STUDENTS' NARRATIVE READING COMPREHENSION THROUGH STORY FACE

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ABSTRACT

The purpose of this research is to ascertain how the story face method affects students' reading comprehension of narrative texts. The study was carried out at MA Hidayatul Insan Palangka Raya's class X. One class was picked by the researcher to be the experimental class. Purposive sampling was the method utilized to gather research data by choosing 16 students and administering pre- and post-tests. The story face method was used by the experimental class to learn English. The paired sample t-test method was used to examine the data gathered for this investigation. According to the study's findings, adopting the story face method significantly improves students' reading comprehension of narrative texts. The data analysis reveals that the sig. (2-tailed) is 0.00<0.05, which means that H0 is rejected and H1 is accepted. As a consequence, there is an average difference between the pre-test and post-test scores, indicating that the story face method has an impact on how well students understand narrative texts.

INTRODUCTION

Reading, along with writing, speaking, and listening, is one of the essential skills that students should develop. Reading is also the most critical skill for success in all educational contexts of the four. Decoded words and texts were read fluently, and the reader achieved written language comprehension through reading. Furthermore, reading is a method of acquiring information through letters and words written as part of an interaction process between the reader and the text. Considering reading requires both the eyes and the brain to extract information or messages from text, it is a complex process. The teacher should provide the best English materials to ensure students can read effectively, efficiently, and accurately (Suhaimi, 2019). Reading is a complex phenomenon; that requires eye and brain coordination to comprehend printed text. The readers' prior knowledge, motivation to read, and the context in which the reading occurs all influence how texts are understood. In other words, information hidden in the text and the readers' awareness work together to produce the meaning of the text, the text will naturally lead the readers' to recall their memories and experience (Smith *et al.*, 2021). Reading is the reader's activity of gathering information and comprehending what the researcher thinks in their writing words using their eyes and brain.

The process of reading comprehension requires the active construction of connections between various textual elements and one's own experiences. It is the capacity to understand new material in light of prior knowledge. (Sugrah, 2019).

(Dawkins, 2017) & (Vacca and Vacca, 2005) stated in (Srisang and Everatt, 2021) that reading comprehension could play a significant role in determining the student's academic performance. Ibrahim et al. (2016) stated in (Srisang and Everatt, 2021) Because, particularly in second- and foreign-language situations, reading comprehension may be a crucial ability to master while learning languages. In order to improve reading comprehension, particularly in a foreign language, many sufficient linguistic components, such as vocabulary, grammatical knowledge, and background information, play crucial roles. (Laufer and Sim, 1985) stated in (Srisang and Everatt, 2021). Lower-level and higher-level comprehension abilities were separated into two groups for these multiple languages. Understanding, assessing, and using information to comprehend the concept or meaning, understand it in light of existing knowledge or experience, and interpret it in light of the reader's requirements and reading methods are all parts of reading comprehension.

Narrative text is a text about telling a story that tells conflict among the participants and has a plot of problem solving (Nurdwiansyah, 2015). Narrative text as appropriate for talking about an activity or past events while satisfying and entertaining the readers through experience and conclusion with two moral goals: explaining reality (myth and legend) or imparting knowledge (fables) (Akil Isa, 2013). Narrative text is a type text that talks about a chronological and related series or events that are imaginative or in real life story that aims to entertain the reader's. Narrative text has several types namely: Fable, myth, legend, folklore, fairy tales, romance, personal experience, slice of life, science fiction and horror stories. Three standard narrative structure as follows: Orientation, complication and resolution.

