

**THE EFFECT OF STORY FACE IN INCREASING THE STUDENTS' READING
COMPREHENSION OF NARATIVE TEXT OF THE TENTH GRADE
AT SMK SWASTA YPIS MAJU BINJAI.**

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ABSTRACT

The objective of this study was find out whether there was an effect of using Story Face in increasing the students' reading comprehension of narative text. The writer design in this study was quasi-experimental design by using pre-test and post-test non-equivalent control group design. This study was conducted with the tenth grade students of SMK Swasta YPIS Maju Binjai as the population of the study. The sample was taken by cluster random sampling, with 60 students as the sample of this study. The writer used class X TBSM with consist of 30 students as the experimental class and X TKJ wich consist of 30 students as the controled class.The writer used test asthe instrument of collecting data. The data collected from this study were analyzed using t-test formula. The result of this study that was a positive effect of the result students' reading comprehension narative text after using Story Face strategy. It can be seen from the data analysis, it was found that value of t-observed (t_o) was higher than t-table (t_t). The result from calculating the data was t-observation ($t_o= 5,68$) and t-table ($t_t=1,672$) it means, t_o is higher than t_t in significant levvel 5%, so the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted. in order words, using Story Face had effect on students' reading comprehension of narative text of the tenth grade students at SMK Swasta YPIS Maju Binjai.

Key Words : Story Face, Reading , Comprehension, Narrative text

I. INTRODUCTION

English is one of the international languages that most used in many countries in the world, including Indonesia. As an international language, English is very important because people around the world communicate to others using English.

In teaching and learning process of English as a foreign language, the students have to master all of English skill such as listening, speaking, reading and writing. Brown states that reading arguably the most essential skill for success in all educational contexts. Reading is the most important of the four skills, particularly in second/foreign language. Teaching English is not easy because it requires motivation and creativity in order to make a good condition and achievement of English learning and teaching goal. Students in senior high school still find difficulties in reading. For example, when the students read a text, they cannot comprehend the text because the text is very long. For that reason, the students need and interesting techniques to improve their reading comprehension.

Reading is one of the four skills in learning English besides speaking, writing, and listening. It is an interactive process used by the reader to identify and make meaning from a written text conveyed by the author. It also means a variety of ways in language to acquire and understand words in order to get information, ideas, fluency, and motivation.

Reading is an essential factor that influences one's activity in communication. People consider reading as an important activity, so that people usually say that reading is the way to open the world. Reading is an

interesting activity because by reading people can get some information widely without going away.

Reading is what happens when people look at a text and assign meaning to the written symbols in that text. In other words, we assume that reading activity is people's activity to read a text, there is an interaction between the reader and the text when people read the text. It can be concluded that reading is a process of reacting and understanding a written text as a piece of communication.

Reading does not necessarily need to look everything in a given piece of text. It is important to comprehend genre in order to catch the information and message in written text. Comprehension is related to reading skill, as reading is one of the important skills in order to communicate using English to fulfill daily needs such as reading a newspaper, and instruction, a rule, a book, and advertisements, a magazine, etc. Reading is not the activity to read aloud but to comprehend the message and information in the text.

As the preliminary, the researcher has seen the difficulties that arise when some students in grade X of SMK Swasta YPIS Maju Binjai were asked the to comprehend narrative written material they have just read. Evidently, students have some difficulties in comprehend text and students have a lack of vocabulary. English is not their native language so they need to have enough vocabulary to comprehend the text Some students do have the ability to read the text fluently but the students can not comprehend the text because they have lack of prior knowledge or background, which hinders their ability to comprehend the text. In short, some students have lack of knowledge to answer comprehension

questions.

In order to read, students must be able to decode (sound out) the printed words and also comprehend what they read. It means that, reading is not only decoding words. The basic objective of reading is comprehension. Thus, the researcher concerns on solving students' problem in reading comprehension.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that comprehension is essential and comprehension is a process to construct the meaning from what the reader said. It consists of three elements: the reader, the text, and the activity or purpose for reading. These mean that the reader brings his cognitive capabilities, motivation, knowledge, an experience toward reading. Text is a resource to get information. Meanwhile the activity is the outcome from reading.

Nurlela and Efrini panjaitan (2020 : 28) said:

“The purpose of teaching reading is to make students are able to read the text effectively, efficiently and enable them to interpret what their read, and also to gain information or variety existing knowledge, or in order to critique a writer's idea or writing style”.

