

IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT BY USING STORY FACE STRATEGY

Nur Azizah, Rismaya Marbun, Eusabinus Bunau
Prodi Pendidikan Bahasa Inggris FKIP Untan Pontianak
Email: nurazizahfkip@yahoo.co.id

Abstract

This research aimed to improve students' ability to comprehend narrative text by using Story Face as the strategy, especially to improve students' ability in identifying details of story elements, and understanding the meaning. The writer applied Classroom Action Research for this research. This research was conducted in three cycles of meetings and the subject of this research was the eighth grade students of SMPN 3 Sambas, in Academic Year 2018/2019. There were 24 participants attending the process and during the process, it was found out that the students were excited and active in the class. The data revealed that the students improved their ability to comprehend the reading elements of narrative text in identifying details of story elements and understanding the meaning. Students average score in the first cycle was 73.75 mean score then improved to 83.04 in second cycle, and then became 83.47 in third cycle. The conclusion is that the use of Story Face Strategy improved students' ability to comprehend narrative text, especially in identifying details of story elements and understanding the meaning of text. Beside that, the use of Story Face Strategy also increased student activities in reading process.

Keywords: *Story Face Strategy, Narrative Text, Reading Comprehension*

INTRODUCTION

English is one of compulsory subject taught in schools, especially at the level of junior high school in Indonesia. In English subject, reading skill is one of important skills to be mastered besides the other English skills like speaking, listening, and writing. It is important for students to know how the writer presents the information or expresses his or her idea on the reading text.

Reading is an important skill that must be obtained. Saputra and Tiariana (2013: 394) states that reading is a process of communication done by people through written message. Besides that, reading also involves the prior knowledge of people to be related to the materials they are reading. Reading also reduces a text, a reader and the context so that the messages can be delivered well and avoids misunderstanding among the readers. Reading ability is a process to decoding the writing symbol which involves a

reader in understanding the information from a text to find main idea, explicit and implicit information word references, and meaning of certain word based on the context.

According to yulia agustina (2013:26), "there are several aspects of reading skill which lead to the indicators that students or the reader. The aspects are to find main idea, find explicit, find implicit information, find word references, find the meaning of certain word based on the context." All of the aspects will help the reader or the students to understanding information detail about a text.

Reading gives many advantages for people because there is information or fact that obtained after reading. The information itself consisted of words and sentences that build meaning in content of reading materials. The reader gets the meaning of the content of materials when he or she understands about the text. Beside it, reading can help the reader to get new vocabularies after reading a text.

There are many reasons to read a text. According to Zafarani and Kabgani (2014:1961), “the variety of purposes when we read a text are to get the main idea of the text, to search specific information, to learn new information, to synthesize and evaluate information from multiple texts, for general comprehension, and for pleasure.” Therefore, when read a text, a reader is not only to understand the main idea of text and all of the information of the text, but for general comprehension and for pleasure also.

A process of reading cannot be separated from comprehension because the goal of reading is to comprehend what are written in the text. In reading skill, the students are expected to comprehend what is being written in the text. The text present letters, words, sentences, and the paragraphs that encode meaning.

There are some levels of comprehension. Berry (2005) categories level of comprehension into three levels. First is literal level, the reader would not have to understand the meaning paragraph, but would memorize the fact. However you have memorized these facts, this does not mean that you necessarily understand the whole meaning or see implication of these facts applied to other situation. Here the reader looking at what was written by the author at “face value”, the interpretation is needed

Second is interpretative level. The reader can attempt answer this question (e.g: what the author meant by what she/he said in the theory). It presumed that the reader has already memorized certain fact at literal level and how she/he is attempting to see implication of author word. At this level, the reader is attempting to read between lines as the author said. The reader is attempting to understand that which she/he memorized at the literal level of comprehension.

