

The Effect of Using Story Impression Strategy Toward Students' Reading Comprehension At The Tenth Grade Students' at SMAN 1 Dua Koto Pasaman

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Abstract

There were some students' problems that the writer found at SMAN 1 Dua Koto Pasaman. First, the students' problems of reading is lack of knowledge of words meaning and it may influence them understand a good text if there were understanding words. second they got difficult understanding what the text tells about because students' don't understand what they have read, they have unable to answer the question of the reading test. This research aims at finding whether there is a significant effect of using the story impression strategy toward students' reading comprehension, whether the students' who taught by using story impression strategy and the students who taught without this strategy. To analyzed the data, the researcher used the normality by using liliieffors test and homogeneity test by using F test and to rest the hypothesis the researcher used t-test formula and consulted the result into t-table with level significant $\alpha=0.05$. The result of the pre-test and post-test scores of experimental and control class, it found that the t-obtained (0,57) was lower than t-table (1.960). Hence, the alternative hypothesis (H_a) was rejeceted. It means that there was no significant effect of using story impression strategy toward students' reading comprehension. Then, the calculation of post- test both classes: was experimental class and control class, it was obtained that t- obtained was (0,58) was lower than t-table (1.960). Hence, the alternative hypothesis (H_a) was rejected it means that there is no significant difference between used story impression strategy and without used story impression. Then, t-obtained both of classes pretest and posttest is (0,57) it was lower than t- table (1.960). Then, the alternative hypothesis (H_a) was rejeceted. It means that story impression strategy is not better than discovery method in narrative text. Hence, it can be conclude that the experiment research at SMAN 1 Dua Koto Pasaman, the students' taught by using story impression strategy is not better than students' with the students who taught without story impression strategy. it means that this strategy does not have a significant effect in improving the reading ability of students in SMA 1 Dua Koto Pasaman.

Keywords: *Story Impression Strategy, Toward Students', Reading Comprehension*

INTRODUCTION

In learning English, there are four skills that must be learned by students' such as listening, reading, speaking and writing. Reading is one of skills that should be mastered in learning English. Reading is the important skills for English language learners, especially for students' who learn English as a foreign language. Reading is important because can helps the students' to get the information. Reading as one of the four skills is a fluent process of reading combining information from a text and their own background knowledge (Matra, 2014) build meaning that goal is comprehension. Reading is the process of making meaning from the text as a whole of the text, (*David Nunan 4.Pdf*, n.d.). Besides, reading is the process of looking for other meanings in one's own language so that the text is easier to understand by reader and reading is the common ways to get information in other source. Reading is the process of making meaning from the text as a whole of the text, (Pourhosein Gilakjani & Sabouri, 2016). It means reading is the process of looking for other meanings in one's own language so that the text is easier to understand by reader. Reading Comprehension is the process of the simultaneously extracting and constructing meaning, (Donovan, 2016). McGinley and Denner said that story impression is good for learning reading because the whole focus of this strategy is on students in trying to predict what the story is going to be (King, 1991). Besides, Reading is a process of unify meaning. The reader brings to the text a set of schemata for understanding it, and it takes the product of that interaction (*David Nunan 4.Pdf*, n.d.). Richards and Schmidt said that reading skill as ability used for skillful reading, such as clear main idea, understanding the steps, making comparison and making a predictions in second and foreign language instruction, particular with adults (Furwana, 2019). From the explanation above, it can be conclude that reading is a process of meaning from the whole text.

Different from Strickland, Galda & Cullinan which says that the reading process must go through a dynamic process or must go through a strong effort or enthusiasm to create a meaning. But the opinions of the two experts both aim to get the meaning of the intended text. Different from what Strickland said, which said that reading is a dynamic process or through hard efforts to get a different meaning from what Snow said that the reading process is a process of extracting and forming meanings simultaneously and it occurs through the process of interaction with language written (Donovan, 2016).

