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IMPROVING READING COMPREHENSION USING STORY IMPRESSION ON THE SECOND SEMESTER STUDENTS' AT UNIVERSITAS BHINNEKA PGRI

IKA RAKHMAWATI¹, YULIA NUGRAHINI²

^{1,2}Universitas Bhinneka PGRI

Ikarakhmawati696@yahoo.co.id, yn@gmail.com

Abstract

Reading is very important as it is known that success in reading is the most necessary because it is a basic tool of education. Consequently, the concern of English learning is no longer on the acquisition of language components i.e. grammar, vocabulary, and sound system in isolation. Rather, it is targeted at the students learning and analyzing the whole text, at how it is constructed to achieve its purpose. The research design is a classroom action research with cycle model since this research is planned to improve the students' Reading Comprehension at the second semester of Universitas Bhinneka PGRI using Story Impression. Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out. According to the result of Test Cycle I was done in cycle I, it was found that the students who could reach the passing grade were 22 students (85%) and 4 students (15%) were failed. The criteria of success which had been determined was 80% of the students and the standard value was 80. So, the action in cycle I was successful. The suggestion for the students by using Story Impression, the students can know much Reading Comprehension and it makes students more active in teaching and learning process, for English lecturer should use Story Impression as alternative way in teaching Reading Comprehension and for future researcher as the reference to make a further research.

Key Words: *improving; reading comprehension; story impression*

INTRODUCTION

In Indonesia, English has a very important role in technological and scientific advances; instruments such as computer and internet use English. Meanwhile, a lot of textbooks, newspapers and magazines are printed in English. English is also used as a means of communication within international trade and business. Consequently, students who want to have access to them should master English well.

However, problems appear when students coming from different conditions, cultures and backgrounds meet and speak different languages. When they have to communicate and cooperate, they are confronted with a problem; they do not understand each other (Kartikawati, 2018). They, therefore,



have to master a certain language with which they can understand each other. In this case, they have to master an international language.

Literacy is much more than being able to read a menu, fill in a simple form, or recall details from fiction or nonfiction text. It is about making connections with the text (Nugrahini, 2019). Students who have mastered thoughtful literacy can do more than merely regurgitate the text: they can read, write, listen, speak, view, and represent in complex ways. Teachers whose focus is thoughtful literacy will invariably help their students to be critically literate: to question the attitudes, values, and beliefs that lie beneath the surface of written, spoken, and visual texts. Their students become aware that all texts are created from a certain perspective or bias and examine each text to see how it positions them as they read, listen, or view.

Considering the background of the study above, the problem of the research is formulated as follows : “How can Story Impression improve the students’ Reading Comprehension at the second Semester Students' At Universitas Bhinneka PGRI in the academic year of 2021/2022”. In relation to the research problem, the objective of the study is to improve the students’ Reading Comprehension at second Semester at Universitas Bhinneka PGRI in the academic year of 2021/2022 through Story Impression.

The result of the research is expected to give contribution for the students, the English teacher, and the future researchers. For the students it is expected to assist them to improve their Reading Comprehension. So they never get difficulty to study English in the higher level. For the English lecturer the finding of the research offers the new technique to the teachers in teaching Reading Comprehension . For Future researchers the finding of this research can be used for the next research as a reference.

Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. Adler C.R making seven strategies here appears to have a firm scientific basis for improving text comprehension. (Anderson & Freebody, 1979). Reading comprehension is not merely a process of recognizing and understanding words and their meanings (Saraswati et al., 2021). In improving reading comprehension skill of students’, teachers have to use good strategy, precise method, and resource of study, media on learning assessment process and evaluation (Qalby, 2014).

Students who are good at monitoring their comprehension knows when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems



arise. Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read (Wikandari, 2020).

Story impression is one of the strategies which support students in teaching learning proces. According to Bligh (1995) in (Fitriana, 2018), Story Impression is a pre-reading activity that develops a schema for ideas found in the story, and provides a starting point for revising and confirming ideas as the students read. Story Impression Strategy as a strategy to help students realize that reading involves activity thinking about ideas. According to Wood, Story impression requires students to predict a story line using sequentially presented words or phrases derived form a selection to be read. Sejnost (2010,p.35) in (Fitriana, 2018) states that story impression strategy is asks students to use clue words associated with important ideas and events in the content are to write their own version of the material prior to reading.