In order to encourage pupils to downplay tales and narrative structure, the story face method is an object face that is employed in classrooms. As a team activity, it may inspire collaboration within the community and creativity (Cullen and Metatla, 2019). Using a visual organizer, the narrative face approach teaches students the components of a book or tale. Story face visualizes the most important narrative text material. To portray the context or progression of events and the actions of tale characters graphically, this teaching technique uses a diagram, or "plot mapping" (Sholichah, 2017). The narrative face is a distinctive variation on the traditional story mapping method. In order for components to be identified, defined, and recalled, it also uses a visual environment for the narrative text. In order to help students understand narrative texts more effectively, this researcher uses story face as a teaching approach. To help students understand narrative texts more effectively, the researcher solely offers literature about the story's face. The following components were created to build the tale face: Eyes: two circles indicating the scene and the main players; eyelashes: particular terms and supporting cast; nose: the issue; and mouth: a sequence of circles illustrating the key moments leading up to the resolution. Staal illustrates "happy" and "sad" expression. Staal describes it as looking like a story map but shaped like a face. We provide a happy version adaptation (for the sad face) (Klingner *et al.*, 2015). Here the example of story face strategy:
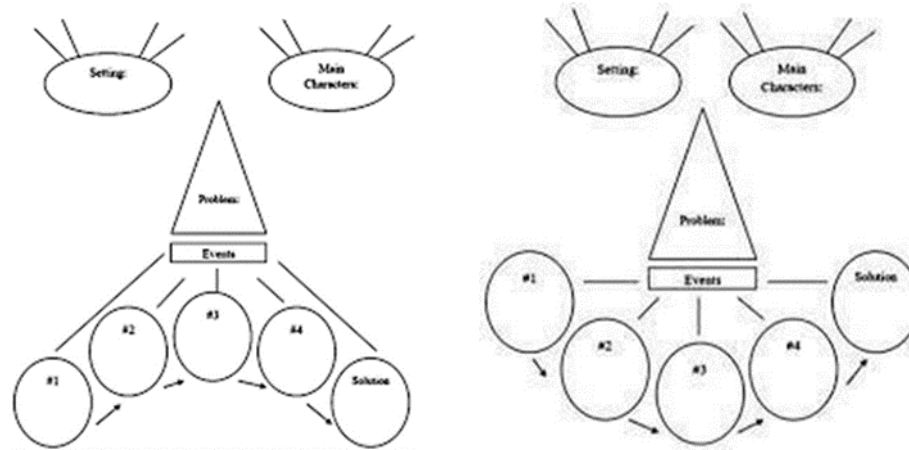
Figure 1. Story face Strategy

The procedure in the implementation story face strategy can be as follows: (1) making the eyes with two circles representing the setting and main characters; (2) eyelash with spesific descriptors and secondary characters; (3) Nose as problem.

Staal claims this strategy has several advantages for students. The first is that it is simple to implement. Second, it is simple to recall. Third, it can serve as a guide for retelling. Discovered the information collaboratively. It is also adaptable. Finally, it provides a framework that can aid in creating narrative text (Klingner *et al*., 2015). The story face could effectively improve students' reading comprehension. They have created the story face model to emphasize the narrative text. The students could recall the narrative text aspect by using story face (Albiansyah and Saputra, 2020).

The researcher did an observation in MA Hidayatul Insan Palangka Raya. The result showed that the teacher at the school used a scientific approach, where students ask questions about being taught the material before learning begins. The researcher discovered that some students were having difficulty improving their reading abilities. The researchers followed the teaching procedure and discovered the student's had difficulty understanding the content and could not identify the critical information in the text. Based on this fact, the writer chooses some strategies to teach reading, such as Story Face Strategy. The purpose of this research is to ascertain how the story face method affects students' reading comprehension of narrative texts.

RESEARCH METHOD

The type of this research used quantitative research, based on which this research on the measurement of quantity or amount. The researcher used the experimental design, which consists of two variables: There are two variables: X and Y. Reading comprehension was the dependent variable and story face strategy was the independent variable because the researcher was interested in how story face approach affected the students' reading comprehension of narrative texts. The researcher makes the decision to use a pre-experimental one-group pre-test and post-test specifically. The researcher uses a pre-test before to the treatments and administers a post-test after the treatments to determine the impact of the story face method on the students' reading comprehension of narrative texts. The researcher used one group without a control group.

