is in the constant and ongoing process of composing a personal story. The stories are formed personally and concern

individual lives. They are composed to remember, change and find meaning to life. Through personal storytelling, the teller is able to share his experiences with others and possibly motivate and inspire. Personal story telling might also take the form of a biography or biographical novel.

#### 4. Apocryphal Storytelling

Apocryphal stories are presented to the listener as unlikely and often unbelievable truths, or doubtful stories told as fact. These stories are more commonly known as "urban myths." "Apocryphal" derives from the Greek word "apocrypho", meaning "hidden." Generally, this is a type of storytelling that revolves around things of fear or things that cannot be fully understood.

According Lordly (2007, p.33) mentions that storytelling technique relies strongly on the ability of both the teacher and learners to apply many aspects such as body language, gestures, tone of voice, and movement. He provides the teachers with effective outlines to master difficult situations, and realize consistent objectives in teaching reading in which the teacher has to:

- a. Ask questions to introduce the characters of the text as a warming for the session.
- b. Elicit the moral of the content by using the circling method of repeating a key line throughout the passage.
- c. Engage the learners in the text and keep them in view to attack their understanding, interest and enjoyment.
- d. Let the learners fill in missing words at times and praise them for their focus.

- e. Model voice inflections, facial gestures, and body movement to convey the action of the reading passage and the characters' mode.
- f. Speak clearly and follow the right pronunciation to convey the different meaning of the text.

The researcher can conclude that questions from teachers can encourage students to see the characters and types of text they will read. In addition the researchers also used images related to the narrative text given to encourage student interest in reading. Many students are lazy and confused in finding information in reading a text because teachers who teach are too monotonous. Students do not feel enthusiastic about reading texts. In the form of stories, teachers invite students to imagine in reading the text with the help of pictures and methods 6. Then to find the moral message that exists in the text of the story, the teacher uses a storytelling technique with a clear sound model, intonation, facial expressions and appropriate gestures. So that students can imitate and discover and add to the moral message of the text.

### **2.1.2 The Advantages and disadvantages of Storytelling**

According to Zenger (1997:68) there are some advantages by applying storytelling in teaching learning process.

- a Cultivates imagination and meditation.
- b Helps with formulation of reading skill.
- c Furnishes the time for creative expression.
- d Stimulates interest and learning.
- e Provides a close contact with the students.

There are some disadvantages of storytelling

- a May lead to discipline problems unless attention is paid to students' attention spans and their interests.
- b Is difficult if the room is crowded and some cannot see.
- c Is sometimes difficult to find words that all in a particular group will understand.

Story telling technique can develop students' reading ability. Students can imagine and express in reading. So that students who read and listeners feel enthusiastic in reading and hearing stories. But it has been explained also there is a loss by applying storytelling in the learning process can cause discipline for students in learning because it is difficult if the classroom learning crowded so that students' interest in learning is reduced. Using storytelling technique has many advantages in teaching learning process because it can motivate and develop student skills, especially in reading. Storytelling also can develop student learning outcome.

### **2.1.3 Element of the Storytelling Technique**

Simmons (2001) divides the elements into two kinds; verbal and non-verbal, which are built upon each other as learners develop skills and take place at the session of teaching reading for the sixth graders by storytelling as follows::

1. Mime is an important element of storytelling in which the teacher visualizes the reading passage, and gives the learners an opportunity to act and explore the different scenes by closing their eyes and miming the story.

2. Sound effects have a vital role in storytelling and take the place of words as a sequence of actions. During storytelling, the teacher uses sound effects, movements, and mime besides the verbal presentation to facilitate the learners' comprehension of the reading passage.
3. Eye contact is employed to attract the learners into the content. When the teacher uses eye contact, he stimulates the learners' enthusiasm and attention.
4. Five senses are aroused to challenge the learners' thinking. In which the teacher paints drawing with words, employs puppets, utilizes projector, and supplies pictures to help learners make visual and emotional connections to the new language structures they are hearing.

According to Isbell et al (2004, p.161) the voice, body, and face are key elements in meaningful storytelling in which learners respond to physical movement effectively. The following are brief explanations that are accompanied by physical or oral illustrations of each element:

1. Voice of the teacher attracts the learners' attention and keeps them awake through raising and falling in the tone. The use of the voice encourages the learners' engagement in the sequences of the reading passage events.
2. Body language is a powerful aid in teaching and enhancing storytelling. In which using the body is linked to oral skills and psychomotor activities which foster the learners' understanding.

3. Face gestures simulate the learners' curiosity to comprehend and assimilate the meaning of the new structures and realize the objectives of the reading passage.

The researcher concludes that the demonstration combines the voice, body, facial expressions, sounds, senses, and movement for effect purposes such as to keep the learners' interest and to challenge them by including; colors, textures, shapes, and tastes. So, she indicates in her definition of the technique that, the teacher attempts to retell the story in words, sound, and images through the inflection in his voice rhythm, facial expression, and hand movement.

## **2.2 Benefits of Storytelling Technique**

Storytelling serves multiple functions in the classroom. Craig et al (2001) clarify that storytelling acts as a bridge for diverse literacy needs by providing a context for literacy, helping learners develop their ideas, and preparing them for reading comprehension and later academic success.

Eder (2007, p.24) reports other benefits of storytelling as:

1. Storytelling is an effective instructional technique for introducing new material and providing depth to a concept going beyond a fact, a definition, or an outline of textbook material.
2. Storytelling is pedagogical techniques which strengthen the learners' comprehension of reading passages.
3. Storytelling captures the attention of the learners and provokes curiosity through enhancing the development of a sense of story in participants.

4. Storytelling encourages learners to experiment with voice, tone, eye contact, gestures, and facial expressions.
5. Storytelling encourages reading motivation, supports comprehension skills and stimulates discussion

Storytelling is a teaching activity which can exchange feelings and emotions and also can develop many different skills for children. Children are fond of listening and reading stories. Storytelling is considered as a main teaching strategy for getting the educational objectives.

### **2.3 Storytelling Technique**

Storytelling techniques researchers use method according to Burn and Broman (1975: 73) the following criteria should be followed before the teacher apply the story telling technique to the students:

- a. A simple well developed plot is centered in one main sequence of events so that the students can anticipate to some degree of the outcome of events with action predominant.
- b. Using repetition, rhymes, and catch phrases that the students memorize new words quickly and easily.
- c. Using carefully chosen language, not using complicated words and using a large amount of direct conversation.
- d. Level of difficulty: Is the level appropriate? Not too easy? Not too difficult?

