

THE INFLUENCE OF STORY FRAME STRATEGY TOWARDS STUDENTS' READING COMPREHENSION OF SMK TAMAN SISWA TELUK BETUNG

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Abstract: This research was aimed to find the influence of Story Face Strategy towards students' reading comprehension. This research was a type of quasi-experimental design. The writer took two classes as the sample of the research. It consisted of 56 students in TKJ 1 and TKJ 2. One class as experimental class and one class as control class. The writer taught reading by using Story Face Strategy in experimental class and used direct instruction in the control class. In taking the sample, the writer used Cluster Random Sampling Technique. The data were collected by using a reading test in the form of multiple choice which consisted of 40 questions with the options a,b,c,d and e. To prove the hypothesis, the writer used statistical t_{test} formula. Based on the data analysis by using t_{test} formula, the writer got the result that H_0 was accepted. It was obtained that $t_{test} = 2.77$, t_{table} for $\alpha = 0.05$ is 1.67 and for $\alpha = 0.01$ is 2.39. It means that there was an influence of Story Face Strategy towards students' reading comprehension at tenth grade of SMK Taman Siswa Teluk Betung Bandar Lampung in 2020/2021. The research findings also showed that the average score of students' reading ability who were taught by using Story Face Strategy higher than those who were taught by using conventional strategy. It can be seen that the average score of experimental class was 64.64 and the average score of control class was 58.57. Based on this result, it can be concluded that Story Face Strategy was effective to be used in teaching learning reading comprehension, especially to identify the detail information in the text.

Keywords: *Reading Comprehension, Story Face Strategy.*

INTRODUCTION

Reading is a learning process through interaction between readers through writing, according to the reading situation. It is clear that, reading is an important activity in any language class, not only as a source of information and pleasure but also as a means to solidify and expand one's knowledge of a language. 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 activities require understanding, interpretation and assessment of information as well as responses to reading, resulting thinking process. The development of students thinking skills can be achieved through reading activities. During reading, students gain knowledge that is useful for increasing their thinking capacity. Learning reading is one steps to learn a second language because if the

students have good acquisition of reading they will not get difficulty to understand the meaning of words or sentence. In this case students should improve their reading comprehension in other to be able speak and they need to have the ability to understand the meaning of reading which are used during the communication.

Based on the problems above, it is important for teachers to use appropriate and interesting strategies in learning to read that are not only able to attract students' attention but also be able to improve students' reading skills. Based on these facts, the authors choose several strategies that can be used in teaching reading, such as story face strategy. This strategy helps students see the big ideas and supporting details form a relational structure.

This strategy can help students to understand the text they read so that reading is not difficult for students. Teachers can choose and implement appropriate strategies for teaching reading in the classroom. So in this paper the researcher uses story face strategy for learning to read, because story face strategy can improve reading comprehension and student achievement in the teaching and learning process.

Teachers must be able to use appropriate and interesting strategies in learning to read. Based on this statement, the writer chooses a strategy that can be used in teaching reading, such as the story face strategy. This strategy can help students to understand the text they read. Teachers can choose and implement appropriate strategies for teaching reading in the classroom. 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.

Based on the preliminary research at SMK Taman Siswa Teluk Betung Bandar Lampung, the writer found that there are some difficulties faced by students in comprehending the text. The first difficulty in comprehending the English reading text lies on finding the meaning of words in a text, it can be caused by the limited vocabulary of the students. The second, they have difficulty in finding main ideas and supporting ideas in the reading text. The third, the students face difficulties in making conclusion and finding reference in a text. The fourth, in the writer's opinion the strategy that is used by teacher could not stimulate them to read well. It means that teaching technique or strategy used in the class are monotonous. So lastly, students' reading skill needs to be improved.