Reading is hard process in which an active reader engages with a text to create meaning. it means that reading is also a process of interpreting a text in clearer language (Nisa Fitriyani, 2015). Reading is the important skill for students to improve their insight, especially for English language. In others words, reading is not only a monotonous and boring process but it also makes the reader feel happy because reading is also a store of knowledge, result the reader also gets a lot of information because of various books that can be read such as newspaper, magazines, novels and others. Reading is an activity carried out to understand a text that has been read. Because English is a foreign language in Indonesia, and many differences

pronunciation and writing, and also vocabulary that must be mastered in learning English and grammar that must be complied. Then, Reading English is not easy and becomes a difficulty in understanding English texts. Relate to the previous difficulties difference in reading, the teacher must had a strategy to develop students' reading comprehension. In reading, there were much strategy used to teach or helps students in reading learning such as: choral reading, the paired reading, and Story impression.

This strategy enhance students to understand about reading text. To make students' enjoyed and interest in learning process, the teacher must be able to choose the interest strategy to teach reading skill. In order to helps students' in reading comprehension text, the researcher used the story impression strategy to improve the students reading comprehension. Story impression is good for learning reading because the whole focus of this strategy is on students in trying to predict what the story is going to be, (Sumatra, 2017). It can be said strategy makes students think first about the text and after understanding it, they will read the text. Besides, Denner defines that story impression is pre-reading activity for improving reader's comprehension of narrative passage.

Based on the preleminary research at SMAN 1 Dua Koto Pasaman, in January 2020. There was any difficulties that are probably by the students in comprehend narrative text. First, the Students' had difficult finding the main idea. Besides, the students problems in reading is lack of knowledge of words meaning. Therefore, they got difficulty to understand what the text tell about.

METHODS

Research Design

This research used experimental research as the research. Experiment research is the treatment of experiment subject and keep the control subject. Experimental research is the type of research who can test hypothesis to build cause-effect relationship(Prasetyawati, 2015). The aim of experimental research is to understand about any causes or not of the treatment that will give to subject, (Furwana, 2019). It means the experimental research is the research tries to observed the cause-effect relationship.

The research is described in following table:

Table 1: Design of Pre-test and Post-Test

	Pre-test	Treatment	Post-test
Experimental Class	T1	X	T2
Control Class	T1	-	T2

The Subject Of

The Research

The informants of this research is X IPS 2 (34 students') for experimental class and X IPS 3 (36 students) for the control class. The sample was selected by using simple random sampling, this method is done if the data be considered homogeneous. The data was got through pre-test and post-test to experiment and control class.

The technique of collecting data

1. Pre-test about reading skill give to control and experiment class, and then the experimental class treated by used story impression strategy, while the control class treated without story impression.
2. Post-test for experiment and control class, as the comparison and the evaluation of the students' before and after treatment.

The technique of analysis Data

In analyzed the data, the researcher took the t-test to compare difference of the mean score between two classes: the control class and the experimental class. The researcher is compare between two groups and the hypothesis is stated by using t-test, (Ma, 2008). The researcher used the t-test as suggested by Gay:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t: The score of t-calculated (obtained)

\bar{X}_1 : Mean score of the post-test of the experimental class

\bar{X}_2 : Mean score of the pre-test of the experimental class

SS1: Sums of squares of the post-test of the experimental class

SS2: Sums of squares of the pre-test of the experimental class

n1: Number of experiment class on post-test

n2: Number of experiment class on pre-test

To test the hypothesis , include the significant effect between mean of score for two classes it compared between t obtained to the value of t in the table at the degree freedom $\alpha = 0.05$. To find out whether the value of t obtained indicated significant difference, this research consult the t-test result into t-table by considering requirement below:

$t_{-test} \geq t_{-tab}$, It means H_a is accepted and H_0 is rejected.

$t_{-test} \leq t_{tab}$, It means H_a is rejected and H_0 is accepted.

RESULTS AND DISCUSSION

Result

The researcher will explain what was found when the researcher conducted analysis the data as below:

1. Is there any significant effect of using story impression strategy in improving students reading comprehension?
2. Is there any significant difference between students reading comprehension taught by using story impression with the students taught without story impression?
3. Is students' reading comprehension taught by using story impression strategy better than students who taught without story impression?