- e. Pronunciation: Does the story contain any features such as intonation that the students will enjoy imitating and improving their pronunciation?
- f. Content/ Subject matter: Will the story interest the students? Is it relevant to their need? Is it amusing? Is it memorable?
- g. Visuals: Do the illustration relate to the text and support the students' understanding? Are they attractive to the age of the students? Are they big enough for all the class to see?
- h. Encourage participation: Is there any natural repetition to encourage participation in the text and provide pattern practice, pronunciation practice, to recycle language items and develop memory skills?
- i. Motivating: Will the story motivate the students?
- j. Arouse curiosity: Will the story arouse their curiosity?
- k. Create positive attitudes: Will the students respond positively to the story and develop positive attitudes towards the target language, culture, and towards language learning?
- l. Language content: Is the language representative of what is spoken in the target culture? Does the story give any information about life in the target culture?

According statement above the writer used narrative text to improve student reading ability. Types of reading texts they are descriptive, narrative, spoof, recount, procedure, report and anecdote. Students are expected to understand and master all of the texts after they learnt English. A narrative text that tells a story,



in doing so, entertains the audience. Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order.

## **2.4 Theories of Reading Ability**

### **2.4.1 Definition of Reading Ability**

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009: 5). In the classroom, some teachers often use texts or books as media to convey the material of a subject. The teacher asks the students to read the texts to get information in order that they could understand the material.

According Harmer (2001) points out that reading is a beneficial media to ease students in learning language such as vocabulary, grammar, pronunciation, and the way of constructing sentences, paragraphs, and texts.

Students are difficult to read the text because in writing and reading differently, students are confused and afraid to read the text, the student's silent when the teacher asks and tells them. In reading also we must know and understanding the contents of the text to find main idea and moral value. So that from reading the readers will learn a new thing from the information from the text.

## **2.5 Teaching Reading**

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning

(Brown, 2000: 7). The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher should make innovative way in classroom when teach.

The process of teaching and learning English has characteristics. These characteristics lead the process to be a successful process if the teacher applies them well. According to Davies and Pears (2000), there are some characteristics of effective English teaching and learning.

- a. Related to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, the appropriacy of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.
- b. Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning.
- c. The class should use the variety of seating arrangements.
- d. The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

In the process of the teaching reading, the teacher has important role to provide material, technique, and media to make the students can learn something new in the classroom and also can enjoy the process. The result of this process is the students have behavioral changes in human being which are due to the

experience of emotional as well as intellectual. The variety of reading performance in classroom can be determined by the variety of texts. It means that the teacher should consider about the types of the text used in the teaching reading in order to support the process.

### **2.5.1 Purpose of Reading**

According to Hedge (2003) writes the purpose of learners' in reading process as:

- a The ability to read a wide range of texts in English.
- b Building knowledge of language which will facilitate reading ability.
- c Building schematic knowledge.
- d The ability to adapt the reading style according to reading purpose (skimming and scanning).
- e Developing and awareness of the structure of written texts in English.
- f Taking a critical stance to the contexts of the texts.

Reading has different purposes. Readers' satisfaction is affected from what they read. They will be satisfied, when they read as they need. It indicates that the readers will have expectation before they read a text.

In addition, the purposes of reading according to Grabe and Stoller (2002) are classified into four purposes. The first is reading to look for simple information. Commonly, the readers scan the text to find out specific information

or specific words. The second is reading to learn from text. It happens in academic context. It also requires remembering the word reference and supporting idea, and making a relation with the readers' knowledge. The next is reading to integrate information, write, and critique text. The last purpose is reading for general information.

Briefly, the purpose of reading is varies. The readers have some purposes to be achieved. One of the purposes is to comprehend. So, it is necessary to know about reading comprehension in order to reach the purpose. Then reading is important because it develops the mind it how we discover new things and develops the imagination and creative of people.

### **2.5.2 Technique of Reading**

Reading is a great habit that can change human life significantly. it can entertain us, amuse us and enrich us with knowledge and experience narrated. Some reading technique can help us be better and far more comprehensive readers is skimming and scanning.

In Davis 2005, Skimming is used to quickly identify the most important ideas of a text. Skimming involves moving your eyes quickly down the page and focusing on any titles, headings, sub-headings, and text in bold. Scanning involves moving your eyes quickly down the page, seeking specific words and phrases. When reading to locate specific information, scanning is an effective strategy, particularly on standardized tests.

We can conclude that technique skimming in reading is read quickly to get the main points, and skip over the detail. We generally use this technique at the time of reading newspaper or magazine. And technique scanning is reading strategy that used for getting some specific points by looking at the whole text. This technique used for looking up name from telephone guide book.

According to Brown (2000, pp.306-308), there are some principle strategies for reading comprehension. The principle strategies are as follow:

1. The readers have identified your purpose in reading text.
2. The readers have to apply spelling rules and convention for bottom-up decoding.
3. The readers have to use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
4. The readers have to guess at meaning (of word, idiom, etc) when they are not certain.
5. The readers have to skim the text for the gist and main ideas.
6. The readers have to scan the text for specific information (names, dates, keyword)
7. The readers have to use silent reading techniques for rapid processing.

The type of Reading Comprehension question according to Manhke and Duffy (1996:247) there are five type of comprehension question to measure students' reading comprehension. There are:

**a Identifying Main Idea and Topic of a paragraph**

Topic a paragraph is what the paragraph is about. Meanwhile, topic sentence that tells what paragraph is going to be. It is explained, described, and supported by sentences that in the paragraph. These words are called “controlling ideas”. Main idea is the author’s idea about the topic. It is stated in topic sentence. In well-written paragraph, most of the sentence support, describe, or explain the main idea.

**b Making Inference**

Making inference questions are those questions that ask the student to draw conclusion. Though some details are not stated explicitly but they can be understood from the other details that are stated.

**c Finding our Details and Factual Information**

There are two types of detail and factual information questions. They are questions about is true according to the information and those about what is not true. Those questions use either the exact words of passage or restatement of the information.

**d Checking the Referring Words**

Checking the referring words question require the students to find out the concepts (words or phrases mentioned earlier in the passage).