Based on the explanation above, the writer thought that it was necessary to improve the ability the students in reading by applying an appropriate strategy. So, in this case the writer interested to apply story face strategy in teaching reading to know whether it can influence the students' reading comprehension or not. Therefore, the writer conducted the research entitled: "The Influence of Story Face Strategy towards the Students' Reading

Comprehension at the Tenth Grade of SMK Taman Siswa Bandar Lampung in 2021/2022”.

FRAME OF THEORY

1. Reading

According to Patel dan Jain (2008: 113), reading means to understand the meaning of printed words i.e written symbols. Reading is an active process which consists of recognition and comprehension skill. It means that reading is the activity to understand the meaning of written language.

Based on statement above, the writer concluded that by following the directions and guidelines for reading that are good and correct, then we will get more information and also when reading we can be well directed. Reading is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language that consists of three elements: the reader, the text, and the activity or purpose of reading.

2. Reading Comprehension

Snow (2002: 11) states “Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This process is seen as an interactive process that consist of three elements: 1) text as being comprehend, 2) the reader that is doing the comprehending, 3) the activity in which comprehension is a part.” It means that reading comprehension is the core of reading activity. By having comprehension, students can make sense of what the text tells about.

Based on statement above, the writer conclude that in definition reading comprehension is an activity to build an understanding of the meaning of a text which can then be translated by you and through your own language.

Furthermore, this understanding can be useful for others. Reading comprehension is effective way to improve the students in good learning in their reading comprehension.

3. Teaching and Learning Reading

Harmer (2001: 70) states, the Principle of teaching reading can be the standard to limit the teachers when they teach in the class. The principles are:

1. Reading is not a passive skill
2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the content of a reading text, not just to the language.
4. Prediction is a major factor in reading
5. Match the task to the topic
6. Good teachers exploit reading texts to the full

Based on statement above, the writer conclude that in learning reading the students must memorize the sentence they have known. If they want to get good result, they must be seriously in learning reading and anything in the learning the students should take the responsibility themselves.

4. Purpose of Reading

Grabe and Stoller (2002:5-8) mentioned that there are some purposes of reading. Here is the description:

1. Reading to search for simple information and reading to skim.
2. Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process.
3. Reading to learn from texts.

4. Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text.
5. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).
6. Reading to integrate information, write and critique texts.
7. Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.
8. Reading for general comprehension.

5. Principles of Teaching Reading

According to Harmer (2007:101-102), "there are six principles behind the teaching of reading" It means learning to read is an important educational goal. Teaching reading is a complex process. The best teachers develop an extensive knowledge base and draw on a repertoire of strategies for working with struggling students. Exercise types should, as far as possible, approximate to cognitive reality. The main point here is the teacher should identify how an efficient reader uses different skills for different purposes of reading, then she he makes the students aware of and develop their reading skills.

Therefore the study of the principle of teaching is necessary in order for teachers to properly adapt their teaching to the individual capacities of the students'. Such principles are the key rules for making

teaching efficient and fruitful and, at the same time, learning. Teachers must be motivated by sound teaching principles formulated from carefully observed facts and objectively evaluated outcomes in view of the changes in the current words' teaching-learning situation.

6. Story Face Strategy

According to Staal (2000 : 26-31), The story face is an adaptation of story mapping that also uses a visual framework for understanding, identifying and remembering elements in narrative text. Story face is used in schools to facilitate the underplay of stories and narrative structure by children. It can encourage innovation as a team practice and foster community inter-action. It helps students learn the elements of a book or story using a graphic organizer.

In other words, story face tells us how face story is an easy-to-use model for story retellings. It also can be flexible for various age levels and how it accommodates resolutions, events, and construction for story retell. In her findings she has found that if she teaches her students to use the traditional story map strategy first and progresses to using the Story Facing strategy they often don't even notice they are learning anything new.

7. The Procedures of Story Face Strategy

According to Bedrimiati (2012 : 24), The stage of action based on story face strategy procedure, they are

1. The teacher selects a passage.
2. The teacher prepares questions to lead students through the story face
3. The teacher discusses the organization of a story by explaining that every story has a beginning, middle, and an end.