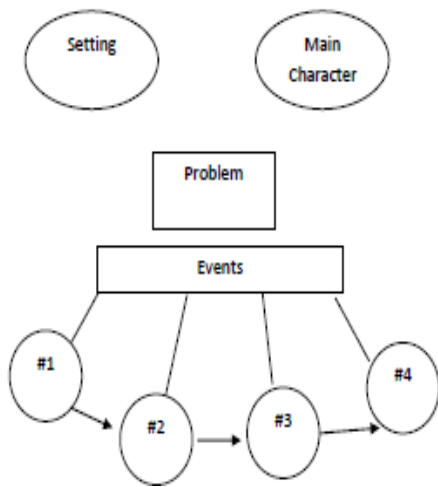
Third level is applied level. The reader in attempting to raise her/his thought more critical, analyzing level. Here the reader is reading between lines and examining the message from the author and attempting to apply that message to other setting

Based on the observation, the researcher found that most of the students got difficulties in comprehending narrative text. They did not understand about the story because they did not comprehend the text well. The students also could not identify the elements of narrative text that were the setting, main character, minor character, problem, events and solution of narrative story. Beside it, the students thought that reading activity was boring activity.

Based on the problems above, the researcher tried to conduct a research. This research aimed to give the solution and solve the problems above. In the application of this research, the researcher applied story face strategy to help students in identifying details of the narrative text and understanding the meaning. Based on Mislaini (2015), “Narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader.” Here, the researcher used the local story to make class more attractive and alive because they had a prior knowledge about that story.

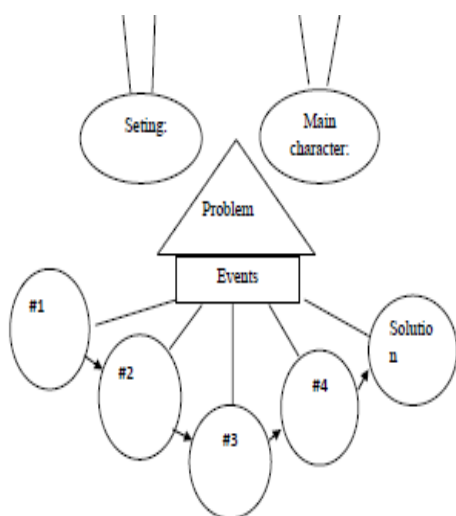
Pertiwi (2013: 44) explained that there are several indicators for narrative text. First, reader need to identify the text type. Second, every text has different purpose, so the reader need indicate the pupose of the text. And the last, the reader need to indicate language features, text elements (setting, characters, etc) and generic structure of the text (orientation, evaluation, complication, resolution). this indicators would help students to comprehend students reading comprehension on narrative text.

Virginia Department of Education (2004:12) explained that “The Story Face is a graphic organizer that aids students’ comprehension of narrative text, It functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution.” The Story face strategy helped the students to identify all of the important components of text, especially on narrative text. Here is the Story Face according to Virginia Department of Education:



Picture 1. Story Face by Virginia Department of Education

Klingner et al in Stall (2007: 79) said “Story face strategy is an adaptation of story mapping that provides a visual framework for understanding, identifying, and remembering elements in narrative text“. The topic or title in story mapping is written in a circle in the middle of the page and the subtopics or components written in the surrounding circle. The students were applied the structure of the narrative story in the circle; it was used to connect their knowledge about the narrative text with chart. In the following is the story face based on Klingner et al:



Picture 2. Story Faces Figure by Klingner

In order to solve the problem, the researcher conducted a classroom action research to the eighth grade students of SMPN 3 Sambas in academic year 2018/2019. After this research, students’ learning were more enjoyable and attractive. Beside it, students could identify the elements of narrative that helped students to increase their ability in reading comprehension. The result showed that Story face could Improve students’ reading comprehension that are : (1) helping students in identifying the elements of narrative text and comprehending the text; (2). making learning more enjoyable, attractive and alive; (3) increasing students’ achievement. The use Story Face Strategy could solve students problem, as reference for the teacher to be implemented on future teaching.

