

The Implementation Of Story Face Strategy To Improve Students' Reading Comprehension In Narrative Text At UPTD SMP Negeri 9 Parepare

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ABSTRACT

This research focuses on the implementation of the story face strategy to address the students' lack of reading comprehension. Furthermore, the purpose of this research is to find out whether the implementation of story face strategy can improve students' reading comprehension, especially narrative texts in the form of narrative in class VIII UPTD SMP Negeri 9 Parepare. This study uses quantitative methods with pre-experimental classes. Then process of collecting data using pre-test and post-test. The test used was a reading test related to narrative texts about smart parrots, rabbits, and bears, consisting of 10 items, 5 for multiple choice and 5 for essays. Then the sample was selected using simple random sampling, consisting of 20 students from class VIII UPTD SMP Negeri 9 Parepare. The results of the data analysis showed that students' reading comprehension increased significantly. This is indicated by the comparison of the results of the pre-test and post-test. There are only 45.71% of students' scores in the pre-test and 84.28% in the post-test. This means that students' reading comprehension is greater after being given treatment with the story face strategy. This shows that students' reading comprehension at UPTD SMP Negeri 9 Parepare has progressed in learning using this strategy.

Keywords: Reading Comprehension, Story Face strategy, Narrative text.

ABSTRAK

Penelitian ini berfokus pada penerapan strategi story face untuk mengatasi kurangnya pemahaman membaca siswa. Selanjutnya, tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan strategi story face dapat meningkatkan pemahaman membaca siswa khususnya teks naratif berbentuk naratif di kelas VIII UPTD SMP Negeri 9 Parepare. Penelitian ini menggunakan metode kuantitatif dengan kelas pra eksperimen. Kemudian datang proses pengumpulan data menggunakan pre-test dan post-test. Tes yang digunakan adalah tes membaca terkait teks naratif tentang burung beo pintar, kelinci, dan beruang, terdiri dari 10 item, 5 untuk pilihan ganda dan 5 untuk esai. Kemudian sampel dipilih dengan menggunakan simple random sampling yang terdiri dari 20 siswa kelas VIII UPTD SMP Negeri 9 Parepare. Hasil analisis data menunjukkan bahwa pemahaman membaca siswa meningkat secara signifikan. Hal ini ditunjukkan dengan perbandingan hasil pre-test dan post-test. Hanya ada 45,71% nilai siswa di pre-test dan 84,28% di post-test. Artinya pemahaman membaca siswa lebih besar setelah diberikan treatment dengan strategi story face. Hal ini menunjukkan bahwa pemahaman membaca siswa di UPTD SMP Negeri 9 Parepare mengalami kemajuan dalam pembelajaran menggunakan strategi ini.

Kata Kunci: Pemahaman Membaca, Strategy story Face, Teks Naratif

INTRODUCTION

Reading is a thinking and reasoning activity (Thorndike in Nurhadi (2000)). Through reading activities, students can expand their knowledge and can also make them wise and honorable. Students' reading abilities must be developed. Reading is an important subject to be taught in school. In the process of learning to read, students must understand what is contained in the text in order to get information from it. Reading is the process of transferring knowledge from a book to the brain, from writer to reader, and this information will not be received by readers if they do not understand the content of the text. Reading is one of the important skills that should be learnt by students. Reading is also a process that involves words, fluency in reading a text, and comprehension of the printed word. Besides, it is also a way to get information from written letters and an interaction process between the text and the reader. Through reading, the reader will gain benefits such as gaining a lot of information, improving their knowledge, solving problems, and getting new ideas by comprehending a reading passage. In other words,

reading is not only about correctly pronouncing words or sentences, but also about identifying and comprehending the writer's intention in a reading passage. But in fact, in reading activities, students will generally face various difficulties. The problems can be identified as follows: (1).The majority of students are too lazy to read the text. (2) Most students feel bored when studying English, but some do not. (3) The majority of the students have poor reading comprehension skill. Based on the problems that have been mentioned, the researcher can conclude that the lack of student ability in reading English is influenced by several factors.

Therefore, to overcome these problems, the researchers chose one strategy, namely, the Story Face Strategy. Story Face strategy is an original adaptation of story mapping that provides a visual framework for understanding, identifying, and remembering elements in narrative text. Visual aids, such as story maps, can help children understand a story and help children organize stories into logical chunks. In addition, the story face strategy looks like a person's face, with two circles at the top, a square nose, and an arrangement of circles that make up the mouth. The two circles, or eyes, represent the setting and the character. The nose is the problem in the story, and the mouth indicates the events that lead to the solution. Happy faces are made when the story has a happy ending, and frowns are made when the story has a sad ending.