4. The teacher explains the visual story face and relates it to story organization.
5. The beginning tells the place and who the characters are 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
6. The end of the story tells how the character(s) solved the problem
7. The students read the story
8. The teacher and the students fill out the story face together. The teacher uses the prepared questions to guide the completion of the map
9. The teacher and the students compare this story with other stories they have read.

8. Advantages of Using Story Face Strategy

According to Staal the strengths of Face Story when use in teaching reading comprehension especially in first through fifth grades are:

1. It is easy to construct the graph and interesting,
2. It is easy to remember,
3. It can guide retelling,
4. It collaboratively learned through discovery,
5. Flexible with its interchanging smile and frown,
6. Provides a framework that can facilitate narrative writing.

9. Previous Study

The first previous research was written by Andriyani Abidin Rauf (2019) The objective of this research is to prove if the use of Story Face Strategy can improve reading comprehension of the tenth grade students at SMA Negeri 1 Parigi. This research used quasi- experimental research design. Cluster sampling technique was employed to draw the

sample of this research which consisted of 30 students of X IPS B as the experimental group and 34 students of X MIPA E as the control group. The data were collected by using pretest and posttest. The pretest was administered to measure the students' reading comprehension before the treatment while the posttest was administered to measure the improvement of the students' reading comprehension after the treatment.

The second previous research was written by Abiyansyah (2020) This study was a Classroom Action Research that deals with story face strategy's use to enhance the students' reading comprehension of narrative text. The purpose of this study was to reveal the execution of story face strategy in the process of narrative text teaching and learning, and also to describe about reading comprehension of after using story face strategy in classroom. The participants were all students of grade X.2 grade of Miftahul Huda Sungai Luar. The instruments to collect qualitative data were observation sheet, interview, and field note. The quantitative instrument is reading comprehension test. On the basis of data analysis, it is found that Story Face Strategy enhanced students 'understanding of reading in narrative text. The improvements occurred in cycle 1 and cycle 2. The improvement of students' reading comprehension is 59.4 (enough) to 71.7 (good). The result suggests that the use of the story face strategy to enhance students 'understanding of reading in narrative text is successful for grade X.2 students. The variables that alter the enhancement of the students depending on the results of the interview and observation indicate students' enthusiasm when using of story face sheets in the story face strategy.

The third previous research was written by Zumaroh Intan (2021). 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.

METHOD OF RESEARCH

In conducting the research, the writer used a quasi experimental design. The classes was taken in experimental class by using Story Face strategy in teaching reading. In control class the writer applied direct instruction.

There were 5 classes in population consisted of 113 students. In this research, the writer took two classes as the sample of the research. One class as the experimental class and one as the control class. The sample of this research were on X TKJ 1 and X TKJ 2. In sampling technique, the writer used cluster random sampling technique, because the classes were homogeneous. In collecting the data of students' reading comprehension, the

writer used reading test in form of multiple choice which consisted of 40 questions with the option a,b,c,d and e.

Content Validity

In this research the writer applied the material based on the syllabus of SMK Taman Siswa Teluk Betung Bandar Lampung at the tenth grade and suitable with the Story Face strategy.

Reliability of Test

The writer got $r_{11} = 0.63$. The instrument was reliable if $r_{11} > r_{table}$. Then the writer got $r_{table} = 0.444$.

The instrument was reliable if $r_{11} > r_{table}$. The result of r_{table} in line 20 was 0.444. The writer did tryout test at the tenth grade of SMK Taman Siswa Teluk Betung Bandar Lampung at X OTKP 1 (out of research sample). Based on the result of tryout, it was found that reading tyout test was on the criteria of *high* reliability, it was 0.63. Since $r_{11} > r_{table}$ (0.63 > 0.444). Therefore, the test was reliable and can be used to measure the students' reading comprehension for the research.