Table 1. Research Design

Pret-test	Treatments	Post-test
O1	X	O2

Description:
O1: Pre-test before the treatments
O2: Post-test after the treatments
X: Treatments by teaching use the story face strategy

All of the grade 10 MA Hidayatul Insan Palangka Raya students in the academic year 2022–2023 made up the population of this study. As a sample for this study, the researchers used one class from a first-grade Bahasa MA Hidayatul Insan Palangka Raya. The researcher administers a 20-item multiple-choice exam and an essay on reading comprehension of the narrative text using the story face approach before and after the study. If the response is accurate, the score is 5, whereas an erroneous response results in a score of 0. The post-test is used to determine the student's final aptitude.

"Data analysis is evidence that you can systematically search and organize interview records, field notes, and order accumulated material to better understand them and present your findings to others". (Sugiyono, 2019). Analysis statistic that the researcher used in this research was descriptive statistics analysis. Descriptive statistic is a way to organize, represent, and describe data sets using tables, graphs, and many other numerical parameters. The researcher used SPSS 25.00 (T- paired).

RESULT AND DISCUSSION
Normality Test

Table 2. Test of Normality

	Kolmogrov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre test	.166	16	.200*	.927	16	.215
Post test	.176	16	.197	.931	16	.255

*. This is a lower bound of the true significance
a. Liliefors Significance Correction

Source: Data Processed SPSS

The data values for both the pre- and post-tests were normally distributed, as shown in Table 2 of the Shapiro-Wilk section, as the difference in the sigs. For the two tests was less than 0.005. Hence, the assumption of normality necessary for the use of the Paired Simple T-Test may be safely made.

Paired Sample T-Test

Table 3. Paired Sample Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	50.9375	16	15.40766	3.85191
	Post test	74.6875	16	10.24187	2.56047

Source: Data Processed SPSS

Table 3 summarize the descriptive statistics of two samples, the pre-test and post-test. The average value in the pre-test was 50.93 < post-test was 74.68. So, descriptively there was a different mean between the pre-test and post-test.

Following determining there is a difference between the pre-test and post-test, it is important to assess the result of the correlation test contained in Table 4.

Table 4. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre test & Post test	16	.815	.000

Source: Data Processed SPSS

Table 4 shows the result of the correlation test between the pre-test and post-test. The table shows that the coefficient (correlation) was 0,815 with a significant value (sig) 0,00. If sig value 0,815 > 0,05, the correlation was significant.

Table 5. Paired Sample Test (Paired Difference)

		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
Pair 1	Pre test - Post test	-23.75000	9.21954	2.30489	-28.66275	-18.83725	-10.304	15	.000

Source: Data Processed SPSS

Table 5 describes the effect of story face strategy on students' reading comprehension in narrative text. If the significance level (2-tailed) in Table 4.10 was 0 or less, then H0 was rejected and H1 was accepted. In other words, the story face method has an effect on students' reading comprehension since the average pre- and post-test scores change.

Discussion

The story face method was shown to significantly improve students' understanding of narrative material in this research. The significance level of the assumption Sig. (2-tailed) 0,05 was established by the outcome of the Paired Sample T-Test. Albiansyah and Saputra (2020) claims that pupils' understanding of narrative material is strongly impacted by story face. This was shown by a rise in post-test average total scores compared to pre-test average total scores. The typical student improved their score in narrative text comprehension after taking the exam. Following therapy, we discovered that the students' scores rose. Hence, using story faces in the classroom and throughout learning may help students better understand narrative content.

According to Indriyani (2019), The aim of the reading instruction and learning process at school is reading comprehension. This research established if teaching students in the tenth grade the narrative face method may enhance their reading comprehension.
The first study by Sholichah (2017), examined the impact of the narrative mapping method on the instruction of reading comprehension. The findings indicated a large accomplishment gap in reading comprehension between students taught using the narrative mapping approach and those taught using the traditional strategy. A statistically significant difference between the pre-test and post-test was found in this study's findings. It indicates that there was a noticeable improvement after instruction in the narrative mapping technique.

