

## The Use Of Story Face Strategy In Improving The Student's Reading Comprehension Of Recount Text At SMP Negeri 3 Mranggen

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**Abstract:** *Story face is an adaptation of story mapping. The main purpose of this study was to find out whether there was a significant difference in the reading performance of the students between those who are taught by using the story face strategy and who are taught without using the story face strategy. This study used the quantitative research method with quasi-experimental design. The population was 8th grade junior high school and the sample was 60 students. To collect the data, researcher used test and applied SPSS 27 to analyze the data. It was found that there is a difference in scores between the experimental and control groups. The experimental group's pre-test score was 62.73, and the post-test score was 81.00. There was an increase after receiving the story face strategy treatment. In addition, the control group's score was 62.67, and the post-test was 72.93. The experimental group scored higher. T-test using an Independent Sample Test with Asymp.Sig (2-tailed) value of 0.001 < 0.050, so  $H_a$  is accepted, and  $H_o$  is rejected. T-table test results are  $df = 30+30-2=58$ . The researcher used the table of significant degree 5%, so the t-table was  $-1.671/+1.671$ . The t-test value surpassed the corresponding t-table value ( $5.380 > 1.671$ ), and the p-value was 0.001, which is less than the significance level of 0.050. The results showed the effective application of the story face strategy in reading recount text. Students were able to improve their skills in reading comprehend with using story face strategy.*

**Keywords:** *reading comprehension, recount text, story face strategy.*

**Abstrak:** Story Face merupakan adaptasi dari pemetaan cerita. Tujuan utama dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dalam kinerja membaca siswa antara mereka yang diajar dengan menggunakan strategi cerita wajah dan yang diajar tanpa menggunakan strategi cerita wajah. Penelitian ini menggunakan metode penelitian kuantitatif dengan desain eksperimen semu. Populasinya adalah kelas 8 SMP dan sampelnya sebanyak 60 siswa. Untuk mengumpulkan data, peneliti menggunakan tes dan menggunakan SPSS 27 untuk menganalisis data. Ditemukan bahwa terdapat perbedaan skor antara kelompok eksperimen dan kelompok kontrol. Nilai pre-test kelompok eksperimen sebesar 62,73 dan nilai post-test sebesar 81,00. Terjadi peningkatan setelah mendapat perlakuan strategi story face. Selain itu, skor kelompok kontrol sebesar 62,67 dan post-test sebesar 72,93. Kelompok eksperimen mendapat skor lebih tinggi. Uji T menggunakan Independent Sample Test dengan nilai Asymp.Sig (2-tailed) sebesar 0,001 < 0,050 maka  $H_a$  diterima dan  $H_o$  ditolak. Hasil uji t tabel adalah  $df = 30+30-2=58$ . Peneliti menggunakan tabel derajat signifikansi 5% sehingga diperoleh t tabel sebesar  $-1.671/+1.671$ . Nilai uji-t melampaui nilai t-tabel ( $5,380 > 1,671$ ), dan nilai p-value adalah 0,001, kurang dari tingkat signifikansi 0,050. Hasil penelitian menunjukkan penerapan strategi story face yang efektif dalam membaca teks recount. Siswa mampu meningkatkan keterampilannya dalam membaca pemahaman dengan menggunakan strategi story face.

**Kata kunci:** pemahaman membaca, teks recount, story face strategi.

### LATAR BELAKANG

Language is part of the most basic human ability. Language is used to communicate with others. Because humans are social creatures, they cannot live without interacting with others. As a communication tool, language is used to convey certain intentions so that they can be understood by others. In this era, English is an Internasional language that must be mastered

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by everyone. Indonesia is one of the country that often uses English. Because, English is a second language subject taught from kindergarten to university in Indonesia.

In teaching English, four important skills must be learned by students, there are speaking, listening, writing, and reading. Reading skill is one of the skills that must be mastered by students. (Richard et al,2004:454) in (Damanik, 2020) said reading can be defined as perceiving a written text to understand its content . According to (Bamford & Day, 1998) Reading is complex activity that requires both preceptions and thought to get the informations . We can discover a lot of things we might not know if we didn't read. (Qrgez & Ab Rashid, 2017) state that reading is important in our education, work, recreation, and social life.

The ultimate goal of reading is comprehension. Based on (Rahmat, 2017) Reading comprehension is a procedure in which the reader must select etymological images and replicate them up to a significant entire planned by author.

Recount text is one of the materials used in teaching reading. A recount text is one that informs the reader about a story, action, or activity. Its purpose is to either entertain or inform the reader. A recount text is also defined as a text that retells past events or experiences.