Story Impression strategy can be effective in improving reading comprehension. The method appears to work because readers formulate a written story hypothesis using their knowledge of narrative structure and their schema for clues.

In the class, students then read passage with their predictions in mind and then have the option of constructing another story line reflecting the actual content of the passage. In addition, story impression strategy is prior to read a story that the teacher prepares an ordered set of words or short phrases. So based on the opinions above, the writer concludes that story impression strategy is giving a key words or phrases to the students before teaching reading process to get the purpose. According to Jennifer Large (2012) story impressions are pre-reading strategies that "arouses curiosity and allows students to anticipate what stories might be ahead. There are some purposes of using this story impression strategy: Focusing students on the upcoming reading, helping students anticipate what they might be learning, increasing students motivation, allowing students to connect prior knowledge to upcoming material, helping students make connections to new material, increasing students comprehension of reading material, and gives teachers an idea of where students are at with their knowledge.



RESEARCH METHOD

The design of this research is a classroom action research with cycle model since this research is planned to improve the students' Reading Comprehension at the second semester of Universitas Bhinneka PGRI using Story Impression. Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out (Khasinah, 2013). This study is conducted at the second semester students of Universitas Bhineka PGRI Tulungagung in the academic year of 2021/2022. There are 25 students in the class. They are 7 boys and 19 girls.

The researcher takes the model of an action research proposed by Kemmis and Targert in which each cycle consists of four steps. Those four main steps are preceded by preliminary study. Waters – Adams (2004) states, “ For a start, you will probably not start with planning; there may be much monitoring and observation of existing practice (reconnaissance) before you are ready to plan and implement a change”. The spirals of action can be seen below;

Research Procedures

In this session, the researcher describes preliminary study, planning, implementing, observing, reflecting and data analysis. Planning consist of preparation of the strategy, preparation of the lesson design, research instruments and criteria of success (Adelina, 2017). This study uses one cycle if the first cycle has met the criteria for success, but if it has not met the criteria, it can continue to cycle two and so on.

The criteria are set up in order to judge whether the implementation of the action is effective or not (Mc Niff, at.al. 1996:93). Thus, the criteria are used to see whether the implementation of game in teaching the Reading Comprehension successful or failed in order to decide whether another cycle of the action is needed or not. There are criteria used in this research to measure the success of the action:

- a. All of 80% students reached the reading test score above 80 (minimum mastery learning score) in 0-100 scale
- b. The students are actively involved during the teaching and learning process.

The criteria are identified and analyzed based on the result from the preliminary study.



Data analysis is an important aspect in action research. Data analysis is the process of looking at and summarizing data with the intent to extract useful information and develop conclusions (Wikipedia, 2008). The researcher uses statistical analysis method to analyze the data. She uses Guttman Scale to analyze questionnaire's answers. "Yes" answer scored 1 and "No" answer scored 0 (Riduwan, 2005:17). She analyzes in every item. She finds the percentage of score by using the formula as follows:

$$\% S = \frac{1xY}{1xN} \times 100\%$$

% S = percentage of score

Y = number of students who answer "Yes"

N = total of students

Then she compares the percentage with the criteria of interpretation score. It is shown as follows:

0% - 20% is very weak

21% - 40% is weak

41% - 60% is average

61% - 80% is strong

81% - 100% is very strong

To analyze the result of test, the researcher uses the formula of the percentage of success. The formula is:

