

# The Effect of Using Story Face Toward Students' Reading Comprehension in Narrative Text At 9<sup>th</sup> Grade of MTs Muhammadiyah Padang Panjang

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## Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan story face terhadap pemahaman siswa dalam membaca teks narrative di kelas 9 MTs Muhammadiyah Padang Panjang. Ada beberapa masalah pemahaman bacaan siswa yang peneliti temukan selama penelitian pendahuluan. Pertama, beberapa siswa tidak mampu memahami teks yang baru saja mereka baca. Tampaknya mereka dapat membacanya, tetapi mereka tidak dapat memahaminya. Kedua, kosa kata siswa tampaknya menjadi masalah. Mereka tidak dapat menjawab pertanyaan karena mereka tidak tahu harus berkata apa. Salah satu strategi membaca teks naratif yang baik adalah dengan menggunakan story face. Story face membantu siswa untuk menemukan ide utama, karakter utama, masalah, peristiwa, dan solusi dalam setiap cerita yang dibaca siswa. Pendekatan penelitian ini adalah kuantitatif dengan desain penelitian eksperimental. Sampel penelitian ini adalah IX B yang dipilih dengan menggunakan sampel purposive. Instrumen penelitian ini adalah tes yang diberikan sebagai pre-test dan post-test. Tes terdiri dari 20 item dan merupakan tes pilihan ganda. Selanjutnya hipotesis penelitian ini diuji dengan menggunakan uji-t yang diukur dengan menggunakan SPSS 20. Penelitian ini menemukan bahwa terdapat pengaruh yang signifikan dari wajah cerita terhadap pemahaman siswa dalam membaca teks naratif. Hal ini dapat dilihat dari hasil analisis statistik dengan menggunakan uji-t sampel berpasangan dimana diperoleh t-hitung sebesar 8,376. Sedangkan t-tabel untuk df (N-2) 17 adalah 1,73. Artinya  $8,376 > 1,73$ . Artinya ada pengaruh yang signifikan penggunaan story face terhadap pemahaman membaca siswa dalam membaca teks narrative.

**Kata Kunci:** *Story Face, Pemahaman Membaca*

## Abstract

This research was due to discover the effect of using story face toward students' comprehension in reading narrative text at the 9<sup>th</sup> Grade of MTs Muhammadiyah Padang Panjang. There were some problems of students reading comprehension that researcher found during the preliminary research. First, some students were not able to understand the text they just read. It seems that they can read it, but they cannot understand it. Second, the students' vocabulary seems to be the problem. They cannot answer the question because they did not know what to say. One of the good strategies in reading narrative text is by using story face. Story face is an adaptation of story mapping that also uses a visual framework for understanding, identifying and remembering elements in narrative text. The approach of this research was quantitative with experimental design. The sample of this research was IX B selected by using purposive sample. The instrument of this research was tests that were given as pre-test and post-test. Furthermore, the hypothesis of this research was tested by using t-test in SPSS 20. This research and analyze significant effect of using story face toward students' reading comprehension in narrative text. It can be seen from the statistical

analysis where t-obtained was 8,376, while the t-table for df (N-2) 17 was 1, 73. It means that  $8,376 > 1, 73$ . Which meant that there is significant effect of using story face toward reading comprehension student in reading narrative text.