However, reading text in english language sometimes difficult for students, because it's not students native language and they must also be able to comprehend it. Based on the researcher's experience in teaching practice, there were still many students who have struggle to understand a text. When the teacher assigned the task of analyzing the content of the story text, there were several significant problems. The first, some students cannot understand the meaning of the text. Second, some students cannot identify generic structure of the text.

In process of learning the teacher have to make a creative strategy where the students are more interested in the subject. So, one of the strategies that can help students understand reading text is the story face strategy. Story face is an adaptation of story mapping. The differences are the story face uses a shape like a face consisting of eyes, eyelashes, a nose and a mouth. The eye part can be filled with settings and main characters. The nose can be filled with problems of the story, and mouth can be filled with events. (Ismail et al., 2022) Face story strategies can be learned by incorporating important significant features in recount text so that the function of story maps can assist students in imagining effective recount text components such as setting main characters,events, and resolutions. Through this strategy, the students will find it easy to remember the social functions of the text.

So, this study aims to improve students' ability to read text by using a strategy that is creative and easy to remember because it uses a unique pattern. Based on the condition, the

researcher will apply The Use of Story Face Strategy in Improving The Student's Reading Comprehension of Recount Text at SMP Negeri 3 Mranggen.

## **KAJIAN TEORITIS**

### **Reading Comprehension**

The ultimate goal of reading is comprehension. Based on (Rahmat, 2017) Reading comprehension is a procedure in which the reader must select etymological images and replicate them up to a significant entire planned by author. Based on the definition above reading is the process of comprehending the meaning of the content as well as the writer's prespective on the subject.

Students must read frequently and use certain ways to develop their reading skills. The ability of the student to utilize strategy to understand what the author is saying determines their ability to comprehend the subject. It implies that the technique is advantageous.

According to (Harmer, 1998), inspiring students to read English novels is an important part of the teacher's job for a variety of reasons. Many of them, for example, want to be able to read English-language articles for employment, school, or pleasure. Anything we can do to make reading more enjoyable for kids has to be a positive thing. Reading is also advantageous for the following reasons: any exposure to English aids language students (to the extent that they comprehend it). As part of the language learning process, some of the languages are remembered in their brains, and if the reading content is engaging and intriguing, the learning will be even more successful.

### **Recount Text**

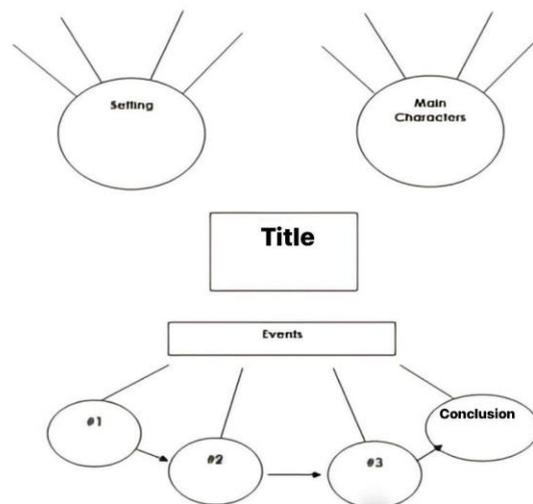
According to (Sonia Ayu, 2016) a recount is a text that tells about past experiences or event that can be personal or historical in nature. This type of text is chosen as the medium through which the students will write. (Wardani et al., 2019) state that recount as a piece of text that reconstruct past events which they happened in order and related in particular relation. It can be concluded that a recount text is a text that retells a past experience or event in chronological order.

### **Story Face Strategy**

Story face is an adaptation of story mapping. The differences are the story face uses a shape like a face consisting of eyes, eyelashes, a nose and a mouth. The eye part can be filled with settings and main characters. The nose can be filled with problems of the story, and mouth can be filled with events. According to (Ismail et al., 2022) Face story strategies can be learned by incorporating important significant features in recount text so that the function

of story maps can assist students in imagining effective recount text components such as setting main characters, events, and resolutions.

In addition, (Aprilia et al., 2021) state that story face is a method of engaging students in the reading process by providing a picture. Story face is an instructional strategy in which students read a story and create a map of its events, ideas, and key elements. It means that students should first read the framework. When the students read the text, they will be able to understand it easily.



## **METODE PENELITIAN**

The research employed quantitative research design , more specifically experimental research, in this study. According to (Babbie, 2007) Quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know. Quantitative research has two designs; survey and experimental research. Experimental research seeks to work out if a particular treatment influences an outcome. The researcher assesses this by providing specific treatment to one group, withholding it from another, and determining however each group scored on an outcome. (Creswell, 2009), stated that experimental design was to try out the influence of the treatment on the result, controlling some elements that can interfere the results of the treatment that has been done.