The findings were intended to explain whether there is a significant effect of using story impression strategy toward students reading comprehension. Second, the findings explained whether there is significant difference between using story impression strategy and discovery method toward students reading comprehension. Last, the finding explained whether students' reading comprehension by using story impression better than using discovery method.

In findings, there are three parts, they are: Description of the Data, Analysis of the Data and Testing the Hypothesis.

1. Description of the Data

The data of this research was taken from the sources of the pre-test and post-test which were conducted to both classes; experimental and control classes. They were analyzed by using conventional number right (NR) by Bereby-Mayer. The description of the data in both of the experimental and control class were explained in the follow:

a. Data from the pretest experimental class and control class

Pretest was a process to measure students' competency before giving the treatment in the first meeting.

The result of pre-test experimental and the control class also can be shown as the table below:

Table 3: The test result in pre-test of experimental and control class

Statistic	Experimental Class	Control Class
N	34	36
Mean Score	31,41	29,72
Standard Deviation	13,74	8,94
Minimum	15	15
Maximum	65	50

b. Data from the posttest of experimental class and control class

Posttest was a process of measure students' reading comprehension after students' were given the treatment to see the result.

B. Post-test of control class

The result of pre-test experimental and the control class also can be shown as the table below:

Table 6: The test result in post test of experimental and control class

Statistic	Experimental Class	Control Class
N	34	34
Mean Score	55	30,29
Standart Deviation	12,19	13,98
Minimum	35	15
Maximum	75	60

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental and control class. The comparison test result of pre-test and post-test from the experimental and control class showed in the following table:

Table 7: The comparison of pre-test and post-test the experimental and control class

Test result The Class	Pre-test	Post-test
Experimental Class	$\bar{X} = 31,41$ $S = 13,74$ $S^2 = 188,7876$	$\bar{X} = 55$ $S = 12,19$ $S^2 = 148,5961$
Control Class	$\bar{X} = 29,72$ $S = 8,94$ $S^2 = 79,9236$	$\bar{X} = 30,29$ $S = 13,98$ $S^2 = 195,4404$

Based on the table above, the pre-test result of experimental class was higher than control class result. It means that the treatment that have been used by the researcher to improve students' reading comprehension can applied by the students, It means the students who treated by using story impression strategy is better than students who taught without story impression strategy.

2. Analysis of the Data

To analyze the data, the researcher used the Liliefors test to find out whether the data is distributed normally or not and used F-test to obtain whether the data of two class are homogeny or not.

a. The Normality of the data Pre-test Score in Experiment Class

The normality test of the data both of the classes we needed to find out whether the data was distributed normally or not. Liliefors test was used to find out the normality of the data. The data shows that the score L_0 for the pretest of experimental class is 0,1508. The t-table for $\alpha = 0,05$ is 0,1519 Hence, the score of L_0 is lower than L_{table} ($L_0 < L_{table}$). It means the data of the pretest of experimental class in the sample is distributed normally.

b. Normality Test of Pre-test Score of Control Class

The data shows that the score L_0 for the pretest of experimental class is 0,1421. The t-table for $\alpha = 0,05$ is 0,1477 Hence, the score of L_0 is lower than L_{table} ($L_0 < L_{table}$). It means the data of the pretest of experimental class in the sample is distributed normally.

c. Normality Test of post – test score of the experimental class

The data shows that the score L_0 for the pretest of experimental class is 0,1139. The t-table for $\alpha = 0,05$ is 0,1519. Hence, the score of L_0 is lower than L_{table} ($L_0 < L_{table}$). It means the data of the pretest of experimental class in the sample is distributed normally.