**Keywords:** *Story Face, Reading Comprehension*

## INTRODUCTION

Reading is a way of getting the meaning or knowledge from the printed page such as text books, newspapers, magazines, and novels. Nowadays, the scope of media reading enlarged not only to printed media but also by using the internet. Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. This means that reading is an important and necessary process to build understanding. It is not only essential to entertain people, but also to learn and gain knowledge from all sources of information present in the world. Reading is known as the skill and comprehension. So, the combination of them as reading comprehension constitutes that comprehension is the crucial thing in reading (Septiani,D., & Safitri,L.,2021). The understand the text, the readers must take some process to get the comprehension. In line with Helmina stated the result of reading is reading comprehension. Reading comprehension is considered as the real core for reading process (Helmina, Putri, 2017). The main purpose of reading is to comprehend information that is written. Comprehension is making sense of what is read and depends on good word recognition, fluency, vocabulary, world knowledge, and verbal reasoning (Judith R, Brish.2011). In the reading process, students not only read the text but also comprehend the text. Reading comprehension is a process to get information about the text. Reading comprehension seems to have become a mainstay in English Language tests, it is important to learn all about the strategies to improve reading comprehension. Reading comprehension is a process, not a state and it involves the meaningful construction of an author's message through the use of prior knowledge, especially knowledge of the language. In teaching reading comprehension Nunan states the teacher must know the principles of teaching reading comprehension. The following are the principles of teaching reading comprehension (David Nunan, 2003) : 1) Exploit the reader's background knowledge. 2) Build a strong vocabulary base. 3) Teach for comprehension. 4) Work on increasing reading rate. 5) Teach reading strategies. 6) Encourage readers to transform strategies into skills. 7) Build assessment and evaluation into teaching. 8) Strive for continuous improvement as a reading teacher. Each principle provides a foundation for different elements in a reading lesson, such as the use of background knowledge, vocabulary, strategies, and assessment. By understanding and applying these principles, teachers can provide an effective and engaging learning experience for their students which build a strong foundation for reading comprehension. Nunan states that one of the principles in teaching reading is by teaching the students reading strategies. Karami also added that reading strategies cab be defined as the conscious, internally variable psychological techniques aimed at improving the effectiveness of or compensating for the breakdowns in reading comprehension, on specific reading tasks and in specific contexts (Karami, Hossein, 2008). This statement means that there are certain methods of teaching reading that need to be followed, in order to see measurable improvements in student comprehension. These strategies can be thought of as techniques or approaches that can help to improve the overall effectiveness of students' reading abilities. They can involve things like providing additional context, making connections between different texts, or breaking texts into smaller, more digestible pieces.

One of the strategies that involve of breaking texts into smaller part is story face. Staal states that Story face can be an answer for the problems of students reading comprehension. Story face is an adaptation of story mapping that also uses a visual framework for understanding, identifying and remembering elements in narrative text (Staal, L. A., 2000). Story face helps students to find main of idea, setting, main characters, problems, events, and solution in every story student read. Stall described several strengths of the story face strategy, such as it is easy to construct, easy to remember, can guide

retelling, collaboratively learned through discovery, and it is flexible (R.Karen Harris & Graham, Steve, 2007). This reading strategy helps students not only to read and comprehend a story more effectively, but also allows them to recall key ideas and plot points. Learning how to use the story face strategy can help students to be better in comprehending narrative texts. Hedgcock and Ferris provide the procedure needed to teach the strategy of story face. This includes previewing the story face with students before they read a narrative text, reviewing the information that they are expected to find, and having them fill it out either individually, in pairs, or as a group (S., John Hedgcock and R., Dana Ferris, 2009). Following these steps student will become more familiar with the story face strategy, enabling them to better in understanding the narrative texts they encounter.

Based on the preliminary research at MTs Muhammadiyah Padang Panjang in 3<sup>rd</sup> February 2023 by using observation and interview, the researcher found some problems. First is some students were not able to understand the text they just read. It seems that they can read it, but they cannot understand it. This was identified when the teachers ask the students questions about the text after they read it together. Some of the students cannot answer the question. Actually, it is only the same students who repeatedly answer the questions from the teacher. From this, the researcher assumed that some of the students cannot understand what they read. Second is the students' vocabulary seems to be the problem. They cannot answer the question because they did not know what to say. However, when the teacher gave them the multiple choice question, they can answer it. They just shouted the right option of the answer, but they cannot answer it if the teacher asked them to give their own answer. Furthermore, the researcher asked some of the students about this matter. They said that they know the answer, but they do not know what to say since they do not know the right vocabulary. The teacher also added that the students test score become worse if it was essay question compared with their test score with multiple choice questions.

## **METHOD**

The design of this research was experimental research because it had the purpose to know the effect of using story face toward students' comprehension in reading narrative text. Gay states that experimental research is the one of research method that can truly test the hypothesis concerning cause and effect relationship (Gay, L.R, 2012). There are two major classes of experimental designs, single-variable designs, which involved one independent variable, and factorial designs, which involve two or more independent variables. Factorial designs are classified as pre-experimental, true experimental and quasi experimental. In this case, the researcher chose the Pre-Experimental Design because in this design, the researcher controled some of variable which influence the process of the experimental. This study aimed to predict, confirm and test the hypothesis.

The population of this research was totality of the 9<sup>th</sup> Grade students at MTs Muhammadiyah Padang Panjang. The population from this research was 34 students that are the total of the students in the 9<sup>th</sup> Grade students of MTs Muhammadiyah Padang Panjang. In this research the researcher used one class, as the experimental class. For this research, the researcher use purposive sampling. According to Margono, the purposive sampling is the selection of a group based on certain characteristic suitable with the need of the research (Margono,2007). The researcher chose the class IXB as the sample concerning certain criteria that was suitable with the need of the research.

