



---

## Story Face Strategy in Teaching Reading Narrative Text

Devi Emelia Lumban Tobing,<sup>1</sup> Eka Sustris Harida<sup>2</sup>,  
Sri Rahmadhani Siregar<sup>3</sup>

<sup>1,2,3</sup> UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

e-mail: \* [devitobing127@gmail.com](mailto:devitobing127@gmail.com) <sup>1</sup>, [ekasustriharida@uinsyahada.ac.id](mailto:ekasustriharida@uinsyahada.ac.id)<sup>2</sup>,  
[sriahmadani@uinsyahada.ac.id](mailto:sriahmadani@uinsyahada.ac.id)<sup>3</sup>

---

**Abstract** The research study conducted at Grade X SMA Negeri 1 Simangumban demonstrated a significant positive effect of utilizing the Story Face Strategy on students' reading comprehension of narrative text. The experimental quantitative method with a pre-test and post-test design involving 44 randomly sampled students out of a population of 88 students revealed that students' comprehension of narrative text improved significantly after implementing the Story Face Strategy. The T-test results ( $t_{count} > t_{table}$ ), supported the acceptance of the alternative hypothesis ( $H_a$ ) and the rejection of the null hypothesis ( $H_0$ ). Therefore, it can be inferred that the Story Face Strategy had a notable impact on enhancing students' reading comprehension of narrative text at Grade X SMA Negeri 1 Simangumban.

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

---

**Abstrak** Studi penelitian yang dilakukan di Kelas X SMA Negeri 1 Simangumban menunjukkan pengaruh positif yang signifikan dari penggunaan Story Face Strategy terhadap pemahaman membaca teks naratif siswa. Metode kuantitatif eksperimental dengan desain pre-test dan post-test yang melibatkan 44 siswa yang diambil secara acak dari populasi 88 siswa mengungkapkan bahwa pemahaman siswa terhadap teks naratif meningkat secara signifikan setelah menerapkan Story Face Strategy. Hasil T-test ( $t_{hitung} > t_{tabel}$ ), mendukung penerimaan hipotesis alternatif ( $H_a$ ) dan penolakan hipotesis nol ( $H_0$ ). Dapat disimpulkan bahwa Strategi Story Face memiliki dampak yang signifikan dalam meningkatkan pemahaman membaca teks naratif siswa kelas X SMA Negeri 1 Simangumban.

**Kata Kunci:** Strategi Membaca; Strategi Wajah Cerita; Pemahaman Membaca; Membaca Teks Narasi; Teks Narasi

---

## **INTRODUCTION**

English is one of important language that must be learned because it is an international language. It helps people to communicate each other from overseas. English is one of foreign language that taught Indonesia. Language learning is a process that involves both and individual a context the main elements. The context is the event and community where the language learner is struggling to achieve communicative goals through the mains of the target language. Learners experiences is another aspect that plays and important role in their language learning (Atkins & Brown, 2002). The important of reading are adding knowledge, improving understanding, getting imagination and creativity. These importances of reading will be explained in the following paragraphs.

First, through reading, people can add their knowledge. They know the knowledge not only about their subject but also they know the general knowledge. They know the whole of world just through reading. They can hold the world through reading. Second, people can improve understanding. It means that more they read, more they understand one thing. For example; when the students got confuse about their task, they will be more understanding about it. Third, reading can add the people imagination and creativity. By reading, people can feel enjoy and happy.

Students must able to understand what they read to imagine it. Reading is comprehension. It is impossible, if people read the text but they don't understand the meaning of the text. They cannot take the idea from the text. Moreover, they don't know after they read it. So, reading does not just see the text but must comprehend the idea from the text.

According to Linse, (2005) the students must be able to decode (sound out) the printed words and also comprehend what they read. It means that, reading is not only decoding words. The basic objective of reading is comprehension. Thus, the researcher concerns on solving students' problem in reading comprehension (Smith, 2004).

