

# HOW DO READING MOTIVATION AND STORYTELLING TECHNIQUE AFFECT STUDENTS' COMPREHENSION OF READING AT SMA N 1 SEMENDE DARAT LAUT

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## Abstract

This article aims to look at: (1) the differences that occur between reading motivation and storytelling techniques on students' reading comprehension, and (2) the interactions that occur between the independent variables, moderator variables and dependent variables. In this study used descriptive techniques using descriptive analysis methods to analyze the data, where the data obtained will be analyzed in the form of words or numbers. This study used 33 class XI students of SMA Negeri 1 Semende Darat Laut as respondents. From the research findings, there is a difference between variable X1 Motivation to Read and Variable X2 storytelling technique towards the variable y reading comprehension, and there has been a significant interaction between the variables in the research. based on these findings the researcher can draw conclusions from this analysis, as follows: Students' reading comprehension is influenced by storytelling strategies and reading motivation.

**Keywords:** Storytelling Technique; Reading Motivation; Reading Comprehension

## INTRODUCTION

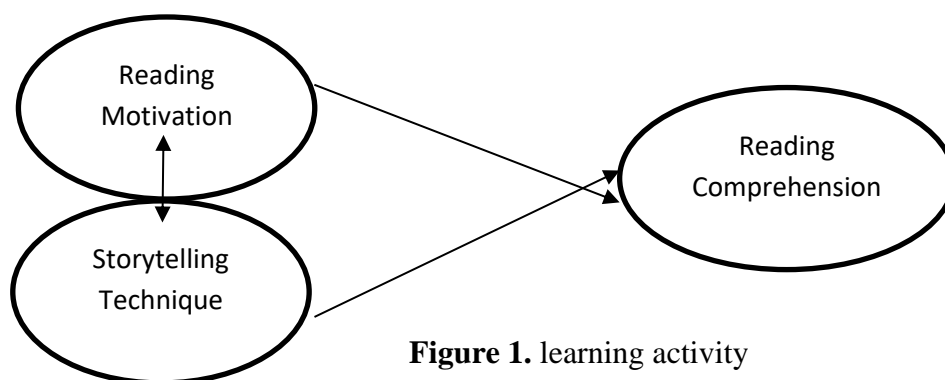
English lessons are one of the subjects that students must master both in junior high school, high school, and in higher education. Students are therefore expected to actively master English. Students must master a number of abilities in order to learn English, including writing, listening, speaking, and reading. Both the reader and the text being read are involved in the interactive process of reading. One of the most crucial elements of reading could be said to be the interaction of the text with the reader, (Rumelhart & Zipser, 1985). When a reader understands a text's message, there is a conversation between the reader and the text. But reading is not just about the reader and the text; it also entails the reader's acquisition of new knowledge in order to fully understand the text's message. Another important aspect of reading is the reader's capacity to recall what happened in a book.

Understanding and interpreting the text's significance for the reader is what this process entails, (Cline et al., 2006). In the classroom, reading training is given priority because proficient readers can communicate. Improving students' comprehension skills should be the main focus of reading teaching. The reader does a useful action in order to give text meaning. Teachers must be informed about the subject and possess the proper teaching strategies if they are to facilitate students' easy learning of the material. One of the various techniques teachers employ to pique their students' interest in reading is the employment of a narrative tactic to enhance students' reading comprehension. Numerous elements, both internal and external to the particular learner, have an impact on how well reading is learned. While Brown, (2007) asserted that both extrinsic and intrinsic factors have an impact on how well students learn English. External variables include things like teachers, learning resources, the classroom atmosphere, and all sociocultural influences, whereas intrinsic components cover all internal factors,

including: self-esteem, obstacles, reading risks, anxiety, and motivation. Teachers have a big part to play in determining pupils' intrinsic drive to study English.