$$\% X = \frac{X_1}{N} \times 100\% \quad (\text{Agustina, 1999:32})$$

% X = percentage of success

X₁ = number of students who passed the test

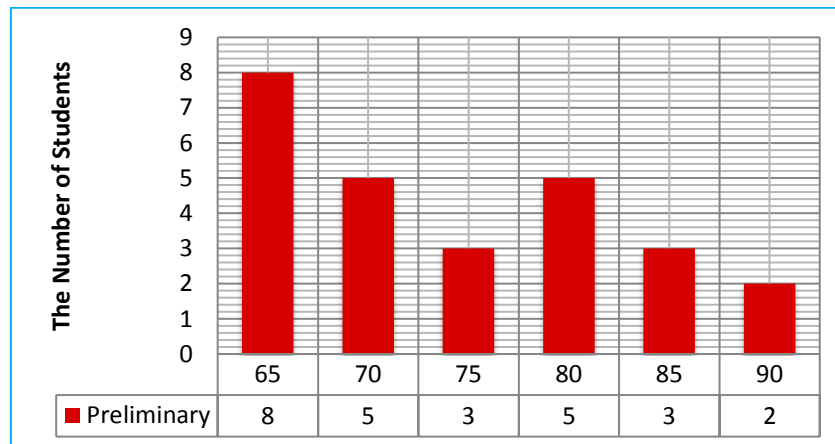
N = total of the students

FINDING AND DISCUSSION

Research Finding

In this preliminary study, the researcher observed the teaching and learning process and interview and giving questionnaire to collect the data. Based on the interview to the researcher, the students got some problems in learning Reading Comprehension. Most of the students said that learning Reading Comprehension was difficult. They were difficult to understanding the main idea and find it . The English became the most difficult subject. In addition, the researcher giving questionnaire to the students to get

some information, the researcher concluded that the students felt bored in teaching and learning process. They had not motivation in learning Reading Comprehension. Most of them had negative response in learning Reading Comprehension. As the result, they had low motivation and the class became bored.



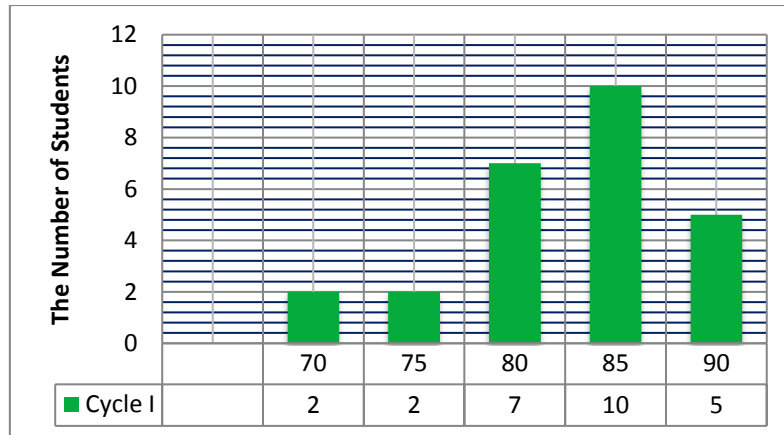
Graphic 1 The Result of Students' Score in Preliminary Test

Based on the table, it was found that students who could reach the criteria of success were 10 students (38%) and 16 students (63%) were failed.

Cycle I

The researcher practice the method. In the main activity, the researcher explained about main idea. Then the researcher explained the students about Story Impression. It contained the rules and implementation of the method. After explaining the material, the researcher asked the students to get pair-work with their friends. After the students got their pairs, the researcher gave some instruction about implementation about Story Impression. Then the researcher asked the students whether they were ready or not to practice this game. After students were ready, the researcher started the method. The researcher gave some question and then students answered the question. After finishing the practice the method, the researcher and students discussed the students' work together. Then the researcher decided the winner and the loser.

In the post activity, the researcher checked the students' understanding about material of the topic. The researcher asked the difficulties about the material. After that, the researcher concluded the material that had explained. Finally, the researcher closed the teaching and learning process in first meeting.



Graphic 2 The Students' Reading Test Score in Cycle I

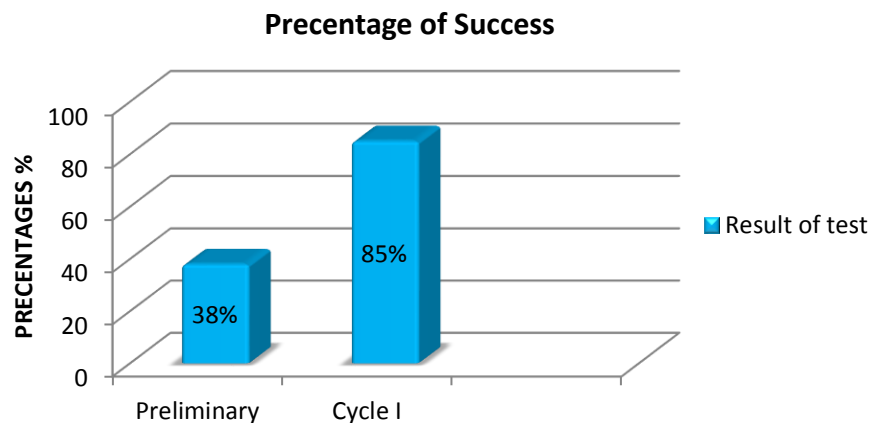
According to the result of Test Cycle I was done in cycle I, it was found that students who could reach the passing grade were 22 students (85%) and 4 students (15%) were failed. So the action in cycle I was successful.