After reading some literatures, the researcher found that story face is appropriate to help students comprehend narrative text. According to Klinger

at.al. (2007) the story face is an adaptation of story mapping that also uses a visual framework for understanding, identifying, and remembering elements in narrative text. Story map is a kind of graphic organizers. It allows students to visualize the important component of a narrative text.

Thus, story face is also a kind of graphic organizer that aids students' comprehension of narrative text. Narrative text needs serious attention so that students are confident in expressing ideas. The functions of story face like a story map, allowing students to visualize the important component of a narrative text, including setting, main characters, problems, events, and a resolution. This strategy functions like a story map, allowing students to visualize the important component of a narrative text, including setting, main character, problems, events, and resolution. It means that, story faces can be used through discovery and flexible howit.

## **METHOD**

This research is quantitative research in experimental method, with a true experimental design in which pre-test and post-test control groups are designed. Experimental classes are classes taught using story face strategy as therapy, and control classes are classes taught using conventional strategies.

In this research, all of students of SMA Negeri 1 Simangumban at grade X were used as the population. The population used in this research was all of the students at X class of SMA N 1 Simangumban. They consist of 4 classes.

The instrument in this research was test. The test was multiple choice questions with 50 questions, 25 questions in pre-test and 25 question in post test. before validity. Then, the researcher took 40 questions which was 20 for pre- test and 20 for post-test after vaidity. The researcher applied a statistical calculation called simple regression formula to analyze the data. The regression formula is used to determine whether or not the story face strategy has a substantial effect on students' reading narrative text. The SPSS 29 version is used to statistically analyze the data.

## RESULT AND DISCUSSION

### A. Description of Data

#### 1. The Students' Reading Narrative Text Before Using Story Face Strategy

##### a. Data Description of Pre-test at Control Class

Class X-B was as control class in this research. Based on the students' reading test in pre-test, the students' score was seen as follows:

**Table 1. The Score of Pre-test in Control Class**

No	Data Description	Control Class
1.	The Lowest Score	25
2.	The Highest Score	70
3.	Mean	35
4.	Median	45
5.	Modus	45
6.	Std. Deviation	11.25

Based on table 1, it may be concluded that data got from control class can be described as; the lowest score was 25. On the other hand, the high score was 70, mean was 35 and median from the score was 45. Besides, modus from the score in control class was 45 then, standard deviation was 11.25. Then, the calculation of the frequency distribution of the students' score as follow:

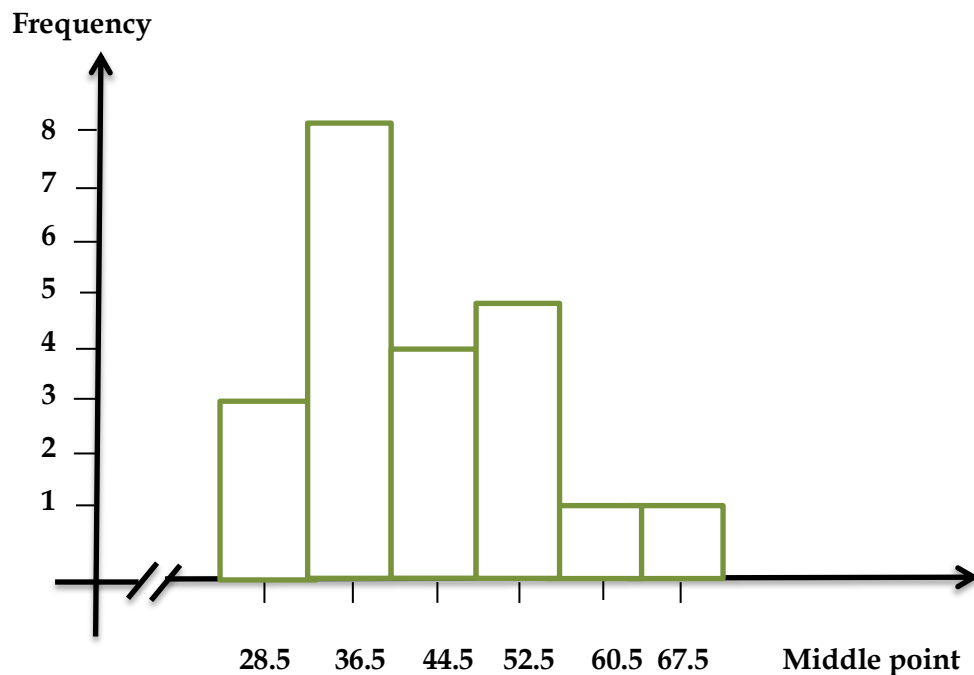
**Table 2. Data Distribution Frequency (Pre-test) Control Class**