#### **e Checking Vocabulary in Context**

The questions about vocabulary need the students to guess the meaning of words based on the context or the sentence in which the words are found.

### **2.5 Previous Studies**

In writing this research, the writer takes review or related literature from the others references as comparison, there are:

The study had been done by Sri Ratu Safiatudin“TEACHING READING COMPREHENSION USING STORYTELLING (A Classroom Participation Action Research of the Eleventh Grades Students of MAN 2 Gampong Teungoh Langsa in the Academic Year of 2013/2014)”. In her research is quantitative research, she analyzed the method in teaching reading comprehension through storytelling. After analyzing the data, she concludes that using storytelling is able to help students improve their reading comprehension. The problems in her research are there any significant differences between using and not using storytelling to the students’ skill in reading comprehension at the eleventh grade of Man Gampong Teungoh Langsa. And the purpose of her research is to know the differences between using and not using storytelling to the students’ skill in reading comprehension for studying. The population of her research was eleventh grade of Man GAMpong Tengouh. Langsa while the sample of her research was two classes of eleventh grade students’, namely experiment class and control class. The technique of sampling is random sampling.

The other researcher is “THE USE OF PAIRED STORYTELLING TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION” (A Classroom Action Research of the Second Grade Students of SMPN 09 Salatiga in the Academic Year of 2012/2013). It was written by Ulil Hidayah student of State Institute for Islamic Studies (STAIN) Salatiga studies in academic year 2013. Her research is aimed to improve the students’ reading comprehension through Paired Story Telling technique. She analyze how the procedure of the use of Paired Story Telling technique to improve the students’ reading comprehension, whether the use of Paired Story Telling technique can improve the students’ reading comprehension, and how far the implementation of the students’ reading comprehension of students of the second grade of SMPN 9 SALATIGA 2012 through Paired Story Telling technique. This research was conducted in SMPN 9 SALATIGA. Thirty four students of the second grade of SMPN 9 SALATIGA 2012 were instructed through Paired Story Telling technique to improve their reading comprehension. The methodology of her research used Classroom Action Research (CAR). This technique can help the students to remember the information and the details of the text and to reconstruct the passage. In the implementation of Paired Story Telling technique, the students could enrich their vocabularies and be confident to reconstruct the text that has been read or listened.

Diaul Mubarak who conducted a research entitled “*Using Story Telling Technique of The Fifth Grade Student’s Speaking Ability of SDN 47 Jambi academic year 2012/2013*” writer hope this research can be useful to college students after the write. In his research is quantitative research, he analyzed the



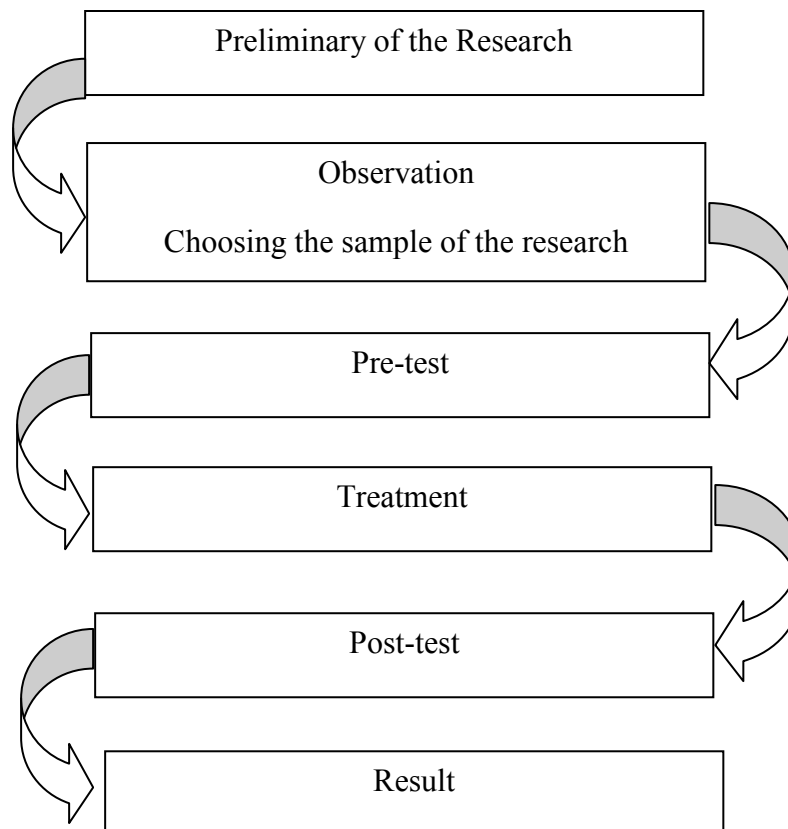
method in teaching speaking using storytelling technique. After analyzing the data, he concludes that using storytelling is able to help students improve their speaking ability. The problems in her research are there any significant differences between using and not using storytelling to the students' skill in speaking ability at the fifth grade of SDN 47 Jambi. And the purpose of her research is to know the differences between using and not using storytelling to the students' skill in speaking ability for studying. The population of her research was fifth grade of SDN 47 Jambi. While the sample of her research was two classes of eleventh grade students', namely experiment class and control class.

The title of my research is "USING STORYTELLING TECHNIQUE TO IMPROVE STUDENTS' READING ABILITY AT THE SEVENTH GRADE OF SMPN 5 JAMBI ACADEMIC YEAR 2017/2018". From those previous studies, the researchers try to find out the students' competence in reading ability using story telling technique. Those give previous studies give much input conducting the researcher because they have same topic in teaching reading using story telling technique, but in this research focus in teaching students' reading ability. This technique is also integrated reading and speaking with the voice, body face and respond physical students'. The problems this research is there any improvement of using storytelling technique to seventh grade students' reading ability of SMPN 5 Jambi. And the purpose of this research is to know whether there is an improvement of using storytelling technique to the seventh grade students' skill in reading for studying. The population of this research is seventh grade of SMPN 5 Jambi. While the sample of this research also used two classes of seventh grade

students', namely experiment class and control class. So that, the researcher hopes this study will give a contribution in the educational side to development of language teaching and learning about reading using story telling technique.