METHOD

The researcher applied pre-experimental design, with one group pretest and posttest design. The population of this research was the eight grade students at SMP Negeri 9 Parepare academic year 2021/2022. The sample of research was taken by using simple random sampling which consisted of 20 students from one classes taken from the population of the eight grade students of SMP Negeri 9 Parepare.

THE PREVIOUS RELATED RESEARCH FINDINGS

Yuneva et al. (2020) on their research states that the story face strategy can improve students' reading comprehension. The researcher used the face story strategy to improve students' reading comprehension of narrative content. Therefore, it is proven that the story face strategy has a positive effect on learning activities.

Wolohu (2013) stated that story face strategy can improve students' ability in reading comprehension. Researchers used qualitative data by presenting instruments in

the form of reading comprehension texts and observations to see a significant improvement from students. Based on student scores, it shows the success of learning achievement and successful treatment of students. It proves that the story face is used successfully.

Saimona (2019) stated that there was a significant difference in students' reading comprehension learning in classes that used the story face strategy and those that did not use the story face strategy. So from this statement, it can be said that the use of facial strategies can improve students' ability to understand the narrative reading.

Based on several statements that have been made, the researcher concludes that reading is one of the understandings that must be mastered because reading is a process to understand the message provided in the text. Through reading, the reader will get benefits such as getting a lot of information, increasing knowledge, and getting new ideas by understanding what they are reading. And there are many ways to improve reading comprehension skills using the Story Face strategy.

INSTRUMENT OF THE RESEARCH

A research instrument is a tool used to collect data or information that can be used to solve research problems in the form of tests. This test consists of two types of tests: pretest and post-test.

The pre-test was given before the treatment, and the post-test was given after the treatment. The reading test related to narrative text consists of 10 items, including 5 multiple-choice items and 5 essay items. This instrument was obtained from the internet, and the questions for the text were made directly by the researcher. And to assess each item, the researcher gave one point for the correct answer and zero points for the wrong answer for the multiple choices. Unlike in the essay, the researcher gives 3 points for the correct answer, 2 points for the same answer, and 1 point for the wrong answer.

DATA COLLECTION PROCEDURE

In collecting data, researcher used Pre-Test and Post-Test. Pre-Test was given before implementing story face strategy. While the Post-test given after implementing the strategy. Researcher used items that included three steps. Namely pre-test, treatment, and post-test.

DATA ANALYSIS

To calculating the data analysis the researcher used Microsoft Excel 2010.

FINDINGS

Table 4.1: The Percentage of Students' Reading Comprehension Score In Pre-Test

NO	Classification	Score	Pre-Experimental	
			F	%
1	Very Good	86-100	0	0%
2	Good	71-85	1	4,76%
3	Fair	56-70	4	19.04%
4	Poor	<55	16	76.19%
	Total		21	100%

Table 4.1 showed that before giving treatment their average scores were divided into low, moderate, and good classification scores after they completed the pre-test. 21 students in the pre-experiment class, 16 were categorized as "poor," 4 as "fair," and 1 as "good."

Table 4.2: The Percentage of Students' Reading Comprehension Score in Post-Test

NO	Classification	Score	Pre-Experimental	
			F	%
1	Very Good	86-100	7	33,33%
2	Good	71-85	14	66,66%
3	Fair	56-70	0	0%
4	Poor	<55	0	0%
	Total		21	100%

Table 4.2 shows the percentage level of post-test scores of the 21 students was 14 students in good classification, 7 students in very good classification, and there were no students in moderate or poor classification. That is, the number of students in the class increased significantly.

1. The mean score and standard deviation of pre-test and post-test

a. Table 4.3 : The mean score pre-test and post-test

NO	Class	Mean Score	
		Pre-Test	Post-test
1	Pre- Experimental Class	45,71	84,28

Table 4.3. shows the average score of the students on the pre-test was 45.71, while the average score on the post-test was 84.28. This shows that the average pre-test score before treatment is lower than the average post-test score after treatment.

b. Table 4.4 the standard deviation score pre-test and post-test for classes

NO	Class	Standard Deviation	
		Pre-Test	Post-test
1	Pre-Experimental Class	15.02	5.76

The standard deviation produced by students at the time of the pre-test and post-test is shown in Table 4.4. The pre-test has a larger standard deviation than the post-test. Because there is still a lot of variation in reading ability, the pre-test has a higher score. On the post-test, he received a lower score after several treatments. The standard deviation achieved by students decreased significantly. These results may imply that the treatment was carried out correctly and the standard deviation value was lower than before the treatment.

c. Table 4.5 The T-test and T-table value of Pre-Test and Post-Test

In hypothesis testing, the researcher used t-test formula. The level of significant is set at $\alpha=0.05$ and the degree of freedom (df) = 20.