No	Interval	Mid-Point	Control Class	
			Frequency	Percentage
1	25 - 32	28.5	3	13.64%
2	33 - 40	36.5	8	36.36%
3	41 - 48	44.5	4	18.18%
4	49 - 56	52.5	5	22.72%
5	57 - 64	60.5	1	4.54%
6	65 - 70	67.5	1	4.54%
<b>Total Score</b>			<b>22</b>	<b>100%</b>

From the table 2, the students' score in control class between 25 - 32 was 3 students (13.64%), class interval between 33 - 40 was 8 students in the percentage (36.36%). Then, class interval between 41 - 48 was 4 students

(18.18%), interval class between 49 -56 consisted of 5 student in percentage (22.72%). Class interval between 57 - 64 was 1 student in percentage (4.54%). Class interval between 65 - 70 was 1 student in percentage (4.54%).

In order to get description of the data clearly and completely, pre-test value of experimental class is presented in the form of histogram and can be seen at figure as follows:



**Figure 1. Data Description of Pre- test at Control Class**

In the figure 1, it can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of control class in shown that the highest in middle point 44.5 was 4 students.

#### **b. Data Description of Pre-test at Experimental class**

In pre-test of experimental class, the researcher calculated the result which had been got by the students in answering reading test. The score of pre-test can be seen in table as follows:

**Table 3.**

**The Score of Pre-test in Experimental Class**

No	Data Description	Experimental Class
1.	The Lowest Score	25
2.	The Highest Score	65
3.	Mean	49.09
4.	Median	50
5.	Modus	50
6.	Std. Deviation	8.949

Based on table 3, it may be concluded that data got from experimental class can be described as; the lowest score was 25. On the other hand, the high score was 65, mean was 49.09 and median was 50. Besides, modus from the score in experimental class was 50 then, standard deviation was 8.949. Then, the calculation of the frequency distribution of the students' score as follow:

**Table 4.**

**Data Distribution Frequency (Pre-test) in Experimental Class**

No	Interval	Mid-Point	Control Class	
			Frequency	Percentages
1.	25 – 31	28	2	9.09 %
2.	32 – 38	38	0	0%
3.	39 – 45	42	6	27.27%
4.	46 – 52	49	7	31.81 %
5.	53 – 59	56	4	18.18%
6.	60 – 65	63	3	13.63%
<b>Total Score</b>			<b>22</b>	<b>100%</b>

From table 4, the students' score in experimental class between 25–31 was 2 students (9.09%), class interval between 32–38 was 0 students in the percentage (0%). Then, class interval between 39–45 was 6 students (27.27%), interval class between 46 – 52 consisted of 7 students in percentage (31.81%). Class interval between 53–59 was 4 students in percentage (18.18%). Class interval between 60–65 was 3 students in percentage (13.63%).