## 2.7 Conceptual Framework

In this research the researcher just focus on discussion about “Using Storytelling Technique to Improve Reading Ability at The Seventh Grade Students’ of SMPN 5 Jambi Academic Year 2017/2018”



The research with title “*Using Storytelling Technique to Improve Reading Ability at The Seventh Grade Students’ of SMPN 5 Jambi Academic Year 2017/2018*”. There are some plan will do in this research: *firstly*, Preliminary of

the research by preparing all equipment research. *Secondly*, do an observation to know the details total population in SMPN 5 Jambi especially the students' in the seventh class and choosing the sample of the research from that population. The researcher use random sampling. The samples of this research are two classes (A and B). The first class is the experimental class and control class. Experiment class is use storytelling technique and control class treated by other technique.

*Thirdly*, do a pre-test before doing a treatment. Pre-test is given to students before the researcher used method in teaching learning process. The type of the pre-test is reading narrative text and 15 multiple choice question based on the text.

*Fourthly*, do a treatment using storytelling technique in classroom. The treatment in this research is teaching reading using storytelling technique use narrative text.

*Fifthly*, do a post-test is given to the students in order to know the progress of the students reading ability by using storytelling after treatments. The type of test in post-test same format test whit the students in pre-test.

*Finally*, findings the results, after gave the pre-test, treatment using storytelling technique and post-test. After getting the average score of pre-test and post-test, the research using t-test formula to know the significant differences between ore-test and post-test.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter provides the information concerning the methodology used in this research based on problems and background mentioned in previous chapter.

#### **3.1 Design of the Research**

Design of the research was going to use an experimental method. According to Sugiyono (2010:56) quantitative research is the research which used counting result that is processed by classification, counting and result as a presentation.

This research used experimental method because in an experiment, investigators may also identify a sample and generalize to a population, this is in line with Creswell (2003) stated that the basic intent of an experiment is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome.

In this research the researcher use two groups, experimental group and control group. Both of groups take a pre-test and post-test. The experimental group the researcher gives the narrative text treatment, while the control group receives other technique. The other technique is direct oral story reading.

The variables investigated are independent and dependent variables. In Creswell (2014:84) stated that, Independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated,

antecedent, or predictor variables. Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. Other names for dependent variables are criterion, outcome, effect, and response variables. In this research, the dependent variable is students' achievement in reading skill, while, the independent variable is storytelling technique.

This research will focus to see the influence of using of using story telling technique toward student's reading ability. This is the design of the study as follows:

**Table 1**

**Design of one group pre-test and post-test**

Pre-test	Treatment	Post-test
$Y_1$	X	$Y_2$

*Source: Setiyadi (2006:131)*

Explanations:  $Y_1$  = Pre-test before the treatment

X = Treatment (Using Story Telling technique)

$Y_2$  = Post-test after the treatment

Based on explanation above, the researcher concluded that quantitative research is any causal effect relationship in the research, because in this study there were two variable, that independent variable is Storytelling Technique and dependent variable is students' reading ability.

## **3.2 Population and Sample**

### **3.2.1 Population**

Polite and Hungler (1999: 37) stated the population as an aggregate or totality of all the object, subjects and members that conform to a set of specifications. Population (or target group) used in questioner or interview study is that group about which the researcher is interested in gaining information and drawing conclusion (Tuckman, 1972: 201).

The population of this research was all the seventh grade students of SMPN 5 in Jambi which is grouped into 10 classes. So the total population is 383 students.

**Table 2**  
**Population of the research**

No	Classes	Populations
1	VII A	33
2	VII B	33
3	VII C	35
4	VII D	36
5	VII E	39
6	VII F	38
7	VII G	38
8	VII H	40

9	VII I	40
10	VII J	40
total		383

*Source: SMPN 05 Jambi academic years 2017/2018*

### **3.2.2 Sample**

The samples of this research are two classes (A and B). The first class is the experimental group and the other is the control group. It assumed that both classes have the same range of ability based on the classification made by the school. Each class consisted of 35 students.

So, the total number of the sample is 70 students. During the experiment, the experimental group was treated by using storytelling, and the control group was treated by other technique.

**Table 3**

#### **The sample of the Research**

Group	Class	Number of student
Experimental Group	VII A	33
Control class group	VII B	33
Total		69

*Source : SMPN 5 Jambi academic year 2017/2018*

### **3.3 Technique of Collecting Data**

#### **3.3.1 Test**

To collect the data, the research used pre-test, treatment and post-test data from this research is form of quantitative data that is student's reading score. The first test is pre-test. It was done to see student outcome before given treatment and then treatment is conducted by using story telling technique is administered for three meetings to experimental groups as well. Then after three meetings, post-test is conducted, the test divided into pre-test and post-test.

The reading test is asset of narrative text through the available oral that give from teacher and then read the text carefully. After they read the text the students retell the story and answer the question that teacher gives. finally, the students score in pre-test and post-test are collected to analyzed in order to know about using Story Telling technique increase the students reading ability by using t-test formula.

##### **a. Pre-test**

Pre-test was done before presenting the treatments to know how far the students' understand about English lesson in two classes. The type of pre-test was objective test. They were multiple choice forms.

##### **b. Treatments**

The students' activities during the treatments or during the teaching and learning process were storytelling technique is observed by the researcher. The



treatment in experiment class is conducted in each meeting after pre-test. It took 80 minutes for each meeting. Steps of Storytelling technique:

1. Teacher explains storytelling technique to the students.
2. Teacher gives narrative text to the students.
3. Teacher divides the students to be four or six students be a group.
4. Each group member receives the task of reading text and discusses whit group to get information in text that is given.
5. Every leader of group explains of text to their members.

The treatment in control class also conducted in each meeting after pre-test. It took 80 minutes for each meeting. The researcher gives the narrative text to the students to find the information in text whit technique scanning and skimming.

#### c. Post-test

Post-test was given to the students in order to know progress of the students in learning using storytelling technique after treatment. The type of test was objective test. They were multiple choice forms. The items of post-test are related the material that the students learned.

To analyze the students based on the score of the test that was going to be given to students. These tests were multiple-choice forms. The scoring completion multiple choice are 1 score. In scoring the test researcher follows the step:

1. Scoring is given if correct answer
2. Scoring isn't given if incorrect answer.

### 3.3.2 Instrument of Data Collection

The instrument of this research uses multiple choice items because it was easy to measure comprehension of students in reading text. This test provides four options where the students in reading text had to find one correct answer. The test consist of narrative text and 15 multiple choice items and consist of five type reading questions, such as: find the detail and factual information; detect the main idea, identifying the reference word, identifying the synonym and antonym of the word, and to identifying the moral lesson by (Brown 2000).