Data Normality Test

It was used to know whether the data have normal distribution or not. To get the data of the normality of test, the writer used formula:

$$\chi^2_{ratio} = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Homogeneity Test

It was used to know whether the data were homogeneous or not. The formula of homogeneity test is as follows:

$$F = \frac{(\text{the highest variance})}{(\text{the lowest variance})}$$

The criteria H_0 is accepted if $F_{ratio} < F_{table}^{1/2} \alpha (v_1, v_2)$.

Hypothesis Test

It was used to prove the hypotheses proposed by the writer whether they were accepted or not. By using t-test formula:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Equality Test of Two Average Score

The criteria is accepted if $Ha1$ if $t - cal > t - tab$ at the significance level 5% and 1%.

Different Test of Two Average Score

The criteria is accepted if $Ha2$ if $t - cal > t - tab$ at the significance level 5% and 1%.

RESULT AND DISCUSSION

Normality of Experimental Class

The writer used test on experimental class in order to see the students' achievement in reading comprehension. After presenting whole materials by using Story Face strategy on experimental class and gave the test, the writer got the result that the highest score was 80 and the lowest score was 45 with (n) = 28 students. Obtained the result:

$$\begin{aligned} \Sigma F_i &= 28 \\ \Sigma F_i X_i &= 1810 \\ \Sigma F_i X_i^2 &= 118567 \end{aligned}$$

The average score:

$$\bar{x}_1 = 64.64$$

With standard deviation = 7.61.

Then it was counted into chi-square formula:

From the result of x-ratio, it was obtained at significance level of 0.05 and also 0.01 that $\chi^2_{ratio} < \chi^2_{table} = 1.66 < 5.99 < 9.21$. Since $\chi^2_{ratio} < \chi^2_{table}$ therefore, the criterion was accepted. It means that the data have normal distribution.

The result of research in experimental class can also be seen on the figure below:

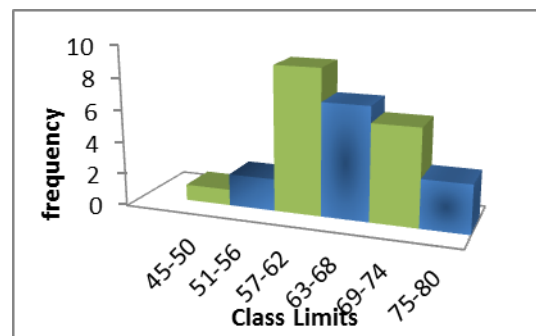


Figure 1: The Histogram and Polygon of Experimental Class.

Normality of Control Class

The writer used test on control class in order to see the students' achievement in reading comprehension. After presenting whole materials using direct instruction on control class and gave the test. The writer got the result that the highest score was 75 and the lowest score was 40 with (n) = 28 students. Obtained the result:

$$\begin{aligned} \Sigma F_2 &= 28 \\ \Sigma F_2 X_2 &= 1640 \\ \Sigma F_2 X_2^2 &= 97789 \end{aligned}$$

The average score:

$$\bar{x}_1 = 58.57$$

With standard deviation = **8.01**.

Then it was counted into chi-square formula.

From the result of x-ratio, it was obtained at significance level of 0.05 and also 0.01 that $\chi^2_{ratio} < \chi^2_{table} = 0.92 < 7.81 < 11.3$. Since $\chi^2_{ratio} < \chi^2_{table}$ therefore, the criterion was accepted. It means that the data have normal distribution.