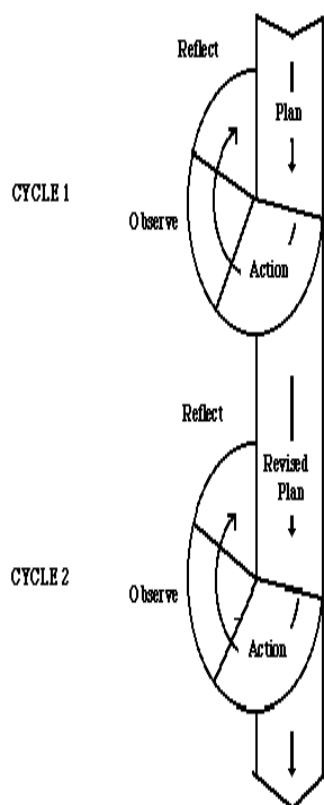
METHOD

The form of the research which used was classroom action research. The purpose of classroom action research is solving the problem in the class. Classroom action research can be simply defined as the action research that is conducted in classroom in which both the teacher and the student interact.

Classroom action research can be defined as a process in which teacher systematically investigate instructional practices and techniques in order to improve their teaching. The solution must be in accordance with the real problem-specific treatment for specific problem. Teaching strategy must focus on students’ participation and teaching-learning process must be able to attract the students so that they will be motivated to learn in classroom. This research is implemented in the class through self-reflection with the aim to improve teaching performance so that student-learning outcomes show improvement.

In conducting this research, the researcher’s acted as the teacher while the English teacher’s acted as the observer of the teaching learning process. The researcher conducted the steps of conducting action

research as stated by hopkin's 1985 study (Gabel 2005) as follow:



Picture 3. Steps of Conducting Classroom Action Research

Planning

The teacher planned a teaching learning activity to overcome the problem that was found in previous teaching learning activity such as lesson plan, field note and checklist note table.

Acting

To act the planning, the researcher conducted the research in the classroom where the problem found. The researcher in this stage acted as the teacher to teach lesson that has already been prepared and also acted as observer to observe the students' motivation in English class. Because the researcher was the person who found the problem in her

previous teaching learning process and knew the exact situation in the classroom.

Observing

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. In this stage, the collaborator will observe the teacher action, the students behaviour, and the teaching and learning process and collect the data using field note and observation checklist.

Reflecting

Based on field note and checklist table, the researcher (and collaborator) has told descriptive concerning with the presentation. From the comprehended the text the researcher gets some important feedback. The feedback is very important in re-planning the next action or comprehends the descriptive activity. It can change a certain action or add some more actions in order to improve the teaching learning process. After the three steps: planning, acting and observing are conducted, the researcher and collaborator discuss the weakness of the teaching and learning tries to find other teaching learning activities to solve the problem. It expected that the problem will not occur in the next treatment.

The teacher observes the classroom observation while the procedure was conducted in the classroom by using observation checklist and field notes. Measurements technique is used to find the result of students' reading comprehension in the form of score or quantitative. To compute the score of reading comprehension and to know whether story face strategy helps students in learning process, the collaborator used formula as follows:

$$M = \frac{\sum x}{N}$$

Where :

M = the student's average score

$\sum x$ = the sum of student's score

N = the number of student being observed

Table 1. The Scoring Criteria

Total Score	Category	Qualification
80-100	A	Very good
70-79	B	Good
60-69	C	Quite good
50-59	D	Poor
<50	E	Very poor

Table 2. Table Specification of Story Face

Level of Comprehension	Subject Matter
Literal	What is the story mainly about
	Who is the main character from the story
	Where did the story take place
	When the story the story happened
Interpretative	What is the problem faced by the character
	How the character solved the problem
Applied	What do you think we can learn from the story
	What is the moral value from that story

RESEARCH FINDINGS AND DISCUSSIONS

The writer implemented classroom action research to solve students’ problems and improve students’ reading comprehension on narrative text to the eighth grade students of SMPN 3 Sambas. As stated in chapter one, the problems which were raised in this research were about narrative reading comprehension particularly understanding the text and motivating students in reading.