In this research, researcher used multiple choice for the research. It was a test consisted of 20 items with one key item and 3 distracters. In order to make that test becomes valid and reliable, the researcher have conducted the expert validity test. Related to Arikunto, the main requirements of the test are validity (Arikunto, Suharsimi, 2007). In this research, the researcher used the expert validity. In expert validity, the researcher gave to the three lecturers to validate the test. Test was used after being declared valid by the experts.

In collecting the data of the research, the researcher followed some of procedures. The data were collected from 2 tests which were pre-test and post-test. Pre-test was given before the treatment, while the post-test was given after the treatment. This pre-test was

done by following the instruction below: a) Gathered the students in a classroom. b) Explained the purpose of the test. c) Explained the test direction. d) Gave the students the answer sheet and the test paper. e) Waited for the students to complete the test. f) Collected the students' answer sheets. The treatment by using story face was done by following the procedure provided by Klingner. The procedure was as follows: 1) The teacher selects a narrative 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 students read the story. 6) The teacher and the students fill out the story face together. The teacher uses the prepared questions to guide the completion of the map. 7) The teacher and the students compare this story with other stories. This post-test was done by following the instruction below: a) Gathered the students in a classroom. b) Explained the purpose of the test. c) Explained the test direction. d) Gave the students the answer sheet and the test paper. e) Waited for the students to complete the test. f) Collected the students' answer sheets.

In this research, the researcher used experimental research with one group pretest-posttest. To measure this hypothesis, the researcher used *T Test*, since it can be used to measure the significant effect before and after using story face. The researcher compared the pre-test and post-test score of the students. Furthermore, these scores were processed by using SPSS 20 in order to avoid miscalculation or human error from the researcher. From the result sheet in SPSS 20 for windows, the researcher can take conclusion which if the significance of data  $< 0,05$ , the  $H_a$  is accepted and if the significance of data  $> 0,05$ ,  $H_a$  is refused. The Paired Sample T Test formula in SPSS 20 for windows was used to measure that the hypothesis  $H_o$  and  $H_a$  is rejected or accepted in this research. The way to take the conclusion after got the result of SPSS 20 for windows was  $H_o$  is accepted if the  $t_{table} > t_{hitung}$  but if the  $t_{hitung} > t_{table}$ ,  $H_a$  is accepted.

## RESULT OF THE RESEARCH

The aims of this research were to find out whether or not there was a significant effect and different score of 9th grade students' achievement in reading comprehension of narrative text. The result showed that there was significant effect of pre-test and post-test in one groups.

The mean score of pre-test in experimental class was 51,32 and the mean score of post-test was 71,32. So, it can be conclude that there was some improvement on students after taught by using Story Face. From the result of calculation, sigvalue was lower than alpha,  $0,000 < 0,05$ . It means that the descriptive hypothesis ( $H_a$ ) was accepted or the null hypothesis ( $H_o$ ) was refused because t test was lower than 0,05. It also can be seen from t-obtained was 8,376, while the t-table for df (N-2) 17 was 1,73. It means that  $8,376 > 1,73$ . This means that there was significant effect of using story face toward reading comprehension student in reading narrative text.

This finding support the theory provided by stall that said story face is for students' reading comprehension especially in narrative text because story face could break the story into some part so the students' can easily identified each of the main event, ideas, detail, in the text. This finding also that story face has significant effect toward students' reading comprehension in narrative text. It could be concluded from the description above, the mean score of post-test in experimental class which given treatment Story Face had higher score compared with score of pretest in experimental class who have not been given treatment story face. So, the researcher concluded that there was a significant effect of using Story Face toward students' reading comprehension on narrative text at 9th grade of MTs Muhammadiyah Padang Panjang.

## CONCLUSION

Based on the research question about story face toward students reading comprehension on narrative text, it could be concluded that there issignificant effect of story

face toward students reading comprehension on narrative text. It can be seen in previous chapter related to the result of statistical analysis by using paired sample t-test where t-obtained the t-measure was 8,376. Meanwhile the t-table for df (N-2) 17 was 1,73. It means that  $8,376 > 1,73$ . Furthermore, The mean score of pre-test in experimental class was 51,32 and the mean score of post-test was 71,32. So. This means that there is significant effect of using story face toward reading comprehension student in reading narrative text.

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