d. Normality Test of post – test score of the Control class

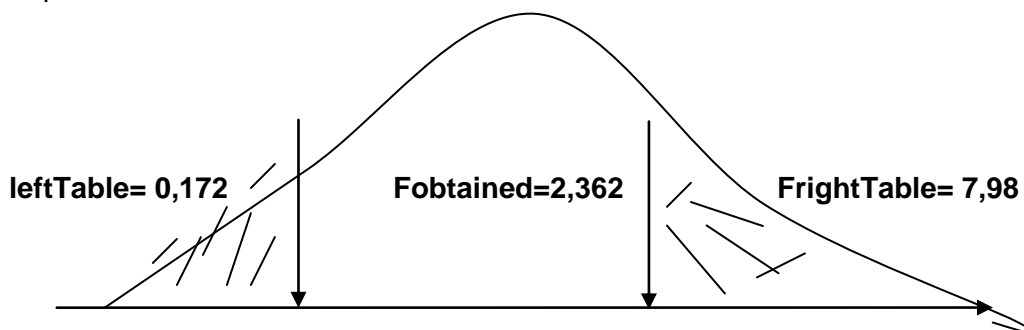
The data shows that the score L_0 for the pretest of experimental class is 0,1504. The t-table for $\alpha = 0,05$ is 0,1519. Hence, the score of L_0 is lower than L_{table}

($L_o < L_{table}$). It means the data of the pretest of experimental class in the sample is distributed normally.

e. Homogeneity Test of the pre-test score from the control and the Experiment Class

For F_{table} with level of significant $0.05 = 7,98$. So, $F_{hit} < F_{table}$ $2,362 < 0,172$. It can be concluded that the data is homogenous.

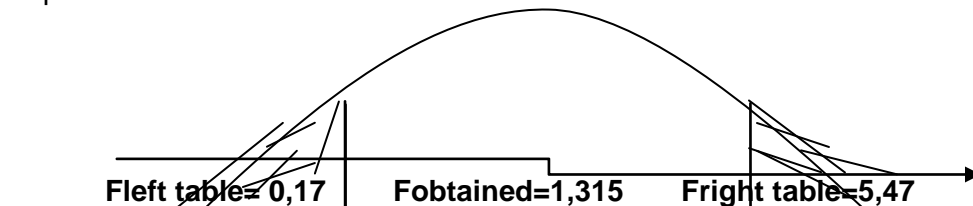
Curve 1: The Curve of F-test (homogeny) of the Pre-test Score in the Experiment and Control Classes



f. Homogeneity Test of the post-test score from the control and the Experiment Class

For F_{table} with level of significant $0.05 = 5,47$ So, $F_{hit} < f_{table}$ $1315 , 0,17$. It can be concluded that the data is homogenous.

Curve 2: The Curve of F-test (homogeny) of the Post-test Score in the Experiment and Control Classes



3. Testing the Hypothesis

Then the hypothesis was tested. The value of $t_{obtained}$ then was compared with the value of t_{table} . The score of the mean score, the standard deviation, and the value of t obtained by using t -test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow:

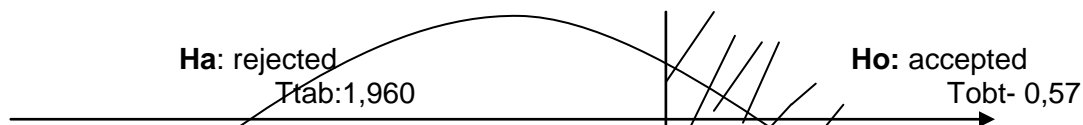
a. The first hypothesis

The first hypothesis of this research, there is no significant effect of using story impression strategy toward students reading comprehension at the tenth grade students at sman 1 duakotopasaman as follow:

H_a : there is a significant effect of using story impression strategy toward students reading comprehension

Ho: there is no significant effect of using story impression strategy toward students reading comprehension

Curve 3: The Curve of the t-test result in the pretest and post-test of the experimental class



From the data, it shows that the descriptive hypothesis (Ha) is rejected or the null hypothesis (Ho) is accepted because t-obtained was lower than t-table. So, it can be concluded that there is no significant effect of using story impression strategy toward students' reading comprehension.

b. Second hypothesis

The second hypothesis of the research was:

Ha: There is a significant different between using story impression strategy toward students reading comprehension.

Ho: There is no significant different between using story impression strategy toward students reading comprehension.

To measure whether the researcher would accept or reject the hypothesis, the researcher used this formula t-obtained located before t-table $\frac{1}{2}$, it means that Ha rejected and Ho accepted ($-t\text{-table } \frac{1}{2} > t\text{-obtained} > t\text{-table } \frac{1}{2}$)

So it can be concluded that there was no significant difference of using story impression strategy toward students reading comprehension.