According to the teacher, the students got difficulties in understanding a narrative text because the students did not know the meaning, story details (setting, main character, problem, events and solution) and the students did not interest to read the text. Therefore, the writer initiated to help the English teacher to find solution and solve those problems.

Finally, after analyzing the problem, the writer chose “Story Face” as the strategy to help students solved their problem. Using visual framework in story face helped the

students improve reading comprehension on narrative text. In this strategy, Students learnt and analyzed the elements of the narrative text. Students analyzed the setting, main character, minor characters, problem, and events of the narrative text.

This research was conducted in three cycles. During applying the strategy, the writer and collaborator recorded the process of learning in the classroom through observation checklist table and field note. After giving the assessment, the writer computed the student’s score into qualification. The writer used the formula of mean score. All individual score were summed and divided by the number of students in the class.

For answering the research finding, the writer decided to describe the teaching learning process while the teacher was using Story Face Strategy as the Strategy and showed the result of the test as implemented on following:

1. The use of Story Face Strategy improve students' ability in comprehending and identifying the details of story elements on narrative text

Through the visual framework of story face, students can comprehend and identify the elements of narrative text. The teacher gave students a local narrative text and then asked the students to sit in their group that have divided by the teacher and the group consisted of 4 or 5 students. Then, the teacher introduced Story Face Strategy and explained the form of Story Face. the visual framework of Story Face consisted of setting, main character, minnor character, problem, events, and solution of the story.

Every group started to read the text and discussed to identify the elements of narrative text. After identifying the elements of narrative text, they put the setting main character, minnor character, problem, events, and solution of the story into Story face. then, every group submitted their story face graphic and then discussed the best answer with the teacher. the teacher asked some question to assess students' comprehension in reading the text, and students answered teachers' questions based on their knowledge about text. beside it, teacher also gave assessment to asesst students ability in comprehending the text. it was multiple choice that consisted of 10 questions. In assessment, Students score in the first cycle was 73.75 mean score then improved to 83.04 in second cycle, and then became 83.47 in third cycle.

2. The use of Story Face Strategy make class more enjoyable and attractive.

When using the story face graphic strategy, students looked enthusiastic in reading the story because the visual framework of story face was interesting and the graphic also helped them to understad the text and identify the story details Teacher gave students a visual framework formed like a face that consisted of eyes, nose, and mouth. Based on the field note, the students was interested to draw story face and put the

elements of narrative text into their drawing. The collaburator noted the class more enjoyable, attractive, and alive and the atmosfer of class was better than before.

Discussions

This research was conducted in three cycles. Each cycle consisted of four stages which were planning, acting, observing and reflecting. There was a meeting done for every cycle, so there were three meetings altogether during the teaching and learning process. After implementing all the cycles, students' ability in reading comprehension improved overtime and showed scores increasement. To improve the data obtained, the teacher as the researcher cooperated with collaborator to observe and to monitor the activity which was happening in the classroom through the use of observation checklist and field notes.

The teacher started the teaching learning process by brainstorming in order to attract students' attention. The teacher asked the students some questions related material like "have you ever heard about narrative text? " do you know a story about Tan Unggal? then the students answered the teacher's question. After brainstorming, the teacher explained about the teaching material. The teacher explained the generic structures and language features of narrative text. After explaining the material, the teacher gave a narrative text and then the teacher and the students read the paragraph one by one of the text. After reading every paragraph, students searched unfamiliar words of the text and found the meaning in student's vocabulary. Then, the teacher led students to translate every paragraph.

After translating the text, the teacher asked students to sit in their group that have divided by the teacher and the group consisted of 4 or 5 students. Then, the teacher introduced story face strategy and explained the form of story face graphic organizer. Every group started to read the text and discussed to identify the elements of narrative text. After identifying the elements of narrative text, they put the setting main

character, minor character, problem, events, and solution of the story into Story face. then, every group submitted their story face graphic and then discussed the best answer with the teacher. the teacher asked some question to assess students' comprehension in reading the text, and students answered teachers' questions based on their knowledge about text.