In conclusion, reading comprehension is an activity of getting meaning from the text that we have read. It is not only about the ability to read the text, but how to use knowledge that can build the comprehension.

Narrative text is one of the genre text form. Anderson states that a narrative text is a piece of text which tells a story

and, in doing so, entertains or informs the reader or listener.

Nurdwiansyah writes that narrative text is a text about telling a story which tells conflicts among the participants and there is a plot of problem solving in it. Furthermore Wagner states that narrative text is a kind of text that is suitable to tell about the activity or the past events that is using the problematic Experience and resolution to amuse and entertain the readers.

Story Face is by giving a picture to make the students interest reading process. Stall in Klinger, et all (2007:98) states that Story face is an adaptation of story mapping that provides a visual frame work for understanding, identifying, and remembering elements in narrative text. The story face constructed by making the eyes, eyelashes, nose, mouth. Story Face used the frame work to make students understand about a text. Before the students reads a text the students should be identifying and remember about element of narrative text, so that the students reading the narrative text the students have background knowledge about text.

Whitten writes that Story Face is a strategy in which students read a story and generate a map of its events, ideas and key elements. It means that before students should read the frame work first. By understanding, the frame work, the students will remember with the content of the text. When the students read the text the students will be easy to understanding the text.

In relation to that, the researcher is seeking effective way to assist students in grade X of SMK Swasta YPIS Maju Binjai when reading narrative text. As what Brown and Atkins

mentioned, to help students to improve their reading, teachers must be able to identify various types of texts that a student will encounter when reading and various strategies of reading which the student might adopt. Therefore, the researcher strives to improve students' comprehension by using a way that appropriate for learning narrative text.

Procedure of Story Face Strategy

First, the teacher give the students an illustration about the text before they read the text. Next, the teacher tells the students about the text. The last when the teacher read the story, the teacher will pause and give each character a chance to tell the class what they are thinking and feeling.

Hedgcock and Ferris give the procedures that we can use to teach the strategy of story face. The procedure is as follows.

- a. Preview the Story Face with students prior to reading a narrative text.
- b. Review the information (setting, main characters, problem, events, and resolution) that students are expected to find.
- c. Have students read the text and complete the Story Face, either individually, in pairs, or as a group. Some teachers prefer to have students fill out the Story Face as they read, while others prefer that students fill it out after reading.

Beside that, Morellion also contributes the teaching procedure. The procedure is as follows.

- a. Web the main ideas on sketch paper.

- b. Negotiate three to five main ideas and circle them
- c. Number the ideas in the order they happened in the book
- d. Record them on the story face.
- e. Copy notes from the class story face.

In addition, Klingner design the Procedure of this strategy. The procedure is as follows:

- a. The teacher selects a narrative passage
- b. The teacher prepares questions to lead students through the story face
- c. The teacher discusses the organization of a story by explaining that every story has a beginning, middle, and an end. The teacher explains the visual story face and relates it to story organization.
- d. The beginning tells the place and who the characters are
- e. During the middle of the story, the central character has a problem and makes a plan to solve it. Certain events in the story lead to solving the problem
- f. The end of the story tells how the character(s) solved the problem
- g. The students read the story
- h. The teacher and the students fill out the story face together. The teacher uses the prepared questions to guide the completion of the map
- i. The teacher and the students compare this story with other stories they have read.

Advantages of Story Face Strategy

This strategy gives some advantages to the students. First, easy to construct. Second, it is easy to remember. Third, it can guide retelling. Then is collaboratively

learned through discovery. Next, it is flexible. Finally, it provides a frame work that can facilitate narrative text.

The Shape of Story Face Strategy

Stall in Klinger (2007:98) states it looks like a story map, only it is shaped like a face. Staal provides examples of “happy” and “sad” faces. We offer an adaptation of the happy version (for the sad face, the smile is upside down). Staal write that the Story Face is constructed by:

- a. Making the eye: two circles representing the setting and main character.
- b. Eyelashes: specific description and secondary characters.
- c. Nose: problem.
- d. Mouth: comprises a series of circle representing the men events that lead to the solution.

II. RESEARCH METHODOLOGY

The research will be held in SMK Swasta YPIS Maju Binjai which is location on Jl. T. Amir Hamzah number 638 Kelurahan Jati Makmur Kecamatan Binjai Utara, Kota Binjai, Nort Sumatera. Population is all of invetigeted subject (Arikunto,2010). The population of this study will be all the students of tenth grade students of SMK Swasta YPIS Maju Binjai. Total number of the population is 126 students.