In order to get description of the data clearly and completely, pre-test value of experimental if it is presented in the form of histogram can be seen at figure as follows:

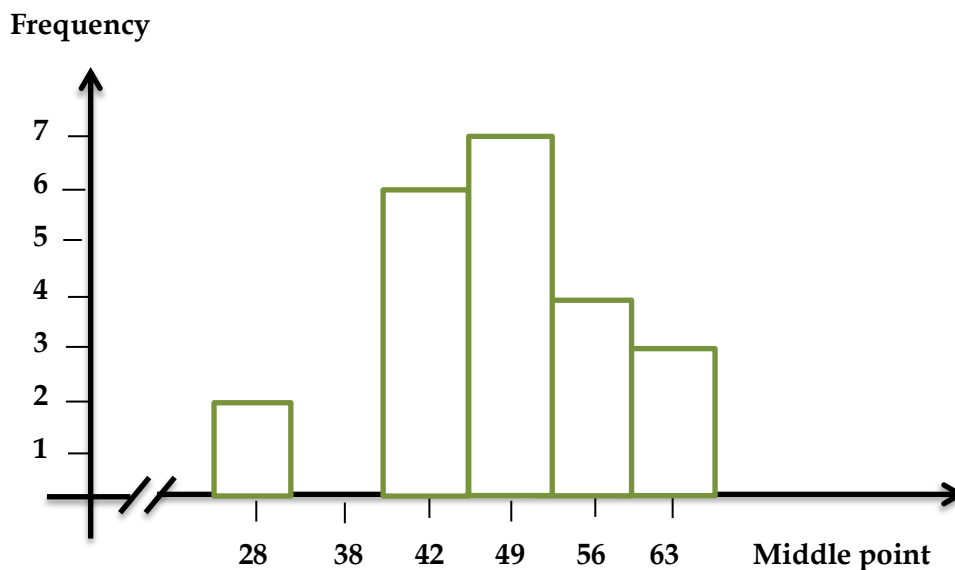


Figure 2. Data Description of Pre- test of Experimental Class

The figure 2 described the students score based on the interval classes. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of experimental class in show that the highest in middle point 49 was 7 students and the lowest score in middle point 28 was 2 students.

## 2. The Students' Reading Narrative Text After Using Story Face Strategy

### a. The Post-Test Score of Control Class

In post- test of control class, the researcher calculated the result which had been got by the students in answering reading test. The data of post- test control class can be seen in table as follows:

Table 5. The Score of Post-test in Control Class

No	Data Description	Control Class
1.	The Lowest Score	25
2.	The Highest Score	65
3.	Mean	44.54
4.	Median	47.5
5.	Modus	50
6.	Std. Deviation	13.26

Based on table above, it may be concluded that the data got from control class can be described as; the lowest score was 25. On the other hand, the high score was 65 mean was 44.54 and median from the score was 47.5. Besides, modus from the score in experimental class was 50 then, standard deviation

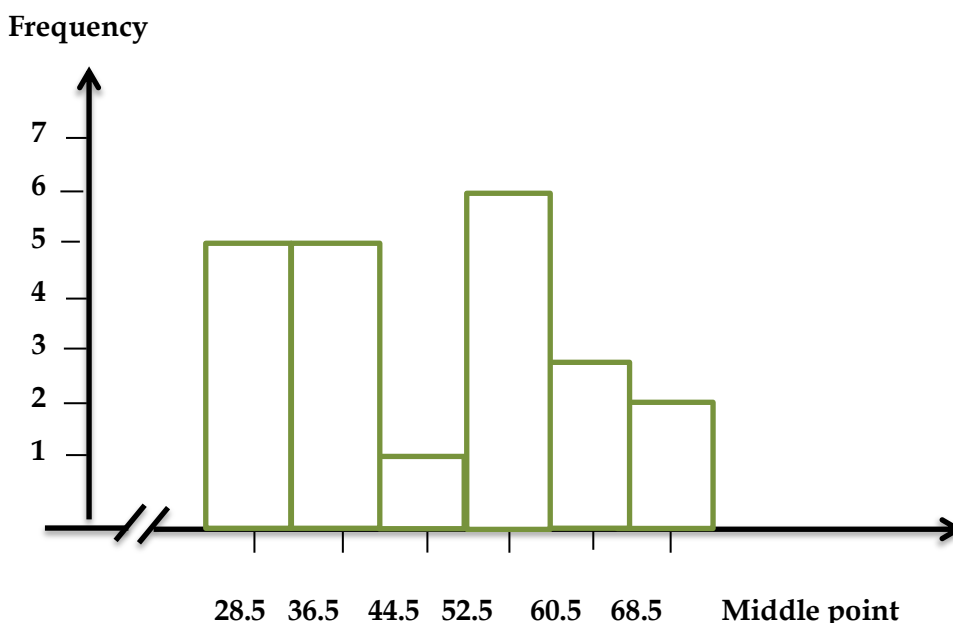
was 13.26. Then, the calculation of the frequency distribution of the students' score as follow:

**Table 6. Data Distribution Frequency (Post-test) in Control Class**

No	Interval	Mid-Point	Control Class	
			Frequenc y	Percentage s
1.	25 - 32	28.5	5	22.72%
2.	33 - 40	36.5	5	22.72%
3.	41 - 48	44.5	1	4.54%
4.	49 - 56	52.5	6	27.27%
5.	57 - 64	60.5	3	13.63%
6.	65 - 72	68.5	2	9.09%
<b>Total Score</b>			<b>22</b>	<b>100%</b>

From the table above, the students' score in control class between 25 - 32 was 5 students (22.72%), class interval between 33 - 40 was 5 students in the percentage (22.72%). Then, class interval between 41 - 48 was 1 student (4.54%), interval class between 49 - 56 consisted of 6 students in percentage (27.27%). Class interval between 57 - 64 was 3 students in percentage (13.63%). Class interval between 65 - 72 was 2 students in percentage (9.09%).

In order to get description of the data clearly and completely, Post test value of experimental class if it is presented in the form of histogram can be seen at figure as follows:



**Figure 3. Data Description of Post-test at Control Class**



The figure 4 described the students' score based on the interval classes. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of control class in post- test shown that the highest in middle point 52.5 was 6 students and the lowest score in middle point 44.5 was one student.

**a. The Post Test Score of Experimental Class**

In post- test of experimental class, the researchers calculated the result which had been got by the students in answering reading test. The data of post- test experimental class can be seen in table as follows:

**Table 7. The Score of Post-test in Experimental Class**

No	Data Description	Experimental Class
1.	The Lowest Score	60
2.	The Highest Score	90
3.	Mean	77.27
4.	Median	77.5
5.	Modus	75
6.	Std. Deviation	6.86

Based on table above, it may be concluded that the data got from experimental class can be described as; the lowest score was 60. On the other hand, the high score was 90, mean was 77.27 and median from the score was 77.5. Besides, modus from the score in control class 75. Then, standard deviation was 6.86. Then the calculation of the frequency distribution of the students' score as follow:

**Table 8. Data Distribution Frequency of (Post-test) at Experimental Class**

No	Interva l	Mid - Poin t	Control Class	
			Frequenc y	Percentage s
1.	60 - 64	62	1	4.54%
2.	65- 69	67	0	0%
3.	70 - 74	72	4	18.18%
4.	75 - 79	77	6	27.27%
5.	80 - 84	82	6	27.27%
6.	<b>85 - 90</b>	<b>87</b>	<b>5</b>	<b>22.72%</b>

From the table above, the students' score in experimentalclass between

60 – 64 was 1 students (4.54%), class interval between 65– 69 was 0 student in the percentage (0%). Then, class interval between 70 – 74 was 4 students (18.18%), interval class between 75 – 79 consisted of 6 students in percentage (27.27%). Class interval between 80 – 84 was 6 students in percentage (27.27%). Class interval between 85 – 90 was 5 students in percentage 22.72%.

