Teaching Reading Narrative Text Using Story Face in Vocational High School

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Abstract. The aims of this research are to describe the students' reading achievement and to find out the effectiveness of using story face in teaching reading narrative text. This research is quantitative using quasi-experimental design with purposive sampling technique. The population was tenth grade students and the sample was the students of X TKR 2 consist of 37 students as experimental group and X TKR 13 consist of 33 students as control group. The technique of collecting data are making instrument, expert judgment and conducting pre-test, treatment and post-test. The pre-test mean score in experimental class was 70.92 and control class was 70.55. Meanwhile, the post-test mean score in experimental class was 68.54 and control class was 67.76. It was obtained that z-value was 0.133 and the z-table was 1.96 for alpha (α) 5%. The z-value was lower than z-table (0.133<1.96) It means that Ha was rejected and Ho was accepted. Therefore, the researcher concludes that story face was ineffective in teaching reading narrative text at the tenth grade students of SMK TKMT Kebume in the academic year of 2019/2020.

Keywords: Narrative text, Story Face, Teaching reading

1. Introduction

As social being, human always communicates each other through communication. Communication is an event in which humans express their feelings or their desire to others. There are many languages that people use to communicate in world. English is one of the international language used by many people.

Seen from the curriculum in Indonesia, English is taught as a foreign language. Indonesian students learn English started from the elementary school but only as a local content until university level. There are four basic skills that must be mastered by students in school namely listening, speaking, writing, and reading skills.

Reading is one of those four main skills that are important to learn for vocational high school students to get information. For most of Indonesian students, reading is still a big problem, because the students have to think not only in translating the words, phrases, sentences, or even paragraphs, but also have to understand the meaning, tenses, etc. It is because of English and Bahasa Indonesia has differences in terms of vocabulary, sound or pronunciation, spelling, tenses and grammar. These problems usually make the students lose their interest in English teaching and learning reading process.

One of the materials in teaching reading is narrative text. Narrative text is a text on focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse. There are three generic structures of narrative text namely; orientation, complication, and resolution.

In teaching reading narrative text the teacher should apply suitable strategy to make the students more interesting and understand with the material. One of the strategy can use in teaching reading is story face. Story face is an adaptation of story mapping. The differences are the story face uses a shape like a face consisting of eyes, eyelashes, nose and 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. Through this strategy, the students will find it easy to remember the social functions of the

story. Thus, considering the explantion above the researcher formulates the problem statement as follow: How is the students'reading achievement of narative text at the tenth grade students of SMK Taman Karya Madya Teknik Kebumen in the academic year of 2019/2020? and Is using story face on teaching reading narrative text at the tenth grade students of SMK Taman Karya Madya Teknik Kebumen in the academic year of 2019/2020?

2. Literature Review

2.1 Teaching

Teaching has basic meaning a the process to give information to students. When doing teaching activity, the teacher is transfering knowledge, message, or skill to the students, and at that moment also occur interactive process between teacher and students.

According to Chambers and Gregory[1], teaching is a means to an end, a complex activity, strategies, mechanisms, invitation, stimuli, and rhetorical plays designed to help students learn and to become better learners. Meanwhile, Brown[2] states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

2.2 Learning

According to Knapp and Watkins[3], learning is conceived as a function of a child's experience, a process that should be fostered by teachers thought encouragement and enriched learning environment with teacher interventions discourage. In addition, Brown[4] states learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Then, he adds the concepts of learning as follow:

a) Learning is retention of information or skill. Retention implies storage systems, memory, and cognitive organization.
b) Learning involves active, conscious focus on and acting events outside or inside the organism. Relatively permanent but subject to forgetting.
c) Learning involves some form of practice, perhaps reinforced practice.

2.3 Reading

Reading is a basic life skill. It is a cornerstone for a child's success in school and indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. According to Patel[5], reading means to understand the meaning of printed words. Reading is an active process which consists of recognition comprehension skill. Reading is an important activity in life with which one can update knowledge. Reading skills is an important tool for academic success.

In other hand, Serravallo[6] also state that reading is an important way for students hold onto their ideas to grow new thoughts about their books through the act of writing. Reading is similar to listening in that it is receptive skills. It involves students interacting with visual input of language, which they need to process and understand.

• Differences of Reading Comprehension and Reading Skill

Duffy[7] defines that a skill is something you do automatically without thinking about it. An example of a reading skill is instantly recognizing and saying a word such *the*. According to McNamara[8,] reading skill in terms of accurate decoding rather than understanding, they tended to equate good reading with good decoding.

