

ABSTRACT

Susi Susilawati: “THE USE OF KID STORY APPLICATION: TOP VIDEO STORIES TO IMPROVE STUDENTS’ NARRATIVE TEXT IN FINDING ELEMENTS OF STORY (A Quasi-Experimental Study at Tenth Grade of SMKN 1 Rawamerta, Karawang)”.

At senior high school level, based on students’ achievement in reading comprehension especially on narrative text in finding element of story, most of student could not comprehend well the English story that is given by their teacher. Therefore, this research presents kid story application as media of teaching reading comprehension in finding elements of story. Teaching reading by using kid story application media could display English story which the stories feature audio narration and subtitles and they can more enjoy English story in kid story application because the students could illustrate English story in kid story application.

The purpose of this study is to find out the students’ reading comprehension in finding elements of story by using kid story application; to find out the students’ reading comprehension in finding elements of story without kid story application; to find out the significant of the differences between students’ reading comprehension in finding elements of story if they are taught by using kid story application and without using kid story application.

This research uses quantitative research with quasy-experimental study form. It engages experimental group (teaching reading using kid story application) and control group (teaching reading without kid story application). This research takes two samples of 256 students by using convenience non-random sampling method from tenth grade at SMKN 1 Rawamerta, Karawang. Therefore, quantitative data using statistical analysis is applied in this research. The data were collected using test: pretest and posttest.

The result of this research includes the students’ reading comprehension in finding elements of story when they are taught by using kid story application is better than the conventional technique. It can be proven with the result of the average score of posttest from students who are taught by using kid story application is 82.00 and for students who are taught by using conventional technique is 71.87. Finally, the significant differences of students’ abilities on reading comprehension in finding elements of story when they are taught by using kid story application and conventional technique show significant differences. It is obtained that t_{count} is 6.84 and t_{table} with the significance level of 5% is 1.99. It means this research has proved that the use kid story application can improve students’ reading comprehension in finding elements of story. This research would get better for anyone who want to develop narrative text in finding elements of story by using kid story application in English teaching and learning.