The material was to students based on the book English for junior high school. The two groups got the same material. The instrument focused on narrative text. The specification of the test is described in table 3.4

**Table 4**  
**Specification of test**

Objectives	Test Materials	Indicators	Number of Items	Type of test
The students are able to understand the meanings in short simple essays in the term of narrative text to interact	Narrative Text	The students are Able	7,9,11,12	Multiple choice
		1. To find the detail and Factual information	,13,14,15	
		2. To detect the main idea	6	
		3. To identify the reference word	3,8	
		4. To identify the synonym , antonym of the word	4,5	

with surrounding environment		5. To deduce the moral lesson	1,2,10	
	Total of number		15	

*Source: Brown 2000*

### **3.3.2.1 Validity of Test**

According to Fraenkel, et. al. (2012, p. 147) argue that validity is the most important idea to consider when preparing or selecting an instrument for use. Validity test is carried out to measure whether the instruments for pretest or post-test activities are valid or not. To know the test items are valid or not, the writer will do the tryout us.

### **3.3.2.2 Reliability of Test**

The researcher used formula of Spearman-Brown (Siregar, 2010:182), it is half-split to know the reliability of the test. Where the researcher divided sample two groups of questions. There is odd-group and even-group. After that the researcher takes the scores of two groups then correlate score of odd-groups and even group.

Before the researcher find value of reliability of the test. The researcher has to find value of  $r_{xy}$ . After that, the researcher uses Spearman-Brown as follow:

$$r_{11} = \frac{2 \times r_{xy}}{(1 + r_{xy})}$$

Where is:  $r_{11}$  = reliability of the instrument

$r_{xy}$  = is referred to as the correlation index  
Between the two parts of the instrument.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (N \sum y^2 - (\sum y^2))}}$$

### 3.4 Technique of Analysis Data

In analyzing, the formula used to analyze the students' post-test score. To measure the significant difference between the results of pre-test and post-test.

The formula will use t-test. The formula T-test taken from Arikunto (2010:349) as followed:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Legends:

T : T-test value

Md : (difference) between pre-test and post test

Xd : deviation of each subject (d-Md)

$\sum X^2 d$  : Quadrate of deviation

N : The number of sample

d.b. : N-1

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **4.1 Research Findings**

This research was conducted in SMP N 5 Kota Jambi from 26<sup>th</sup> February 2018 until 1<sup>st</sup> March 2018. There were 70 students involved in this test as an experimental class and control class. This research use the data from the students' score of pre-test and post-test that was given before and after the treatment. The test consisted of 15 items and it was constructed multiple-choice form. The text used narrative text. In the treatment, the researcher used 2 titles of narrative texts. They were Little Brother, Little Sister and The Old Grandfather and His Grandson.

The testing hypothesis indicates the experimental class is significantly higher than that of the control class. Based on the result about, the researcher concluded that the experimental class performed better than the control class. The researcher finding reveals that Storytelling can improve students' reading to junior high school.

##### **4.1.1 The result of Pre-test and post-test in the Experimental Class**

Before giving the treatment, pre-test was administrated to both experimental and control class by asking the students' to read narrative text pre-test was done at 26<sup>th</sup> February 2018 for experimental class and post-test was done at 28<sup>th</sup> March 2018. All of the students' joined the test. The durations test 80

minutes. The pre-test was given to experimental class before treatment and then post-test was given after two meetings of treatment or teaching and learning process.

Having the treatment done, the result of the test showed that the post-test score were better than the pre-test score. It can be seen from the difference of both tests mean score. There was significant effect on students reading narrative text after using Story Telling Technique in the classroom. It was apparently proved that the students' were able to read narrative text.

**Table 5**  
**The Result of Pre-test in Experiment Class**

NO	NAME	INDICATOR					CORRECT ANSWER	SCORE
		1	2	3	4	5		
1	ASN	3	1	1	2	2	9	60
2	AZ	5	1	1	1	3	11	73
3	AR	5	1	1	1	1	9	60
4	APR	5	1	2	2	0	10	66
5	AF	0	1	2	2	1	6	40
6	BM	4	1	2	1	1	9	60
7	BCK	3	1	2	2	1	9	60
8	CS	4	1	2	2	0	9	60
9	DL	1	1	2	1	2	7	46
10	DAW	3	1	2	0	1	7	46
11	FAP	2	0	2	2	1	7	46
12	FIN	1	0	1	2	3	7	46
13	IMR	4	0	1	1	3	9	60
14	MBAP	3	0	2	2	1	8	53
15	MAP	4	1	2	2	2	11	73
16	MRA	2	1	1	1	2	7	46
17	NP	3	1	0	2	2	9	60
18	NA	5	1	1	2	2	11	73
19	NI	5	1	1	2	1	10	66

20	NZ	3	1	0	1	1	6	40
21	NAZ	3	1	2	1	2	9	60
22	PP	4	0	2	2	2	10	66
23	RDPN	3	1	2	2	1	9	60
24	RN	3	2	1	2	1	9	60
25	RDW	3	2	1	1	2	9	60
26	RA	2	1	2	1	2	8	53
27	RIA	3	1	1	2	1	8	53
28	SDKH	4	0	1	2	1	8	53
29	SAR	2	0	1	2	1	6	40
30	WZ	3	2	2	2	1	10	66
31	ZS	3	1	2	2	2	10	66
32	ZD	3	1	2	2	1	9	60
33	KH	4	1	2	2	1	10	66
Sum							286	1897
Average								57.49

(See in appendix 2)

The researcher only focus on experimental class, from the table above explain that the result of pre-test in experiment before treatment that the average score 57,49. Most of the student's difficult to answer the questions in indicator two and five that indicator to detect main idea and find the moral lesson. There are three students get high score and lowest score. The researcher append that results of the students get high score (AZ) and low score (NZ) see in appendix 3.