According to Myers, (2010), states, teachers propelled to take action, drawn in a particular direction, and maintained in particular activities by an internal state known as motivation. Motivation both directs and initiates behavior. Both must use good instructional strategies that promote comprehension. As a result, our energy levels rise and our behavior's direction or nature change as motivation rises. In other words, it's essential that students practice reading aloud and improve their comprehension. Poorly read English texts will lead to additional issues that will make it hard to pass the English test. However, this may inspire children to study English. Syntax can be taught through storytelling, and the instructor can utilize method to demonstrate grammatical and syntactic elements in an appropriate context. According to Mallan, (1991), it is helpful to utilize stories to structure students' ideas and demonstrate how various tenses might be used. By carefully arranging learning activities, teachers can direct students' attention to certain linguistic features of storytelling, (Halstead & Taylor, 2000). The rules and literary elements found in tale grammar, such as setting, action, and resolution, are also used in storytelling, a form of oral literature.

Teachers can create story schemes using storytelling, which has been proved to be a scaffolding approach for reading, listening comprehension, as well as a tool for information retrieval, (McDrury, 2004). When storytelling is paired with comprehension questions and retelling strategies, the literal, inferential, and critical components of learning are improved, (Mallan, 1991). According to the previously described research, which was done under the title The Influence of Storytelling Techniques and Reading Motivation on Reading Comprehension in Class XI Students of SMA Negeri 1 Semende Darat Laut, this research was done under the title The Influence of Storytelling Techniques and Reading Motivation on Reading Comprehension in Eleventh Grade Students.



**Figure 1.** learning activity

The researcher assumed that using storytelling strategies would help students' comprehension of what they were reading. By using the storytelling technique, the students may pay more attention and concentrate to comprehend the story, and it also incorporates various elements that enhance the students' reading comprehension. The kids' storytelling will be good if story telling has been used appropriately and successfully. However, if the storytelling technique is not applied effectively, the students' ability to tell stories would decline. A paradigm is the pattern of correlation at the variables under investigation. Furthermore, using the above-mentioned theoretical framework, the researcher provides the following explanation of that paradigm.

## METHOD

This research has a qualitative character using descriptive analysis methods where the results that have been obtained are analyzed in detail. According to Fraenkel et al., (2012), potential research directions include contrasting various teaching approaches (as in experimental research), looking at correlational relationships between variables, comparing groups of people based on differences on specific variables (as in causal-comparative research), or surveying various groups of education professionals, such as teachers, administrators, and counselors (as in survey research). This approach is frequently called quantitative research. 33 students in the eleventh grade at SMA N 1 Semende Darat Laut served as the research sample for this study. This research was carried out from January to February 2023. A questionnaire and a reading comprehension exam were employed as the study's instruments to gauge students' motivation for reading. For questionnaire used as many as 30 statements, while for the test that has been used as a measuring tool is as many as 42 questions.

Other categories, including reading goals and reading social goals, were employed as criteria for the questionnaire in this study. Work efficacy and avoidance are utilized as dimensions for the categories of competence and ethical convictions. While sociability and competition are utilized for the categories of reading objectives and social goals, involvement, recognition, and compliance-assessment are employed the category of ethics, (Guthrie, et al, (1996). The reading comprehension test in this study has several characteristics, while the characteristics are as follows: fluency, vocabulary, accuracy, grammar, and comprehension, (Samantaray, 2014).

## RESULTS AND DISCUSSION

### Results

In this article, we have performed a data normality test. In testing the normality of the data by comparing the results obtained from the variables of storytelling techniques with students' reading motivation with respondents (N) totaling 33 people. The researcher has obtained a significant (2-tailed) is  $0.193 > \alpha = 0.05$  so the data to be tested is normally distributed and can be used for hypothesis testing. Furthermore, researchers have also tested the homogeneity of research data. In the analysis process, the researcher used Analysis of Variance (ANOVA). based on the same population in the test it has obtained a significant value of 0.059 greater than  $\alpha = 0.05$ . Reading motivation and comprehension data variance can both be characterized as homogeneous. The researcher then used a two-way analysis of variance (ANOVA) to examine the data to determine whether there are differences and interactions between narrative approaches and reading motivation on students' reading comprehension.

**Tabel 1.** Result of Comparison Reading Comprehension with Reading Motivation  
 Dependent Variable: Result

Test	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Reading Comprehension	64.175	1.006	62.164	66.186
Reading Motivation	85.406	1.006	83.394	87.417

According to the findings of data analysis conducted by researchers, The reading motivation variable's mean value is 85.406 with a standard error of 1.006 whereas the reading comprehension variable's mean value is 64.175.