The second study by Yolla Aprilia (2021), They investigated how tale faces affected student class X's reading comprehension of narrative texts. The conclusion was that using the narrative face method may help kids read more fluently. It implies that the story face method is more effective for improving students' reading comprehension of narrative texts. Students' reading comprehension of narrative texts improved as a consequence of applying the story face method in this study.

The third study by Indriyani (2019), This research established if the narrative face method may help pupils in the tenth grade read more fluently. The research design for this study was quasi-experimental. As a consequence, both the experimental class and the control class had post-test scores that were higher than their pre-test scores. With the help of this research, it was shown how well children could read narrative texts and comprehend them. The findings of this research demonstrate how the story face method may help tenth-grade students read narrative texts more effectively.

The fourth study by Ismail *et al.* (2022), English has four skills: reading, writing, speaking, and listening. Reading is one of the most crucial abilities that pupils need to develop in this situation. Reading serves as more than simply a means of obtaining information from a book; it also serves as a method to comprehend how native speakers utilize this language as a means of written communication. The narrative face method is one learning strategy that is crucial to improving pupils' comprehension of reading abilities. By using the narrative face technique, it was discovered that there was a substantial difference between the pre-test and post-test results. This research discovered that after using the narrative face technique, students' comprehension of reading abilities improved, proving the strategy's efficacy in reading skill instruction.

The fifth study by Alfyna (2021), the study conducted an analysis of reading through visual material using story face strategy. This study identified students anxiety in learning to read. Some students may be extroverted and can be open temporarily but some are introverted and prefer avoid a group discussion and role plays. This researcher chose a unique and fun strategy so that students did not feel bored and students could enjoy receiving the material presented, expected the story face strategy to improve students understanding of reading. This researcher chose one class as experimental class for used a story face strategy on learning English and the researcher used pre-test and post-test for collecting the data. While in recent research analysis takes the students senior high school as sample. The result was teaching English to improve narrative text reading comprehension was significant by using story face strategy.

The sixth study by Nur Azizah *et al*., (2018), shown that using the story face method helped students grasp narrative material, particularly when it came to recognizing specifics of tale parts and comprehending the text's meaning. To gather the information and assess the pupils' reading proficiency, they employed three cycles. Recent studies have used senior high school students as a sample and employed pre- and post-tests to gather data.

The seventh study by Albiansyah and Saputra (2020), this study showed an improvement on the students reading comprehension of narrative text by using story face strategy. They were two types of data (qualitative and quantitative) and they used reading comprehension test as an instrument for quantitative and observation sheet, interview and field notes as an instrument for qualitative. While in recent research used pre-test and post-test as an instrument and used quantitative research design.

The eighth study by Utami *et al*. (2020), This research demonstrated that the story face method improved the reading comprehension of narrative texts for MA Al-grade

Karim's 11 students. Pre-test and post-test data collecting procedures were utilized in this research, which used qualitative approaches. The study's findings demonstrate that the story face method may help students read narrative texts more effectively, with the percentage of the average value steadily rising from cycle 1 to cycle 3 data.

The ninth study by Ningrum *et al*. (2022), According to this research, using the story face method significantly increases students' reading comprehension of narrative texts. In this research, two classes served as the experimental class and the control class, respectively, in a quasi-experimental design. The story face method is extremely helpful for enhancing students' reading comprehension, particularly of narrative material, according to the findings of this research, which collected data utilizing the pre-test and post-test.

The tenth study by Kurniawan (2013), The story mapping approach is used in this research to demonstrate how to improve students' reading comprehension of narrative texts. The narrative mapping approach has been modified into the story face strategy. Junior high school students in grade 9 served as the study's subjects. The data gathering methods included tests, observation logs, and notes on the teaching and learning process. The study method employed was classroom interaction. The study's findings show that the narrative mapping approach may promote reading comprehension, as seen by the students' rising average scores.