In order to get description of the data clearly and completely, post test value of experimental class if it is presented in the form of histogram can be seen at figure as follows:

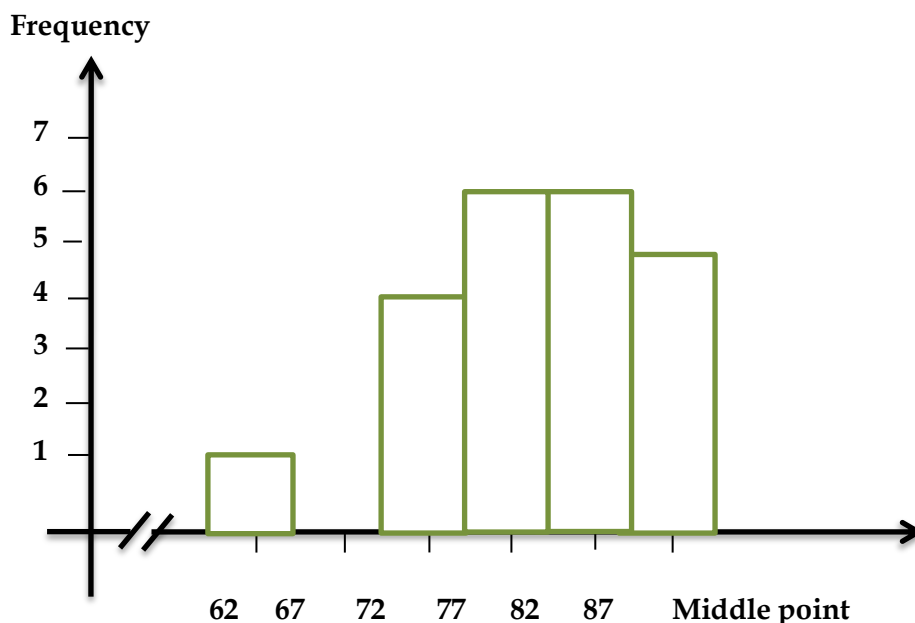


Figure 4. Data Description of Post- Test at Experimental Class

The figure 4 described the students score based on the interval classes. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of experimental class in post- test shown that the highest score in middle point 72 and 82 was 6 students and the lowest score in middle point 62 was 1 student.

## DISSCUSSION

Based on above result, the researchers compared the researcher's result with the related finding. Staal state story face is an adaptation of story mapping that provides a visual frame work for understanding, identifying, and remembering elements in narrative text (Staal, 2000). By understanding, the frame work, the students will remember with the content of the text. When the students read the text the students will be easy to understanding the text

(Whitten & Woodrow 2009). So, it has proven that story face was suitable to teach reading comprehension.

Based on the related findings, the first script (Bedrimati, 2018), the researcher said that students' reading comprehension increased significantly after the researcher implemented the use of story face when teaching narrative text. It can be proved from the result of pre-test and post-test. The conclusion of this thesis is the students' reading comprehension achievement increased significantly after the researcher implemented the story face when teaching narrative text. The difference is that the previous research was in junior high school while this thesis research was in senior high school.

The second, (Mufidah, 2018), the research using pre-test and post-test in the collecting data. The result that t-test was higher than t-table ( $2.24 > 2.00$ ) it means that  $H_a$  was accepted and  $H_0$  was rejected. So previous research and this research have the same results that t-test was higher than t-table ( $11.458 > 1.680$ ). The difference is that the previous research was in junior high school while this thesis research was in senior high school. The conclusion of this thesis is teaching English is difficult, so to make the students interest teacher should use various strategy in learning process. The teacher can choose appropriate strategy according to the situation and topic. Teacher can use story face strategy to teach reading comprehension and makes students achievement improved.

Based on explanation above, the researchers concluded using Story Face Strategy can be applied for all of subjects and suitable in teaching reading narrative text. It can be concluded that the using Story Face Strategy gave the effect on students' reading narrative text especially students at grade X SMA N1 Simangumaban. So, Story Face Strategy has given the effect to the research that has been done by the researcher.