In the other hand, Nunan[9] states that reading comprehension means to reading for meaning, understanding, and entertaining. McGuinnes[10] states that comprehension means more than a good vocabulary. It involves a number of core language skills, such as the ability to use syntax to anticipate word in a sentence and assign unknown words to the appropriate part of speech. It includes an aptitude for monitoring context, making inferences on the basic of background knowledge, as well as familiarity with oral or literary forms (genres)

According to Hermida[11], understanding the context helps students understand the background, environment, and circumstances in which the author wrote the text. Meanwhile,

Patel and Jain[12] states reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure, and concepts.

In conclusion, reading skill is the skill of people to read English text automatically without thinking the context of the text, but reading comprehension is read the text and understanding the message, the context, the idea, and the structure of the written text.

2.4 Teaching Reading

Aswan[13] states that teaching strategy is a teachers' plan in teaching and learning process to achieve a purpose which have planned. In other word, teaching strategies are approach to teaching students. The teacher has to applied the strategy to balance between the method which the teachers' used and the way of the teacher's used to apply the material.

In other hand, Alyousef[14] states reading component of an English language course may include a set of learning goals for:
a) The ability to read a wide range of texts in English.
b) Building knowledge of language which will facilitate reading ability.
c) Building schematic knowledge.
d) The ability to adapt the reading style according to reading purpose.
e) Developing an awareness of the structure of written texts in English.
f) Taking a critical stance to the contents of the texts.

2.5 Narrative Text

According to Bal[15], a narrative text is a story that is 'told', conveyed to recipients, and this telling requires a medium; that is, it converted into *signs*, a text that not consist solely of narration in the specific sense. Meanwhile, Crystal[16] states that a narrative text is seen as a recapitulation of past experience in which language is used to structure a sequence of (real or fictitious) events. Structural elements are proposed, such as those which initiate a narrative (e.g a summarizing abstract, a story orientation) or those which close it (a closing summary, a narrator's evaluation). There is a focus on such notions as theme, plot, character, role, and point of view, especially in studies of literary narrative

There are 3 generic structure of narrative text based on Knapp and Watkins are Orientation (Usually introducing the participants and informing the time and place. It is the introduction of who/what, when and where), Complication (Present one or more problem for the character to solve), and Resolution (Sort out the problem for the characters).

2.6 Narrative Text

Story Face is by giving a picture to make the students interest reading process. Staal in Klingner[17] states that Story Face is an adaptation of story mapping that provides a visual frame work for understanding, identifying, and remembering elements in narrative text. The story face constructed by making the eyes, eyelashes, nose, mouth. It is supported by Whitten[18] which says that Story Face is an adaptation of story mapping, which also uses a visual framework for understanding, identifying and remembering elements in narrative text. He also states that Story Face is a strategy in which students read a story and generate a map of its events, ideas and key elements. It means that before students should read the frame work first. 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.

Hedgcock and Ferris[19] states the procedures that the teacher can use to teach the strategy of story face. The procedure is as follows:
a) Preview the story face with students prior to reading a narrative text.
b) Review the information (setting, main characters, problem, events, and resolution) that students are expected to find.
c) Have students read the text and complete the story face, either individually in pairs, or as a group. Some teachers prefer to have students fill out the story face as they read, while other prefer that students fill it out after reading.

Staal in Klingner, states that this strategy gives some advantages to the students; (1) it is easy to construct (2) it is easy to remember (3) it can guide retelling (4) it is collaboratively learner trough discovery (5) it is flexible and (6) it provides framework that can facilitate narrative writing. He also states that the shape of story face looks like a story map, only it is

shaped like a face. Staal also provides example of "happy" and "sad" face. The researcher offers an adaptation of the happy version (for the sad face, the smile is upside down). How the mouth of the story face is drawn (smile or frowning) depends upon the nature of the story's resolution and upon how individual students perceive the resolution (happy or sad).

Staal in Klingner et al writes that the Story Face is constructed by:
- Making the eye: two circles representing the setting and main character
- Eyelashes: specific description and secondary characters
- Nose: problem
- Mouth: comprises a series of circles representing the man events that lead to the solution.
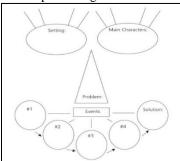

Figure 1. Happy Story Face (adopted from (Klingner,et.al)

Randolph[20] also states some steps of using story face to teach reading which can be used by the teacher, those are:
1) The teacher explains how to use story face
2) Applying story face in teaching reading
3) Teacher and students make the story face. The story face is constructed by:
    a) Making the eyes: two circle representing the setting and main character
    b) Eyelashes: specific description and secondary characters
    c) Nose: problem
    d) Mouth: comprises a series of circle representing the main events that lead to the solution
4) The teacher will fill out the story face as a visual for the students are both teacher and students read and reread the text to identify the important information for the story face.