**Table 6**

**The Result of Post-test in Experiment Class**

NO	NAME	INDICATOR					correct answer	Score
		1	2	3	4	5		
1	ASN	4	1	2	2	3	12	80
2	AZ	5	2	2	2	2	13	86
3	AR	4	2	1	2	2	11	73
4	APR	4	1	1	2	3	11	73
5	AF	2	2	2	2	2	10	66
6	BM	4	2	2	2	2	12	80
7	BCK	5	1	0	2	2	10	66
8	CS	4	2	2	2	1	11	73
9	DL	4	1	2	2	3	12	80
10	DAW	3	2	2	2	2	11	73
11	FAP	4	2	2	2	2	12	80
12	FIN	3	2	2	2	3	12	80
13	IMR	4	2	2	1	2	11	73
14	MBAP	4	2	1	2	3	11	73
15	MAP	5	1	2	2	3	13	86
16	MRA	3	1	2	2	3	11	73
17	NP	3	2	2	2	2	11	73
18	NA	6	2	2	1	2	13	86
19	NZ	5	1	1	2	2	11	73
20	NI	3	2	2	2	3	12	80
21	NAZ	4	1	2	1	3	11	73
22	PP	4	1	2	2	2	11	73
23	RDPN	5	2	2	2	1	12	80
24	RN	6	1	2	2	1	12	80
25	RDW	4	2	1	2	2	11	73
26	RA	3	2	1	2	2	10	66
27	RIA	3	2	2	1	2	10	66
28	SDKH	4	2	2	2	3	13	86
29	SAR	4	1	2	2	3	13	86
30	WZ	3	2	2	2	2	11	73
31	ZS	4	2	1	2	3	12	80
32	ZD	3	2	2	2	2	11	73
33	KH	4	1	2	2	2	11	73
Sum							378	2509
Average								76.03



After doing pre-test, the researcher doing post-test and the result we can see in table above that explain the score of the student's after doing the treatment teaching reading using storytelling. There are differences in score between score pre-test and post ten in experiment class. There are thirteen student's get highest score above eighty and four students get lowest score that is sixty six. After doing treatment the students can answer the entire question with indicator that has been determined. The researcher also append that results of the students of the students get high score (MAP) and low score (WZ) see in appendix 4

**Table 7**

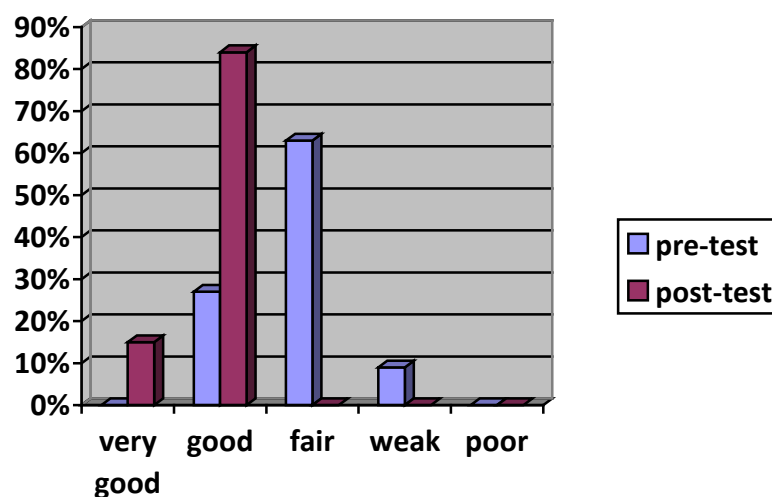
**The Distribution of pre-test and post-test in Experimental Class**

Category	Pre-test		Post-test		Disparity
	Frequency	Percentage	Frequency	Percentage	
Very Good	0	0%	5	15,15%	15,15%
Good	9	27,27%	28	84,84%	60,57%
Fair	21	63,63%	0	0%	63,63%
Weak	3	9,09%	0	0%	9,09%
Poor	0	0%	0	0%	
Total	33		33		33

From the table above, it can be seen is there significant improvement difference of the students' score on the pre-test and post-test. In pre-test, no one of students' get very good poor category, 3 students' got weak category, 21 students' got fair category and most of the students were categorized Good

In the post-test, it can be seen there are improvement in students score which mean improvement in students' ability. Most of the students (28 students) get good category, no one of students gets fair and weak category and 5 students' got very good category.

**Diagram of Pre-test and post-test in Experimental Class**



The researcher only focus on experimental class, from the table above explain that the result of pre-test in experiment before treatment that the average score 57,49. Most of the student's difficult to answer the questions in indicator two and five that indicator to detect main idea and find the moral lesson. There are

three students get high score and lowest score. The researcher append that results of the students get high score (AZ) and low score (NZ) see in appendix 3.

#### 4.1.2 The result of pre-test and Post-test in Control Class

Pre-test was done at 28<sup>th</sup> February 2018 for control class and post-test was done 28<sup>th</sup> February 2018 the result of pre-test in the control class showed that the lowest score was 53 and high score in pre-test was 73.

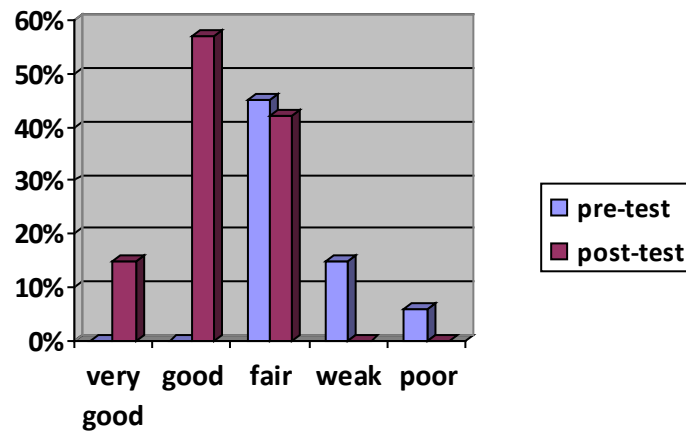
**Table 8**

**The Distribution of pre-test and post-test in Control Class**

Category	Pre-test		Post-test		Difference
	Frequency	Percentage	Frequency	Percentage	
Very Good	0	0%	0	0%	0%
Good	11	33,33%	19	57,57%	24,27%
Fair	15	45,45%	14	42,42%	3,03%
Weak	5	15,15%	0	0%	15,15%
Poor	2	6,06%	0	0%	6,06%
Total	33		33		33

From the table above, it can be seen difference between score in control class and experiment class. In control class any students get poor category. It because the researcher teaches in control class used other technique.