Discussion

Based on the implementation Story Impression in the teaching and learning process of Reading Comprehension, the researcher found that the students had enthusiasm and active to follow the activity. (Adelina, 2017) Beside that, the students look fun and enjoy. In this research, the pair work was effective in implementing Story Impression. So, pair work will be effective. The researcher also found that during the explanation the material, the researcher should be clearly and carefully to explain the material. It could be done loudly when the researcher explained so the students could pay attention to the researcher explanation. The researcher also gave suitable assignment to the students. That had to support about Reading Comprehension.

Based on the students' score on preliminary study, it is shown that the students' Reading Comprehension needed improvement caused their scores were low. There were 38% of 26 students who passed the Reading Comprehension test. The success of this class was less than 80%. The result could not achieve the criteria of success. It means that the students' Reading Comprehension before the implementation of the strategy is quite weak. To improve the students' reading, the researcher did this classroom action research .

From first cycle, it is known that amount of the students who passed the reading test increased. The result of the study on this cycle was 21 students passed the reading test. 85% of the students were successful and it had achieved the criteria of success. It means that the students' Reading Comprehension is improved after the strategy. The diagram of the percentage of success on preliminary and cycle I can be seen as follows:



Graphic 3 The Percentage of Success Test of Preliminary and Cycle I .

From the diagram above, it is clear that there is improvement of the students' Reading Comprehension from preliminary study to cycle I. On preliminary study only 8 students who passed the test, it means that just 32% from 25 students can Reading Comprehension. Then on cycle I, 21 students were successful on reading test. 84% of students could pass and 16% failed. It means that the test was successful.

The Classroom Action Research (CAR) was done to improve the second semester students' Reading Comprehension through Story Impression of Universitas Bhinneka PGRI. Based on the results of the research, the researcher finds that after the implementation of the strategy, the students' Reading Comprehension can be developed (Wikandari, 2020). So, it means that implementation of Story Impression can improve the second semester students' Reading Comprehension of Universitas Bhinneka PGRI in the academic years 2021/2022. It can be know from the students' result in preliminary study, and cycle I had increased (Romaito et al., 2021).



This section presents suggestions for the students, for the teacher, and for the other researcher. The suggestion for the students by using Story Impression, the students can know much Reading Comprehension and it makes students more active in teaching and learning process especially to improve Reading Comprehension. The students can motivate themselves to be more active in joining the English class to improve their English achievement, especially in Reading Comprehension learning.

Realizing that implementation of Story Impression was successful as an alternative way that can improve the second semester students' Reading Comprehension of Universitas Bhinneka PGRI in the academic year 2021/2022, the researcher suggested that English lecturer at Universitas Bhinneka PGRI should use Story Impression as alternative way in teaching Reading Comprehension to improve their students' Reading Comprehension. Besides that, the English lecturer should be creative in teaching learning process, she should be able to create appropriate strategy for the students thus the target of learning can be reach. And as motivator the teacher should motivate her students to develop their English.

The researcher hopes that the study will be useful for the future researcher as the reference to make a further research. It is also advisable for them to use other method in their study for enriching the technique that can be used for improving the students' Reading Comprehension.

CONCLUSION

The Classroom Action Research (CAR) was done to improve the second semester students' Reading Comprehension through Story Impression of Universitas Bhinneka PGRI. Based on the results of the research, the researcher finds that after the implementation of the strategy, the students' Reading Comprehension can be developed. So, it means that implementation of Story Impression can improve the second semester students' Reading Comprehension of Universitas Bhinneka PGRI in the academic years 2021/2022. It can be know from the students' result in preliminary study, and cycle I had increased.

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