Curve 4: The curve of the t-test result in the post-test experiment and the post-test of control class



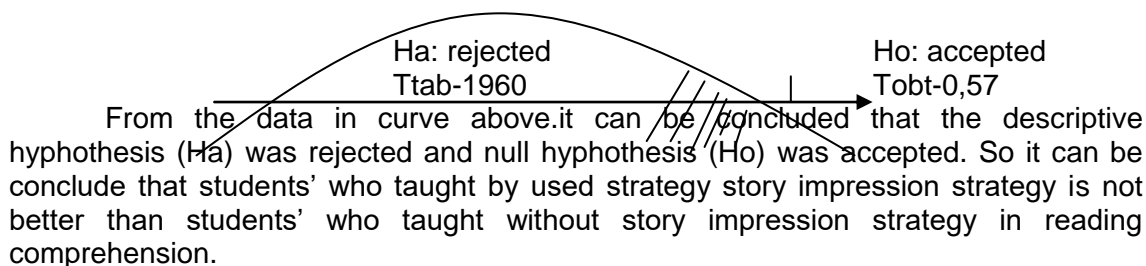
From the data, it means that the descriptive hypothesis Ha was rejected or the null hypothesis. So, it can be conclude that there is no significant effect of using story impression strategy toward students reading comprehension at the tenth grade students at SMAN 1 Dua Koto Pasaman.

c. The third hypothesis

Ha: The students reading comprehension that is taught by used strategy story impression is better than the students who taught without story impression.

Ho: The students reading comprehension that is taught by used strategy story impression is not better than the students who taught without story impression.

Curve 5: The curve of t-test result in third hypothesis



Discussion

The aims of this research were to find out whether or not there was a significant effect and different score of tenth grade students' achievement in reading comprehension of narrative text. The result showed that there was no significant effect of students who taught by used Story Impression strategy and the students who taught without story impression strategy. This can be seen from the result of pre-test and post-test in both of groups. The mean score of pre-test in experimental class was 31,41 and the mean score of post-test was 55. Meanwhile, the mean score of pre-test of control class was 29,72 and the mean score of post-test was 30,29. So, it can be conclude that there was some improvement on students after taught by using Story Impression. The result of the present study was congruent with the study conducted by RinaMerli (2015). The result of her study revealed that the result of post-test showed that the average score of post-test for the experimental class 22 students got 95,7%, meanwhile the av 54/173 post-test control class 11 students got 11,5 %.

From the result of calculation, to btained was lower than t table, $0,58 < 1.960$. It means that the descriptive hypothesis (Ha) was rejected or the null hypothesis (Ho) was accepted because tobtained was lower than t table with $(x) 0.05$. Then result of this study also indicated that there was no significant different after and before taught by using Story Impression strategy. It's not supported by previous related of the study. Suryani (2017) in her study "Teaching Reading Narrative Texts through Story Impression Strategy to Islamic Junior High School Students" found that the use Story Impression strategy can help the students to find the important information from text and the students are able to identify predict from the text. There was significant achievement in the experimental group through Story Impression strategy during treatment. It could be concluded from the description above, the mean score of post-test in experimental class which given treatment Story Impression had higher score compared with control class was using discovery method while reading comprehension process. So, the researcher concluded that there was a significant effect of using Story Impression strategy toward students' reading comprehension at the tenth grade students' at SMAN 1 Dua Koto.

CONCLUSION

Based on the findings of this study, it could be concluded that: There is no significant effect of using story impression strategy toward students reading comprehension. It can be seen in previous chapter related to the result of statistical analysis by using paired sample t-test where tobtained(0,57) was higher thenttable with the level significant 0,05. It means the null hypothesis (Ha) was rejected. There is no significant difference between using story impression strategy toward students reading comprehension and students who taught without story impression. It can be seen from the result of statistical analysis by using independent sample test where tobtained (0,58) was lower than ttable with the level significant 0,05. It means the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. Students' reading comprehension by using story impression strategy is not better than with the students who taught without story impression staregy. It can be seen from the result of statistical analysis by using independent sample test where tobtained was lower than ttable with the level significant 0,05. It means the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected

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