

ABSTRACT

Rahmi Anggia, 1152040091. Teaching Reading by Using Storyboard to Improve Students' Reading Comprehension of Narrative Text (A Pre-experimental Study at the 9th Grade of SMPN 31 Bandung).

Reading in a second or a foreign language becomes challenging, because it is only taught through grammar. Besides, it was found that students do not have reading English text habit outside the classroom activity. Moreover, the lack of knowledge to comprehend English text is one of the problems; students tend to face the difficulties on vocabularies, structures, background of knowledge or contextual issues in comprehending an English text. Therefore, teachers require facilitating them by giving reading technique in order to gain students' reading comprehension. The technique introduced in this research was storyboard. Storyboard allows students to learn content material by using a combination of linguistic and visual representations of their understanding. Thus, this study was aimed to get the results of teaching reading by using storyboard to improve students' reading comprehension. Moreover, the study objectives were to know the difference between students' reading comprehension score before and after they were given treatments, and also to know the improvement of students' reading comprehension after using storyboard.

This study was conducted on 15th July until 1st August 2019 at SMPN 31 Bandung. This study used quantitative method with pre-experimental design. The sampling technique used in this study was group random sampling. One class was taken as the sample of this study. The data obtained from experiment class through pre-test and post-test results were analyzed by using SPSS.

The results showed that the maximum score for the pre-test is 84, and the minimum score is 36. For the mean of pre-test score is 56.13. Moreover, the minimum score is 40 and the maximum score is 92. For the mean of post-test score is 64.13. Thus, there is a slight improvement between the mean score before and after treatment; the post-test result is eight points higher than the pre-test result. The category for both pre and post-test result is the same which is in the "fair" category. Furthermore, the result showed that there is a significant improvement of students' reading comprehension after using storyboard according to $t\text{-count} > t\text{-table}$ and $\text{sig (2 tailed)} > \alpha (0.05/2)$; the $t\text{-count}$ is 4.986. Meanwhile the $t\text{-table}$ is 3,038. Then, the sig (2 tailed) result showed 0.000; it is less than $\alpha = 0.025$. Furthermore, for the N-gain result, the average N-gain is 0.185. It can be said that the improvement of students' reading comprehension after using storyboard technique is in the low category.

Storyboard technique in reading activity influenced students' reading comprehension of narrative text. This research is hoped could be beneficial for English teacher, students, and others as the additional reference.