**Tabel 2.** Tests of Between-Subjects Effects

Dependent Variable: Result

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	18508.355 <sup>a</sup>	3	6169.452	186.188	.000
Intercept	366125.606	1	366125.606	11049.336	.000
Test	7375.688	1	7375.688	222.592	.000
Level	10458.106	1	10458.106	315.616	.000
Test * Level	326.067	1	326.067	9.840	.003
Error	2054.403	62	33.136		
Total	401171.000	66			
Corrected Total	20562.758	65			

a. R Squared = .900 (Adjusted R Squared = .895)

Considering the analysis's findings table, the researcher tries to discuss the results that have been obtained, while the explanation is as follows.

First, the test line in the table above displays a significant value of 0.000, which is less than the value of  $\alpha = 0.05$  or 0.000 0.05. As a result, there are considerable differences between how storytelling techniques and reading motivation affect students' reading comprehension in the eleventh grade;.

Second, based on the table above, where the Test\*Level row shows a significant result of 0.000 less than 0.05 or 0.00 0.05, the researcher has concluded that there is a significant interaction between the two variables in this study.

## Discussion

Considering what the initial hypothesis analysis revealed, which was conducted to ascertain how narrative techniques and reading motivation affect comprehension. Based on the findings of the analysis indicated above, which demonstrate a significant difference between approaches and students' reading comprehension, the alternative hypothesis ( $H_a$ ) is adopted. This is in line with past research that demonstrated the connection between By illustrating how motivational and mental characteristics can both influence reading comprehension independently, this passage discusses the relationship between motivational and cognitive processes, (Pintrich, 2003). By demonstrating how motivational and cognitive features independently predict understanding, this study adds to the body of knowledge regarding the connection between motivational and cognitive processes and reading comprehension. The results lend support to the idea that baseline knowledge, students' queries, and other cognitive processes significantly and independently contribute to the variance in the two different measures of reading comprehension, even in circumstances where strong statistical control is in place. Additionally, while minimizing the influence of prior knowledge, each predictor variable significantly accelerates the growth of reading contributions. Furthermore, Hatam et al., (2018), expressing through telling stories, can aid children in developing their comprehension of reading. The use of stories while teaching English is effective, particularly when teaching reading. So that they can effectively grasp the moral lesson presented in the reading text, pupils can comprehend the substance and intent of a text..

The second hypothesis, the researcher has found that there has been an interaction between reading motivation and storytelling techniques on students' reading comprehension at SMA N

1 Semende Darat Laut. Researchers have concluded that  $H_a$  is accepted and  $H_o$  is rejected. The significance and information contained in a tale can be understood and known by pupils by telling them stories. High reading motivation and reading comprehension have been shown to be strongly correlated in previous studies of research literature (Duke et al., 2011; Guthrie et al., 2000; & Taboada & Buehl, 2012).

## CONCLUSION

From the findings of this study, several things can be concluded as follows: first, the development of storytelling can be done by making your own by taking the topics listed on the syllabus. Stories with themes that are appropriate to the age of students can increase student motivation to learn. Students will have an easier time understanding the novel's themes and language thanks to this engaging story. In other words, story telling is an appropriate method for improving the learning outcomes (learning outcome) of English for class XI students. Second, encouraging pupils to read helps increase their reading comprehension. Due to the fact that students with high motivation can read texts with ease and those with low motivation are more likely to become bored while reading, the teacher's role must be maximized to encourage pupils to read.

## ACKNOWLEDGMENTS

Glory be to Allah, S.W.T. The Creator of the Universe, for His kindness, has given instructions to the writer so that he can finish writing an article entitled "The Influence of Storytelling Techniques and Reading Motivation on Reading Comprehension in Class XI Students of SMA Negeri 1 Semende Darat Laut". The requirements for obtaining a Master of Education (M.Pd.) degree in the Master of English Education study program at the PGRI Palembang University Postgraduate Program are being fulfilled by this article.

The first advisor, Ms. Artanti Puspita Sari, Ph.D., and the second advisor, Mr. Dr. Masagus Firdaus, M.Pd., both of them were very instrumental in helping the writer finish this article. This article has been created at the author's own expense.

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