

THE INFLUENCE OF STORY FRAMES STRATEGY TOWARDS STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE NINTH GRADE OF SMP NEGERI 8 BANDAR LAMPUNG IN ACADEMIC YEAR 2022/2023

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Abstract: The objective of the research was to know and to describe the influence of story frame strategy towards students' reading comprehension on narrative text. In this research, the writer used quantitative research. The population was 283 students in 9 classes. The sample was taken by Cluster Random Sampling Technique. The writer took two classes for the sample. First class was experimental class and second class was control class. The main technique in measuring students' reading comprehension was multiple choice which consisted of 40 items with four options. The score of each item test was 2.5. In analyzing data the writer used t-test formula. Based on the data analysis, the writer got the result that H_α was accepted. It was obtained that $t_{test} = 4.80$, t_{table} for $\alpha = 0.05$ was 1.67 and for $\alpha = 0.01$ was 2.39 ($4.80 > 1.67 > 2.39$). The result of the average score of experimental class was higher than in control class ($84.5 > 75.43$). It means that there was significant influence of Story Frames strategy towards students' reading comprehension of narrative text at the ninth grade of SMP Negeri 8 Bandar Lampung in academic year 2022/2023. Based on the result above, it can be concluded that Story Frames can improve students reading comprehension.

Keyword: *Story Frames, Reading Comprehension*

INTRODUCTION

Reading has become important subject that should be mastered by students in learning English. Through reading student can get information and improve their comprehension. Reading is a process in which readers found information given by the writer in written form. Reading very useful for human being, but reading skill is more complex and difficult skill to be comprehensibility and mastered, especially for students.

The important role of reading enables the students to be able to receive information well. The most important thing in teaching and learning reading is comprehension of the reading material. It was supported by Brown (2000: 298) "reading ability will best be developed in association with writing, listening, and speaking activities". There are so many advantages of reading, such as to get the information, to get a pleasure through reading a short story, to know something that perhaps the students do not know about it before or even the students can find a problem solving through reading activity, so through reading can get a lot of benefits.

Looking at the condition of teaching and learning process, especially in teaching and learning reading, most of students got difficulties to comprehend English text. The students difficult to comprehend the text well, the students get difficulty to find the main idea of the text. Furthermore, students confuse to recognize or identify the meaning of English word in a text. Students also need appropriate strategy or teacher never used more strategy in teaching learning reading. Referring to the problem above, the writer in interested to solve the students' problems by applying teaching technique in reading activity.

Based on these problems, the teacher as a facilitator has to know the condition of students' reading ability and try to find effective techniques or strategies to improve students' reading ability by using appropriate techniques in the teaching and learning process. In this research, the writer use Story Frames Strategy to solve those problems mentioned above.

Story Frames Strategy is one of strategy used in teaching reading process.

It is one of strategy to make students more active and enjoy in learning reading process. Story frames is a strategy used after a story has been read. It includes identifying the main characters, setting and conclusion of the story.

According to Jonson (2005: 173) stated that “story frames strategy allows students to pay attention on the main characters, the setting, the important events, and the conclusion of a story”. It means that story frames strategy can train students’ ability in reading comprehension of narrative text by identifying the elements of the text such as character, settings, series of events, and themes.

Story frames is strategy that focuses on the story structure to help student in reading comprehension. This strategy helps students understand the structure of a story and requires students to pay attention on the main characters, the setting, complication, and the conclusion about the story. According to Septiani (2016: 18) stated that “story frames strategy is aimed to make students understand about the structure of the narrative text as an independent tool in order to recognizing information about the text and help them to finding

the answer of the questions”.

METHOD

Research can be divided into two categories: quantitative research and qualitative research. In this research the writer used quantitative research with quasi-experimental design. According to Mcmilian and Schumacer (2001: 32) that a quasi-experimental mode of inquiry approximates the true experimental type.

In doing this research, the writer used cluster sampling technique to take the sample. The writer uses two class classes as sample. The first class was experimental class which is thought by using Story Frames Strategy and another class was control class which is thought by using Direct Instructions.

In this research, the population was the ninth grade of SMP Negeri 8 Bandar Lampung. The total number is 283 students. The Sample of this research are two classes, the experimental class was IX H consist of 30 students and the control class was IX G consist of 32 students.

This research was conducted to know the influence of using story frames strategy towards students' reading comprehension in narrative text.

The writer did the observation and gave instrument test for students to know the students' reading comprehension as the pre-test and post-test. The writer used test to collect the data, in the case the writer will use multiple choice tests which consist of four options: a, b, c and d. The point of each items is 2.5. So, the highest score is 100, and the lowest score is 0. The writer analyzed the data to know the result of the research. In analyzing the data, the writer used some formulas to calculate the data from the test given in experimental and control class. The formula was T-test.