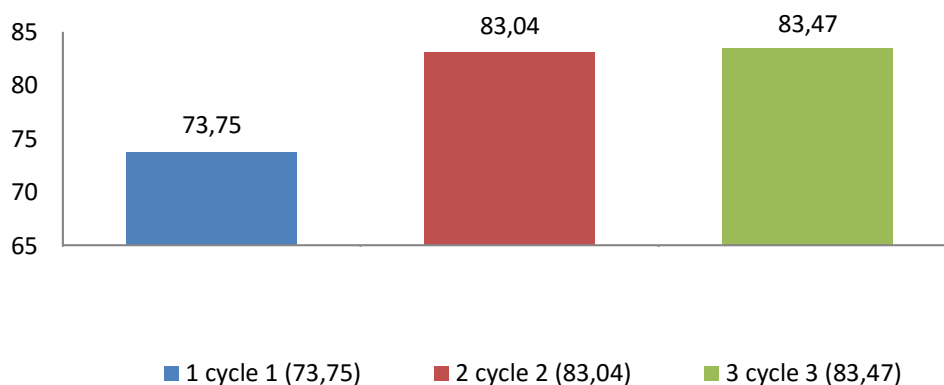
Based on the observation checklist and field note, the problem that happened in the first cycle were time management. The teacher only focused on the introduction and explained the narrative text in the first cycle, so students were not effective when used the strategy. Some students' were not active in learning. They discussed with their friends about other topic and the teacher admonished the students to pay attention in learning. problem in the first cycle were the students had difficulties in finding the problems and they were confused to arrange the events of story. Beside it, the students also got difficulties in finding the moral value. In other word, The students comprehended the literal level but the students could not comprehend the interpretive and applied level. In assessment, the mean score in the first cycle was 73.75 (qualified into average to good)

In conducting the second cycle, the teacher applied some strategies to overcome the problem of time management. The teacher focused on the strategy to solve the problem and the teacher explain one by one the

elements of narrative text. The students felt more enjoyable during doing the activity in the second cycle and they felt the enthusiastic in learning english. The students could find the problem and arrange the events. In individual assessment, students' mean score also got good result but some students still could not accomplish the standard minimum score. In assessment, the second cycle, students' mean score increased to 83.04 (qualified into average to very good).

In conducting the third cycle, the teacher focused on students who still could not accomplish the standard minimum score. The teacher ask the students' difficulties in comprehending the text. the teacher lead the students to comprehend step by step and finally the students could increase their score. Beside it, the students were enjoyable during doing the activity. The collaborator noted the class more enjoyable, attractive, and alive and the atmosfer of class was better than before. The students were active in asking some questions or discussing in group. In this cycle, every group could fill the setting, main character, minor character, problem, and some the events in story face graphic. Students' mean score also were satisfying. for detail, please the following chart1:

Chart 1. Mean Score



CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings of this research, it was found that students' reading comprehension skills in identifying story elements, understanding the story and recognizing narrative language features in past tense were improved through the use of story face as the strategy. The strategy helped the students to find the elements of narrative text from the setting, characters, problem events and solution of the story.

In first cycle, the students could answer the setting, and character, but they got difficulties to find the problem of the story arrange the events. In the second cycle, the students got difficulties to find the moral values. All of the problem can solved in the third cycle. The students could analyze the setting, character, problem, the events, solution and the moral value. In other words, students comprehended the literal, interpretive and applied level.

Based on the assessment, the mean scores of the students' reading comprehension in the classroom were improved overtime from the first cycle to third cycle. The mean score in the first cycle was 73.75 (qualified into average to good). Then, in the second cycle, students' mean score increased to 83.04 (qualified into average to very good). Finally, students' mean score in the third cycle increased to 83.45 (qualified into average to very good).

Suggestions

There are some suggestions provided based on the findings of this research. They are : (1)The teacher should use story face as the strategy to help student understanding the text. beside it, story face could help students to find the elements of the story. (2) The teacher should use the local story because students would be active to share their prior knowledge about the text. (3) Teacher should manage time effectively in order to finish all activities.

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