The eleventh study by Santi Nurdianti *et al*. (2019), With the use of a reciprocal teaching approach, this research seeks to increase ninth-graders' reading comprehension. A class action approach is used in this investigation. use pre- and post-tests as a means of gathering data. According to the study's findings, adopting the reciprocal teaching approach improved students' reading comprehension of narrative texts. This is seen by the rise in students' pre- and post-test average scores. They use the recirocal teaching technique, in contrast to contemporary research that employs the narrative face strategy.

The twelfth study by Septiani (2016), The purpose of this research is to ascertain how the narrative frame method affects reading comprehension in eighth grade junior high school pupils. The narrative mapping approach has been modified into the story face strategy. using quantitative analysis. dividing the population into the control class and the experimental class, using a quasi-experimental methodology. data gathering methods using pre- and post-tests. The study's findings indicate that employing the story frame method has a substantial impact on how well children read narrative texts with comprehension.

The thirteenth study by Oktarina (2018), This article describes two strategies for teaching reading, namely, reciprocal teaching strategy and story face strategy. To develop students' reading skills, interesting strategies are needed that can attract students' motivation to read a text. Most students have difficulty understanding a text, because the strategy used is too boring and does not interest students in reading and understanding a text. reciprocal teaching strategy and story face strategy can be alternative strategies to increase students' interest and understanding in reading. Both of these strategies have their advantages and disadvantages. Reciprocal teaching interacts with difficult content by using the abilities of anticipating, querying, clarifying, and summarizing, while The Story Face is a visual organizer that supports students' reading comprehension of narrative text. Similar to a story map, it helps students see the key elements of a narrative text, such as the location, primary characters, issues, events, and a conclusion.

The fourteenth study by Damanik (2020), The goal of this research is to ascertain how well students use the story face method while reading narrative materials. the use of

a qualitative research approach. data gathering methods based on the findings of student interviews and observations. The study's findings indicate that although teaching reading comprehension through narrative faces may help kids learn to read, it is still less successful in class X at SMK Dwiwarna Medan. The difficulties encountered were the teacher's poor time management, the pupils' lack of vocabulary, their passivity while studying, and their difficulty extracting a text's essential ideas and conclusions.

The fifteenth study by Devi *et al*. (2020), This research intends to detail the process of enhancing ninth-grade junior high school students' reading comprehension and writing skills for narrative texts using the story map technique. The story map and narrative mapping methods were modified to create the story face strategy. employing a three-cycle class action lawsuit. Tests, observation logs, field notes, and questionnaires were employed as data gathering methods. The study's findings, which are supported by a rise in the average test score for each cycle, reveal that utilizing the story map technique, students' reading comprehension and their capacity to compose narrative text both grow. Some students need help comprehending text. Students require more vocabulary first, which makes them stop reading for extended periods of time to reflect. As English is not their first language, they need a sufficient vocabulary to understand the material. Second, despite the fact that some students read texts well, they are unable to grasp them because of their lack of background information or past knowledge, which makes it difficult for them to do so. They must, in short, acquire the information necessary to respond to the comprehension questions. Finally, the instructor just instructed students to read aloud and respond to the questions. This was due to the students' laziness in reading the material. The kids get disinterested and unable to appreciate the book. Given the challenges, the researcher has to develop fresh approaches that would pique students' interest in reading instruction and make them feel enjoyable. The tenth-grade MA students' use of the narrative face method Reading comprehension for narrative texts was effectively increased by Hidayatul Insan Palangka Raya.

CONCLUSION

According to the study's findings, students' reading comprehension of narrative texts was strongly impacted by the story face method. The outcome of the Paired Sample T-Test demonstrated that the presumption Sig. (2-tailed) 0,05. The narrative face technique produces better reading comprehension outcomes in students than conventional or standard teaching methods. It may be understood by looking at the pre- and post-test mean scores. Pre- and post-test results revealed a considerable variation in scores. The pre-test had a mean score of 50,93, whereas the post-test had a mean score of 74,68, indicating that the post-test was more successful than the pre-test. The alternative hypothesis was accepted since the Paired Sample T-Test result indicated a value of sig. 0.00, which was less than the threshold of significance of 0.05. In other words, the story face method has a big impact on how well children understand narrative texts.

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