A sample is part of the population which is research (Arikunto,2006). The sample of this study, the writer use the cluster random sampling to take the sample. So, the writer take two classes, it means X TBSM (Tekhnik dan Bisnis Sepeda Motor) and X TKJ (Tekhnik Komputer Jaringan) as the sample. The

number of student in X TBSM 21 students and the number of student in X TKJ 30 students. So the total number of sample is 30.

The design of this research used Quasi-Experimental design, specifically one group pre-test and post-test design. Sugiyono (2015:114) states that a quasi-experimental research refers when a research conducted in the classroom setting and the researcher cannot control all of the external factors throughly that may influence the process of treatment in the control class.

Table 1.Design of the study

Sample	Pre- test	Treatmen t	Post- test
Experimental Group	□ ₁	□ ₁	□ 2
Control Group	□ ₃	□ ₂	□ 4

Where:

- ₁ : the pre-test in experimental group
- ₂ : the post-test in experimental group
- ₃ : the pre-test in control group
- ₄ : the post-test in control group
- ₁ : treatment in experimental group
- ₂ : treatment in control group

The research dealt with two variables. They are Story face and reading comprehension. The story face represented the independent variable and the reading comprehension as the dependent variable. In this research, the researcher want to know how is the effectiveness of teaching reading comprehension on narrative text through story face at the tenth grade students in SMK Swasta YPIS Maju Binjai. In this research , there are two groups of students

namely experimental group and control group. The writer used Story Face to experimental group and use conventional method to control group.

III. RESULT AND DISCUSSION

The data of this study were the students' reading comprehension scores which collected during the pre-test and post-test given. There were 60 students involved in this study. The students were divided into two groups namely, the Experimental Group and Control Group. The test was in form of multiple choice, consist 25 items.

1. Price r_{xy} consulted to the critical value tables' product moment to N students at 5% significance level. Criteria used if $r_{count} > r_{table}$, then the test is considered valid. Based on the above calculation, have calculated r_{count} is 0,570. while r_{table} with a significant level of 5% is 0,3061. So it can be concluded that $0,570 > 0,3061$ then it means there is correlation between the variables connected.
2. Price r_{xy} consulted to the critical value tables' product moment to N students at 5% significance level. Criteria used if $r_{count} > r_{table}$, then the test is considered valid. Based on the above calculation, have calculated r_{count} is 0,831. while r_{table} with a significant level of 5% is 0,3061. So it can be concluded that $0,502 > 0,3061$ then it means there is correlation between the variables connected.
3. If result (experimental) of $r_{11} = 1,030$ consulted on r product moment with $= (N_1+N_2)-2 = 30-2 = 28$, significantly 5% then collected $r_{tabel} = 0,2144$. Then it can be concluded that $r_{11} > r_{tabel} = 1,030 > 0,3061$ it would be declared

matter reliable.

4. If result (control) of $r_{11} = 1,029$ consulted on r product moment with $(N_1+N_2)-2 = 30-2 = 28$, significantly 5% then collected $r_{tabel} = 0,3061$. Then it can be concluded that $r_{11} > r_{tabel} = 1,029 > 0,3061$ it would be declared matter reliable.
5. Based on the above calculation, has been known t_{count} is 5.68. To test the hypothesis based on data that has been obtained, then in accordance with the provisions that have been established that the hypothesis accepted if $t_{count} > t_{table}$. Has been known the t_{table} is 1.672, then $5.68 > 1.672$. It concluded that the alternative hypothesis (H_a) is accepted. There was effect on students' reading comprehension after they were taught by using Story Face. In other words, the students who were taught by using Story Face got better achievement than the students who were taught by using conventional method.

IV. CONCLUSION

Based on the results of data analysis, the writer concluded that, the value of t- observed (t_0) was 5,68 and the value of t-table (t_t) was 1,672 for 5%. It mean that $t\text{-observed} > t\text{-table}$. It can be concluded that learning reading of narrative text by using Story Face had a significant effect.

The students who were taught by using Story Face could easily understand the meaning of text easily. The students who were taught by using Story Face could understand the content and meaning of the narrative text more easily.

The students who were taught by using Story Face more easy learning generic structure of the text. By using Story

Face, the students could understand the material more easily, the students were more active and felt enjoy in reading learning. it could help students to improve their achievement and their interested in English text because Story Face was interesting.

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