Test	Df	Level of significant	t-tes value	t-table value
Pre-test	20	0.05	13,94	1.72
Post-test	20	0.05	67.01	1.72

From the table, the researcher found that the t-table value in the pre-test, at 1.72 is lower than the t-test value of 13.94, and the post-test t-test value of 67.01 is higher than the t-table value of 1.72. Based on the hypothesis content test, if the t-test is higher or equal to the t-table, then the null hypothesis (H0) is accepted, and the alternative

hypothesis (H1) is rejected. Meanwhile, if the t-test is higher than the t-table, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, and the data shows that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

DISCUSSION

In this research, the researcher applied the story face strategy in learning English for the students of UPTD SMPN 9 Parepare. The researcher managed to collect data using test to answer research question in problem statement. The purpose of this research is to improve students' reading comprehension by the implementation story face strategy in learning English. In addition, the researcher conducted six meetings. The researcher gave a pre-test in class at the first meeting. Next, the researcher followed the predetermined procedure four times. At the end of the meeting, a post-test was given to see how the students' abilities improved. A detailed description of this research is as follows:

A pre-test was conducted to determine the level of the students' initial reading ability. The average score of students after taking the pre-test is still low. From this, the researcher can conclude that students' reading comprehension is still low before being treated with the story face strategy. Based on the findings of this research, students have several problems with reading comprehension, including being too lazy to read long texts, having difficulty understanding texts due to a lack of vocabulary, and still being confused about answering question because they do not understand the meaning.

After the treatment, the students were given a post-test by the researcher. This test is used to see how well the students' reading comprehension improves after being given various treatments. After treatment the students' reading comprehension increased. The majority of students have a good understanding of reading texts. They can recognize the meaning of the text, find other information, and identify the information contained within it.

In addition, this research supports some previous research about the implementation of story face strategy in teaching reading. Wolohu (2013), Saimona (2019) and Suhaimii (2019) regarding on some previous research, the researcher separated the similarity and the difference between this research and those previous researches. Previous researchers and this study have almost the same findings: the story face strategy can improve students' reading comprehension in narrative texts and can

predict students' responses to the story face strategy. Furthermore, the Story Face Strategy was able to improve students' reading skills, with results showing that students were able to respond positively to the use of the strategy. This strategy also makes it easier for students to capture the main idea or content of the story they read, such as being able to identify the general structure, find specific information, and recognize the meaning of the text.

As for the difference between previous studies and this research, the previous research used two classes (experimental class and control class), while this study only used one class (pre-experimental class). Furthermore, previous research used qualitative data by presenting instruments in the form of reading comprehension texts and observations to see if reading skills increased significantly, while this research used quantitative data by presenting instruments in the form of pre-test and post-test. In addition, the type of narrative text used in this study differs from previous research in several respects, including the title of the book used, namely Tiga Sheikh and Ratu Arab, etc. However, this study uses text with the title "Snow white and the Seven Dwarfs." and "Legend of Sura and Baya".

CONCLUSION

The researcher concludes that this research focuses on applying the story face strategy to improve students' reading comprehension. Based on the findings and discussions that have been discussed in the previous chapter, this research was conducted in a pre-experimental class, with data collection through pre-test, treatment, and post-test. Data collection tests were conducted, which revealed that the use of the strategy as a strategy could improve students' reading comprehension in narrative text class VIII UPTD SMPN 9 Parepare. This is evidenced by the fact that the students' post-test scores were higher than their pre-test scores. When the t-start score was calculated, it turned out that there was a significant change between before and after treatment. The researcher found that using the story face strategy could improve students' reading comprehension effectively in teaching and practicing. Story Face Strategy can provide a meaningful framework for students to practice communicatively, making learning fun. The story face strategy also inspires students, makes it easier for them to understand ideas and texts, and improves their reading skills. Therefore, the face story strategy can be considered as a strategy that can be used in teaching, especially in the context of teaching reading in the form of narrative text.

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