The researcher used two groups: the experimental and control group. The researcher used the following steps to compare the experimental and control groups' responses: pre-test, treatment, and post-test. This study's participants are all eighth graders junior high school. In this investigation, sample groups VIII G and VIII J have been selected. As the control group, thirty VIII G pupils are instructed without the story face strategy. As the experimental group, 30 students in class VIII J are taught using the story face strategy.

1. Normality test

The normality test analyzes the data of the independent and dependent variables in the result regression.

$H_a$  is accepted if  $(Sig) > 0.05$ , then the variable is normally distributed.

$H_o$  is accepted if  $(Sig) < 0.05$ , then the variable is not normally distributed.

2. Homogeneity test

The homogeneity test is a statistical procedure that has been developed to compare two or more sample groups from different populations that exhibit a similar degree of variability. Data homogeneous is data whose results are more than alpha 5% or sig.  $>0,050$ .

3. Independent Samples Test

The researcher applied the Independent Sample T-Test to determine whether or not there was a statistically significant difference between students who used the story face strategy and those who did not.

Hypothesis is accepted if  $Asymp.Sig. < 0,05$

Hypothesis is rejected if  $Asymp.Sig > 0,05$

4. T-table

In determining t-table, the researcher calculated degree of freedom (df) first. The formula of  $df = N_1 + N_2 - 2$ .

If  $t\text{-table} \leq t\text{-test} \leq t\text{-table}$ , then  $H_o$  is accepted and  $H_a$  is rejected.

If  $t\text{-table} \geq t\text{-test} \geq t\text{-table}$  or  $t\text{-test} > t\text{-table}$ , then  $H_a$  is accepted and  $H_o$  is reject

## HASIL DAN PEMBAHASAN

This study aimed to find out whether there were differences between students who received instructions on how to understand text recount using story face strategy and those who did not use story face strategy. Two cohorts were selected by researchers for use in the study. Both the experimental group, consisting of 30 students from class VIII G, and the control group, consisting of 30 children from class VIII J, consisted of study participants. The experimental and control groups then completed pre- and post-tests. Comparing student learning outcomes before and after treatment showed improved reading comprehension of recount texts using story face strategies.

a. The Students' Reading Performance of Recount Text with Using Story Face Strategy.

The students who were taught the story face strategy. Pre-test scores on average were 62.73. The average post-test score, however, was 81.00. It was revealed that after

receiving treatment, the class that was taught the story face method for recount text received a higher score of 18.27.

- b. The Students' Reading Performance of Recount Text without Using Story Face Strategy. The students who were taught without the story face strategy. The previous table indicates that the average pre-test score was 62.67. If the average score obtained after the post-test is 72.93. The average score increased by 10.26 points following the treatment.
- c. The Significant Difference in The Reading Performance of The Students Between Those Who Are Taught by Using The Story Face Strategy and Who Are Taught Without Using The Story Face Strategy.

Data	N	Min	Max	Mean	Mean Difference
Pre-test Control	30	54	72	62,67	10,26
Post-test Control	30	60	84	72,93	
Pre-test Experiment	30	54	74	62,73	18,27
Post-test Experiment	30	74	92	81,00	

The data presented in the table shows that the average score obtained from the pre-and post-tests administered to the experimental group was 18.27. The average pre- and post-test score for the comparison group was 10.26. The average value of the experimental is higher than that of the control group. Also, in the experimental group, the average was higher after treatment than before. It was indicated that using the story face strategy in reading recount texts is a better method for students to improve their reading skills.

### 1. Normality test

**Tests of Normality**

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Pre-test Control	,152	30	,074	,929	30	,046
Post-test Control	,156	30	,060	,964	30	,391
Pre-test Experiment	,159	30	,052	,959	30	,295
Post-test Experiment	,158	30	,054	,909	30	,014

a. Lilliefors Significance Correction

Based on the table above, it was presented the distinction of Kolmogorov-Smirnov test produce values of Sig > 0.05. As the result, it can be conclude that Ha is accepted because Sig > 0.05, then the variable is normally distributed.

### 2. Homogeneity test

**Test of Homogeneity of Variance**

Score	Based on Mean	Levene	df1	df2	Sig.
		Statistic			
	Based on Mean	1,277	3	116	,286
	Based on Median	1,227	3	116	,303
	Based on Median and with adjusted df	1,227	3	114,707	,303
	Based on trimmed mean	1,318	3	116	,272

Based on the table above, it showed that Based on Mean was 0.268, which indicated that the value higher than 0.05. It can be conclude that the data were homogen.

### 3. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1,810	,184	-5,380	58	<,001	-8,067	1,499	-11,068	-5,065
	Equal variances not assumed			-5,380	56,261	<,001	-8,067	1,499	-11,070	-5,063

From the table above, it was presented that Sig. (2 tailed)  $0.001 < 0.050$ , it can be conclude that  $H_a$  is accepted and  $H_o$  is rejected. This indicates that there is a difference in the average value of students' learning outcomes when reading recount texts applying the story face strategy.