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

RESULT

The Data Normality Test

Based on the calculation above, it was obtained the significance level of 0.05 and also 0.01 that $X^2_{ratio} < X^2_{table} = 1.05 < 7.81 < 11.34$ since $X^2_{ratio} < X^2_{table}$. Therefore, the criterion was accepted. It means the data have normal distribution.

The Homogeneity Test of Variance

Based on the result above, F_{ratio} was 1.15 F_{table} at the significant level of 5% was 1.82 and it 1% was 2.34. Since $F_{ratio} < F_{table}$, $1.15 < 1.82 < 2.34$.

Therefore, H_0 was accepted. It means that the variance of the data in experimental class and control class are homogeneous.

The Hypothesis Test

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

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

Based on calculation on significant level 5% ($\alpha = 0.05$) and 1% ($\alpha = 0.01$) the result of t_{test} (4.80) was higher than t_{table} (1.67 and 2.39). It means that there is an influence of using *Story Frames Strategy* towards student' reading comprehension of narrative text at the ninth grade of SMP Negeri 8 Bandar Lampung in 2022/2023.

DISCUSSION

Reading is one of the skills to be achieved in English language learning. Reading is a skill that involves a lot of skill to be mastered, such as vocabulary,

grammar, spelling and writing skill. Brown (2000: 298) stated that “reading ability will best be developed in association with writing, listening, and speaking activities”. It means that reading has very close relationship with writing, listening, and speaking. information, but also get knowledge about listening, speaking and writing even the vocabulary and grammar.

Story frames is strategy that focuses on the story structure to help student in reading comprehension. This strategy helps students understand the structure of a story and requires students to pay attention on the main characters, the setting, complication, and the conclusion about the story. It is supported by Jonson (2005: 173) stated that “story frames strategy allows students to pay attention on the main characters, the setting, the important events, and the conclusion of a story”. It means that story frames strategy can train students’ ability in reading comprehension of narrative text by identifying the elements of the text such as character, settings, series of events, and themes.

This research was a type of experimental research with quasi-experimental design. The writer taught Story Frame Strategy in experimental class and for saw the influence of the Story Frame Strategy, the writer also

taught reading in another class namely control class. The writer gave treatment based on procedure of Story Frame Strategy.

In control class, the writer taught reading by using Direct Instruction. This method usually uses by the teacher at the school in teaching reading classroom. In the end of the meeting, the writer gave the reading test to the students. It was multiple choice which consisted of 40 question with four options, a, b, c, and d.

In the experimental class, the writer provided an explanation of narrative text to students. This activity students understood the text that the writer gave for 20-25 minutes. After that the students discuss with their groups about the elements of the story (characters, setting, themes, etc). The students fill the story to the frame sheet based on their discussion. The teaching and learning process in the experimental class was run well. The students followed the instruction given and they were able to discuss with their groups to read and comprehend the text so well and determine the text and write in story frame sheet.

In control class, the writer taught reading through Direct

Instruction. This is a strategy which has character teacher-center. It means that all of the explanation and the whole of material based on teacher's mind.

In control class, the writer also gave multiple choice in the end of lesson with the same instrument. They got lower score than the students in experimental class. The writer thought that the students got unclear explanation from the strategy, about how to comprehend the text well. So, that they were hard in comprehending reading text and could not answer the questions well.

In the end of the discussion, the writer concludes that using story frames strategy in teaching English is an effective strategy to be applied in the class especially in narrative the text. Story frames can help students to understanding the reading comprehension, by using story frame strategy that can help the students with a powerful note making framework that helps them deepen comprehension by thinking as they read and learn.

CONCLUSION

Based on the result data analysis and hypothesis test the writer concludes that there was a significant influence of using Story Frames Strategy towards students' reading comprehension of narrative text and the students reading comprehension who learn reading

through Story Frames Strategy is higher than those who learn reading through direct instruction.

The writer would give the conclusion as follows:

1. There is any influence of using story

frames strategy towards students' reading comprehension at the ninth grade of SMP Negeri 8 Bandar Lampung in 2022/2023. It can be seen that the result $t_{test} = 4.80$, t_{table} for $\alpha = 0.05$ was 1.67 and for $\alpha = 0.01$ was 2.39 ($4.80 > 1.67 < 2.39$).

2. The average score of the students' reading comprehension of narrative text which taught through story frame strategy is higher than taught through direct instructional at the ninth grade of SMP Negeri 8 Bandar Lampung in 2022/2023. It can be seen that the average score of experimental class was 84.5 and the average score of control class was 75.43.

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