### Diagram of Pre-test and post-test in Control Class



#### 4.1.3 Data Analysis

**Table 9**

**The table comparison Between Experimental and Control Class**

Class	Pre-test	Post-test
Experimental Class	57,48	76,03
Control Class	52,93	64,27

To know there is significant difference between experimental class score and control class scores, t-test was higher than t-table. In order to see the significance between pre-test and post-test before and after treatment of experimental class, the Pearson Product Moment formula would be used analyze the data, the researcher was compared between the score of pre-test and post-test.

The result of  $t_{\text{test}}$  was 1,45 and  $t_{\text{table}}$  was 1,027 it mean that  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $1,45 > 1,027$ ). Based on the calculation, there is the significant difference between two means, in the pre-test, the average score of the experimental group was 57,48 and the control group 52,93. The result of post-test the experimental group was higher than the control group, those were 76, 03 and control class was 64, 27. From the calculation above it indicates that after getting treatment, the experimental group was better than the control group (see appendix )

Based on the analysis, it is found that there is improvement of the students after researcher did treatment. The treatment learned English subject two meeting a week. The researcher just taught about reading narrative text. After, treatment can be conclude that reading skill of student before the researcher gave treatment students in teaching reading using Story Telling Technique was weak. This fact based on the findings the mean all the students' reading was 57,48. It were caused the students were not interested and encouraged to answer its question rightly. Sometimes they are bored when learning reading because they must interpret text.

But after researcher gave treatment or after the researcher taught reading using Storytelling Technique, the score reading of students changed to be 76,03. This fact based on the findings from post-test after treatment increased. Reading of students can increase because the students were thought that using Storytelling Technique in learning reading could make them more active, responsible and imaginative when they read the text use body language, face gesture and media picture.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

After doing the research, the write concludes that there is a significant different between experimental group and control group. It can be seen from the final score of the experimental and control class.

In the pre-test, the average score in the experimental class is 57,48 and the control class is 52,93. After the post test, the average scores in experimental class is 76,03 and the control class is 64,27. Its mean that the difference between the experimental class and control class was 0,2. And the  $t_{\text{test}}$  was 1,45 and  $t_{\text{table}}$  was 1,027 it mean that  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $1,45 > 1,027$ ). It provided that there is a significant difference between using Storytelling Technique.

The researcher concludes that teaching narrative text by using a technique like Storytelling is very useful both for the teacher and the students. For the teacher, he/she can explain the material in detail. For the students, they are motivated because they find out a new thing during the learning activity. Thus, expected by the researcher that teachers can apply this technique in the future.

#### **5.2 Suggestion**

The success of teaching learning activity depends on the capability of the teacher an explaining the material. Before he/she teacher the students, the teacher must prepare the lesson plan well in order to make the teaching success.

Besides, the teacher should a new technique, like Storytelling technique. It is purpose to make the students are not bored in joining learning activity. Storytelling technique which can help the students to play their imagination based on the word and picture. It is also to make the students be active in classroom.

## LESSON PLAN CONTROL CLASS

### 1<sup>st</sup> Meeting

<b>School</b>	<b>: SMPN 5 Kota Jambi</b>
<b>Study</b>	<b>: English</b>
<b>Class</b>	<b>: VII/II</b>
<b>Skill</b>	<b>: Reading</b>
<b>Time</b>	<b>: 2 x 40'</b>

**A. Standard Competence** : 11. Understand the meaning in simple short essay in the form of recount, and narrative to interact with the surrounding environment.

**B. Basic Competence** : 11.1. Meaningful reading of functional text and simple short essay in the form of recounts and narratives with acceptable speech, pressure and intonation related to the environment.

**C. Indicators** : Reading aloud and meaningful essay-shaped text  
Narrative/recount

#### **D. Learning Objectives**

Students are able to :

1. Read narrative texts with sound, clear and understandable.
2. Increase students' knowledge of various texts.
3. Find factual information related to given text.
4. Find the main idea of the given text
5. Find the moral message of the given text.

#### **E. Learning materials**

a. Teks Narrasi

#### **The Old Grandfather and His Grandson**

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could



not hold a spoon strongly. He spilled soup on the table cloth. Beside this, some of his soup would run back of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big.

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

- b. Vocabulary related text : grandfather, grandson, wife etc.
- c. Verbs : spilled, hold, look, annoyed
- d. To be : was, were
- e. Adjective : Deaf, blind, weak
- f. Personal pronouns : You, They, She, He, It.  
: - Once upon a time  
- one day

## **F. Activity**

### **a. Preliminary activities**

- Greeting (greeting and greeting)
- The teacher asks about the condition of the student
- The teacher asks questions related to the material
- The teacher mentions the title of the material to be taught

### **b. Core activities.**

- The teacher gives the narrative text to the students.
- Ask to students to follow read the text given after the teacher with a loud voice and clear intonation.
- Ask students to find for some of the keywords contained in the story
- The teacher prepares the exercise sheet and given to the student for evaluation

### C. Closing Activity

- Teacher gives conclusion the materials.
- Asking students difficulties during the teaching and learning process.
- Greeting

### G. Media

- Teks narrative
- White board

### H. Penilaian:

- Instrument : Test

### I. Pedoman Penilaian:

1. Number of question 15
2. Score  $15 \times \frac{100}{15} = 100$
3. Score max 100

## LESSON PLAN CONTROL CLASS

### 2<sup>nd</sup> Meeting

<b>School</b>	<b>: SMPN 5 Kota Jambi</b>
<b>Study</b>	<b>: English</b>
<b>Class</b>	<b>: VII/II</b>
<b>Skill</b>	<b>: Reading</b>
<b>Time</b>	<b>: 2 x 40'</b>

**A. Standard Competence** : 11. Understand the meaning in simple short essay in the form of recount, and narrative to interact with the surrounding environment.

**B. Basic Competence** : 11.1. Meaningful reading of functional text and simple short essay in the form of recounts and narratives with acceptable speech, pressure and intonation related to the environment.

**C. Indicators** : Reading aloud and meaningful essay-shaped text  
Narrative/recount

#### **D. Learning Objectives**

Students are able to :

1. Read narrative texts with sound, clear and understandable.
2. Increase students' knowledge of various texts.
3. Find factual information related to given text.
4. Find the main idea of the given text
5. Find the moral message of the given text.

#### **E. Materi Pembelajaran**

a. Teks Narrasi

#### **Little Brother, Little sister**

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said, "I'm so thirsty. Let's find a spring and have a drink."