#### 4. T-table

In determining t-table, the researcher calculated degree of freedom ( $df$ ) first. The formula of  $df = N_1 + N_2 - 2$ . Therefore  $df = 30 + 30 - 2 = 58$ . The researcher used table of significant degree 5% so the t-table was  $-1.671 / +1.67$ . In conclusion, based on the data presented, it was determined that  $t\text{-test} > t\text{-table}$  ( $5.380 > 1.671$ ) and  $p\text{-value} = 0.56 > 0.05$ . Consequently,  $H_a$  was approved. This indicates that there was a significant difference between the reading comprehension of students taught before and after the story face strategy was implemented.

From the first research question, it is possible to conclude that the results of the study revealed significant differences in scores between the experimental and control groups. The average pre-test score of the experimental group was 62.73. The range of scores on the pre-test was from 54 to 74. Table above revealed that a large number of students scored below 60 (poor) because, prior to treatment, they struggled to comprehend recount texts, resulting in low scores. Therefore, the researcher administered a treatment in this study to enhance the participants' reading comprehension, specifically their ability to read recount texts. Students in the experimental group were explicitly instructed to employ the story face strategy when reading recount text as part of the instructional strategy employed by the experimental group. They were required to perform a post-treatment evaluation. The post-test mean score for the experimental group was 81.00. The minimum grade required to pass this course was 74, while the utmost possible score was 92. As demonstrated by these results, student performance has improved as a result of treatment. The story face strategy is therefore an effective reading comprehension strategy for recount texts.

According to the second research question, the average score of the control group prior to the test was 62.67. The range of possible test scores was from 54 to 72. Table 4.1 reveals that a large number of students scored below 60 (poor). Since the control class did not receive a treatment consisting of the application of the story face strategy, the researcher, in his capacity

as a teacher, explained recount text material using conventional methods. The following treatment evaluation was required of students. The final score on the post-test was 72.93. Minimum score on this examination was 60, and maximum score was 84. Analysing the pre- and post-test results of the control group revealed that the student's proficiency in reading skills, particularly in generating recount texts, still required improvement.

In response to the third research question, it can be concluded that the results of the post-tests for the experimental and control groups differ. In this study, data analysis was conducted using a T-test with an independent sample test. The researchers compared the post-test results of the experimental group with those of the control group. The independent sample t-test revealed a statistically significant difference between the academic performance of students who received story face instruction and those who did not receive such instruction, as shown in Table 4.13. The mean score for the experimental group was 81.00, while the mean score for the control group was 72.93. The average results indicate that the experimental group has demonstrated superior outcomes compared to the control group. The results of the t-test were statistically significant according to sig (2-tailed)  $0.001 > 0.050$ . It demonstrates that teaching students the story face strategy can improve their reading comprehension.

Using a t-test, the researcher determined whether there was a significant difference between before and after the story face strategy was implemented. Using the t-test formula, the result was determined to be 5.380. The t-test result exceeded the t-table's critical value of 1.671 at the 5% alpha level and  $df=58$ . The t-value ( $5,380 > 1,671$ ) was therefore more significant than the t-table. Consequently, the story face strategy has a significant impact on the development of students' reading comprehension abilities.

After receiving treatment with the story face strategy, eighth-grade students at SMP N 3 Mranggen in the academic year 2022/2023 will have outstanding skills. Students found reading to be easier, more enjoyable, less tedious, and more appealing after implementing the story face strategy. The researcher drew the conclusion that the story face strategy could enhance reading comprehension, particularly for recount text.

## **KESIMPULAN DAN SARAN**

Typically, students need to be more enthusiastic about reading, especially when learning English because it is difficult. Consequently, students must have a greater interest in learning, which will result in improved reading comprehend. Students will be attracted to the learning process when engaging methods are utilised. In this study, the story face strategy was used to teach students how to comperhend recount texts.

Based on the study's findings, students who used the story face strategy in reading recount texts seemed easy to comprehend the recount texts compared to before they used the story face strategy. This can be seen from the average score of 62.73 increased to 81.00. The researcher used SPSS version 27 to analyze the data. The data studied were in the form of pre-test and post-test results that students had done. To determine whether there was a significant difference between students who applied the story face strategy in reading recount texts and students who did not, the researcher used an independent sample test with the result of Asymp. Sig (2- tailed) was 0.001, which is less than 0.050. The t-test result was higher than the critical value in the t-table, which was 1.671 at the 5% alpha level and  $df=58$ . As a result, the t-value ( $5.380 > 1.671$ ) was more significant than the t-table.

Therefore, it can be concluded that using the story face strategy in reading recount texts is effective and can improve students' reading comprehend.

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