The result of research in experimental class can also be seen on the figure below:

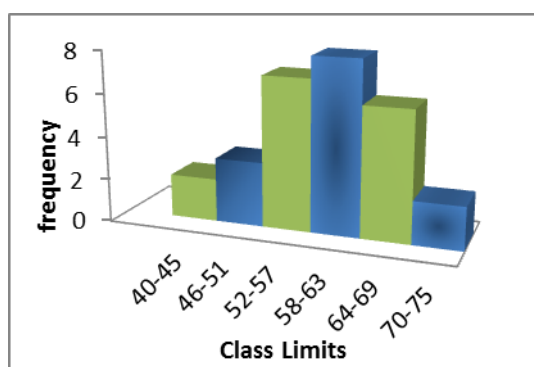


Figure 2: The Histogram and Polygon of Control Class

The Homogeneity Test

From the result of homogeneity test by comparing to the f-table (by looking at I table), it was obtained F_{ratio} was 0.90. F_{table} at significant level of 0.05 was 1.88 and 0.01 was 2.47. Since $F_{ratio} < F_{table}$, therefore, H_0 was accepted ($0.90 < 1.88 < 2.47$). It means that the variance of the data in experimental class and control class are homogeneous.

The Hypothesis Test

In calculating the end of result, the writer used t-test formula:

It was obtained t-test = 2.77.

Equality Test of Two Average

To know the equality test of two averages, the writer consulted t-test to t-table (by looking at G table). It was got $t_{test} 2.77 >$

$1.67 < 2.39$. Criterion H_a accepted if $t_{test} > t_{table}$. Therefore, H_a was accepted, it means that there was an influence of Story Face strategy towards students' reading comprehension at the tenth grade of SMK Taman Siswa Teluk Betung Bandar Lampung in 2021/2022.

Discussion

Based on the analysis of the data and the testing of hypothesis, the writer found the result that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The research findings showed that $t_{test} > t_{table}$ ($2.77 > 1.67$ and 2.39). So, H_a is accepted. It means that there was an influence of using Story Face Strategy has an influence towards students reading comprehension at the tenth grade of SMK Taman Siswa Teluk Betung in 2021/2022.

The writer conducted the research in 2 classes. First class was taught by using Story Face Strategy while the second class was taught by using direct instruction. The result showed that the first class better than the second class which means that the students who were taught by using Story Face Strategy got better score than the students who were taught through direct instruction.

Story Face Strategy was a strategy that provides students with guidance for organizing and remembering the information contained in the story, such as characters, settings, problems that happen, story solutions, and conclusions to be retold in a story face. So, the students do not just read the text but understand the contents of the text.

The use of Story Face Strategy was used by the writer in teaching reading comprehension. Reading comprehension was the core of reading

activity. By having comprehension, students can make sense of what the text tells about. It is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

It was identified that the use of Story Face Strategy made the students understand the indicators of reading comprehension such as to identify main idea, supporting idea, reference, inference and recognizing vocabulary in the text. This result was related to a theory stated by Staal (2000:25) that story face story is flexible for various age levels and how it accommodates resolutions, events, and construction for story retell. It can encourage innovation as a team practice and foster community inter-action. Manner.

Based on the research findings, the writer concludes that the use of Story Face Strategy was effective for teaching learning reading comprehension. It was also proved by some researchers in some different types of research but still use Story Face Strategy. Therefore, it is good for teacher to use this strategy in order to make the class more collaborated and make the students able to understand the text well.

CONCLUSION

Based on the result of the data analysis and hypothesis test, the writer concluded that: There was an influence of Story Face Strategy towards students' reading comprehension at the tenth grade of SMK Taman Siswa Teluk Betung in 2021/2022. It can be seen that the result $t_{test} = 2.77$, t_{table} for $\alpha = 0.05$ was 1.67 and for $\alpha = 0.01$ was 2.39 ($2.77 > 1.67 < 2.39$).

SUGGESTION

1. The teacher must be creative in teaching, so that the material

would not be based on the textbook only.

2. The teacher must use appropriate strategy, one of effective strategy that can be used for teaching is Story Face Strategy.
3. The further research can use the research findings of this research as reference.
4. The next researcher must upgrade the theory about the use of Story Face Strategy in teaching learning reading comprehension.

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