However, as the young boy bent down to drink, his sister heard a voice which said, "Who drinks from me will turn into a fawn." It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of her belt, and led the fawn off into the woods. There they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once. He asked to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

- b. Vocabulary related text : brother, sister, stepmother, king, witch etc.
- c. Verbs : maltreated, led, stroking bent, running
- d. To be : was, were
- e. Adjective : beautiful, little, young.
- f. Personal pronouns : You, They, She, He, It.  
: - Once upon a time  
- one day

## **F. Activity**

### **a. Preliminary activities**

- Greeting (greeting and greeting)
- The teacher asks about the condition of the student
- The teacher asks questions related to the material
- The teacher mentions the title of the material to be taught

### **b. Core activities.**

- The teacher gives the narrative text to the students.

- Ask to students to follow read the text given after the teacher with a loud voice and clear intonation.
- Ask students to find for some of the keywords contained in the story
- The teacher prepares the exercise sheet and given to the student for evaluation

### C. Closing Activity

- Teacher gives conclusion the materials.
- Asking students difficulties during the teaching and learning process.
- Greeting

### G. Media

- Teks narrative
- White board

### H. Penilaian:

- Instrument : Test

### I. Pedoman Penilaian:

1. Number of question 15
2. Score  $15 \times \frac{100}{15} = 100$
3. Score max 100

**Appendix 1**  
**LESSON PLAN EXPERIMENT CLASS**  
**1<sup>st</sup> Meeting**

<b>School</b>	<b>: SMPN 5 Kota Jambi</b>
<b>Study</b>	<b>: English</b>
<b>Class</b>	<b>: VII/II</b>
<b>Skill</b>	<b>: Reading</b>
<b>Time</b>	<b>: 2 x 40'</b>

**A. Competency Standards** : 11. Understand the meaning in simple short essay in the form of recount, and narrative to interact with the surrounding environment.

**B. Basic Competence** : 11.1. Meaningful reading of functional text and simple short essay in the form of recounts and narratives with acceptable speech, pressure and intonation related to the environment.

**C. Indicators** : Reading aloud and meaningful essay-shaped text  
Narrative/recount

**D. Learning Objectives**

- Students are able to :
1. Read narrative texts with sound, clear and understandable.
  2. Increase students' knowledge of various texts.
  3. Find factual information related to given text.
  4. Find the main idea of the given text
  5. Find the moral message of the given text

**E. learning materials**

- a. Narrative text

**The Old Grandfather and His Grandson**

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could

not hold a spoon strongly. He spilled soup on the table cloth. Beside this, some of his soup would run back of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, she bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big.

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

- b. Vocabulary related text : grandfather, grandson, wife etc.
- c. Verbs : spilled, hold, look, annoyed
- d. To be : was, were
- e. Adjective : Deaf, blind, weak
- f. Personal pronouns : You, They, She, He, It.  
: - Once upon a time  
- one day

## **F. Learning Method / Technique**

- Story telling technique

## **G. Activity**

### **a. Preliminary activities**

- Greeting (greeting and greeting)
- The teacher asks about the condition of the student

- The teacher asks questions related to the material
- The teacher mentions the title of the material to be taught

**b. Core activities**

- The teacher shows the picture and the student asked related the picture.
- The teacher asks the students to reveal some matters relating to the picture.
- The teacher gives the narrative text to the students.
- The teacher introduces the method of storytelling method and its advantages using the method.
- Describe the components contained in the story telling method
- Ask students to follow reading the text given after the teacher with a loud voice and clear intonation.
- Ask students to find for some of the keywords contained in the story
- The teacher prepares the exercise and then given to the student for evaluation

**H. Closing**

- The teacher concludes the material.
- Asking students difficulties during the teaching and learning process.
- Greeting.

**I. Media pembelajaran**

- Teks narrative
- Gambar
- White board

**J. Media**

- Teks narrative
- White board

**K. Penilaian:**

- Instrument : Test

**L. Pedoman Penilaian:**

1. Number of question 15
2. Score  $15 \times \frac{100}{15} = 100$
3. Score max 100



## LESSON PLAN EXPERIMENT CLASS

### 2<sup>nd</sup> Meeting

<b>School</b>	<b>: SMPN 5 Kota Jambi</b>
<b>Study</b>	<b>: English</b>
<b>Class</b>	<b>: VII/II</b>
<b>Skill</b>	<b>: Reading</b>
<b>Time</b>	<b>: 2 x 40'</b>

**A. Competency Standards** : 11. Understand the meaning in simple short essay in the form of recount, and narrative to interact with the surrounding environment.

**B. Basic Competence** : 11.1. Meaningful reading of functional text and simple short essay in the form of recounts and narratives with acceptable speech, pressure and intonation related to the environment.

**C. Indicators** : Reading aloud and meaningful essay-shaped text  
Narrative/recount

#### **D. Learning Objectives**

- Students are able to :
1. Read narrative texts with sound, clear and understandable.
  2. Increase students' knowledge of various texts.
  3. Find factual information related to given text.
  4. Find the main idea of the given text
  5. Find the moral message of the given text

#### **E. learning materials**

- a. Narrative text

#### **Little Brother, Little sister**

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said, "I'm so thirsty. Let's find a spring and have a drink."

However, as the young boy bent down to drink, his sister heard a voice which said, "Who drinks from me will turn into a fawn." It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of her belt, and led the fawn off into the woods. There they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once. He asked to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

- b. Vocabulary related text : brother, sister, stepmother, king, witch etc.
- c. Verbs : maltreated, led, stroking bent, running
- d. To be : was, were
- e. Adjective : beautiful, little, young.
- f. Personal pronouns : You, They, She, He, It.  
: - Once upon a time  
- one day

#### **F. Learning Method / Technique**

- Story telling technique

#### **G. Activity**

##### **a. Preliminary activities**

- Greeting (greeting and greeting)
- The teacher asks about the condition of the student
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#### **L. Pedoman Penilaian:**

1. Number of question 15
2. Score  $15 \times \frac{100}{15} = 100$
3. Score max 100

## Photo Documentation

### Control Class VIIB



### Experiment Class VIIA



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## **STATEMENT OF WORK'S ORIGINALLY**

I honesty declare that thesis I write does not contain the works of part of the works of other people, except those cited in the quotations and the bibliographies, as a scientific paper should.

Jambi, July 2018

The writer

Ratna Juleha