## **CONCLUSION**

Based on the result of the research and calculation of the data that had described, the researcher got the conclusions are: There is the significant effect of story face on students' reading comprehension of narrative text at grade X SMA N 1 Simangumaban. The result found that  $t_{count} > t_{table}$  ( $11.458 > 1.680$ ). It means  $H_a$  is accepted and  $H_0$  is rejected.

## REFERENCES

- Aditya, D., "Improving Students' Reading Comprehension Ability Through Story Mapping Strategy at SMA Negeri 1 Terusan Nunyai", retrieved from <http://digilib.unila.ac.id/26789/3/SCRIPT>,
- Alderson, J. C., (2001) *Assessing Reading*. (South Africa: Cambridge University Press).
- Anderson, M., & Anderson K, (2003), *Text Type in English*, (South Yara: Macmillan Education Australia).
- Atkins, M., & Brown, G., (2002), *Effective Teaching in Higher Education*, (New York: Taylor & Francis e-Library).
- Arikunto, S., (2006), *Procedure Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta).
- Bedrimiati, "The Effect of Story Face on Students' Reading Comprehension of Narrative Text In Grade VIII Of Islamic Junior High School Nurul Hidayah Pematang Kayu Arang", retrieved from <http://repository.uin-suska.ac.id/eprint/9462> <http://repository.uin-suska.ac.id/id/eprint/9462>
- Djuharie, O. S., (2007), *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: CV.Yrama Widya)
- Firdaus, N. A. Z., "Improving Students' Reading Comprehension in Narrative Text by Using Story Face Strategy at X-IPS 2 Grade Students of 12<sup>th</sup> State Senior High School Surabaya", retrieved from <http://erepository.uwks.ac.id/1557/1/NABILA%2520AULIA>
- Klingner, J. K., Vaughn, S., & Boardman, A. (2007), *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press).
- Lems, K., Miller, L.D., & Soro, M. T., (2010), *Teaching Reading to English Language Learners: Insights from Linguistics*, ( New York: The Guilford Press).
- Linse, C. T., (2005), *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill Companies).
- McDonough, J., & Shaw C., (2002), *Materialand Method in ELT: Teachers Guide*,(Massachusetts: Blackwell).
- Moreillon, J., (2007), *Collaborative strategies for teaching reading comprehension : maximizing your impact*, (Chicago: American Library Association).
- Mufidah, Z., "The Effectiveness of Story Face in Teaching Reading Comprehension at X Grad SMK Batur Jaya 2 Ceper Klaten", retrieved from <http://eprints.iain.surakarta.ac.id/1835/1/ZAHRIYATUL%2520m.pdf&>
- Nunan, D., (2003), *Practical Language Teaching*, (New York: Mc Graw Hill).
- O'Malley, J. M., & Pierce, L. V., (2004), *Authentic Assessment for English LanguageLearners*, (America: Addision-Wesley).

- Pardiyono. (2007), *Teaching Genre-Based Writing* (Yogyakarta: Andi Yogyakarta).
- Pardiyono, (2007), *Pasti Bisa! Teaching Genre - Based Writing*, (Yogyakarta: Penerbit Andi).
- Siahaan, S., & Shinoda, K., (2008), *Generic Text Structure*, (Pematang Siantar: Graha Ilmu).
- Silabus, "Bahasa Inggris-Wajib SMA X", Kurikulum 2013, retrieved from [www.jagoanbahasainggris.com](http://www.jagoanbahasainggris.com).
- Smith, F., (2004), *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*, (New Jersey: Lawrence Erlbaum Associates).
- Sugiyono, (2010), *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta).
- Susanti, R., & Efriyani, "Teaching Reading In Narrative Text By Combining Mind's Eye With Story Face Strategy At Junior High School Students", <http://download.portugalgaruda.org>,
- Tarigan, H. G., (2005), *Membaca Sebagai Sebuah Keterampilan Berbahasa*, (Bandung: Angkasa)