Students finding their imagination through map and describe about the story their read. They will know setting, main characters, problems, events, and a solution of the story.

Related Research

There are two relevant previous research related to this research. The first previous study entitled "The Effectiveness of Story Face in Teaching Reading Comprehension at the Tenth Grade of SMK Batur Jaya 2 Ceper Klaten in The Academic Year of 2017/2018" which was written by Zahriyatul Mufidah (2018). This research used experimental research, the design of this research is quasi experimental with pre-test and post-test design. The finding of her research is the mean of pre-test of experimental group is 57.73 and control group is 62.06. The mean score of post-test of experimental group is 71`43 and control group is 66.03. It means that the mean score of post-test is higher than the mean score of pre-test. It was obtained that t-test was 2.24 and the t-table was 2.00 for alpha (α) 5%. The t-test was higher than t-table (2.24 > 2.00). It means that Ha was accepted and Ho was rejected. The similarity between this research and the first research, both researches use story face as the strategy in teaching media. There are also the differences between them. The first previous research uses story face as a strategy in teaching reading comprehension, meanwhile this research uses story face as a strategy in teaching reading narrative text.

The second one was written by Dewi Nurpitriyani (2015) entitled "The Effectiveness of Story Mapping Technique towards Students' Reading Comprehension of Narrative Text (A Quasi Experimental Study at the Tenth Grade Students of SMAN 1 Kota Tangerang Selatan in Academic Year of 2014/2015)". The objective of this research is to obtain the empirical evidence about the effectiveness of story mapping technique towards students' reading comprehension of narrative text. The method used in this research is quantitative method and the design used was purposive quasi experimental design. The

result of this research showed that there was significant difference toward students' reading comprehension achievement of narrative text using story mapping technique. In the table of significant, it can be seen that of *df*= 84 and in the degree of significance 5% the value of degree of significance is 1.989. By comparing the value t_o was higher that t_t, that is 6.987 > 1.989, the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. The second research has differences with this research but also have similarity. The differences of this research from her research is in employing strategy. This research uses Story Face and her research uses Story Mapping. However, the similarities both of the research improve teaching reading.

From the result of the previous research about, the researcher chooses to use Story Face strategy in teaching because the result of using media or strategy in teaching and learning hopefully effective for students' reading ability.

3. Method

This research uses quasi experimental design using non-equivalent. The reason using this design because the experimental and control group is not choosen randomly. The population of this research was the tenth grade students of SMK Taman Karya Madya Teknik Kebumen in the academic year of 2019/2020 consits of 822 students. The sampling technique used in this research was purposive sampling. The sample of this research was the students of X TKR 2 as experimental group consisted of 37 students and the students of X TKR 13 as control group consisted of 33 students. There are two variables of this research. The independent variable was teaching reading narrative text using story face and the dependent variable was students' reading achievement of narrative text. The data collection carried on 18 January - 13 February 2020 with the cooperation of the headmaster of SMK Taman Karya Madya Teknik Kebumen in the academic year of 2019/2020. To collect the data, the researcher did some steps. Firstly making the instrument. The researcher makes the instrument taken from internet. The instrument is multiple choices with 25 questions of reading. Secondly expert judgment. After make instrument, the researcher comes to expert judgment for consultant about the test. The researcher literature lecturer and English teacher SMK Karya Madya Teknik Kebumen. They checked about instrument that will be given to students and get a revision. Thus, the test can give to students. Then conducting the pre-test. The researcher conducted pre-test for both classes X TKR 2 as the experimental group and X TKR 13 as the control group before giving the treatment to the students. They had to finish in 60 minutes. Next conducting treatment. In conducting the treatment, the researcher gave the treatment by using *story face* in teaching reading narrative text in X TKR 2 as the experimental group. Lastly, conducting the post-test. The post-test was done after conducting the pre-test and treatment. The material in this test were different from was given in the treatment. In the end, to analyze the data, the researcher used descriptive and inferential analysis.

4. Finding and Discussion

The result of reading comprehension ability of experimental and control group can be categorized as the following table.

Table 1. The result of reading comprehension ability of experimental group

Value	Level of achievement	Frequency	Percentage
80-100	Excellent	1	2.7%
66-79	Good	24	64.9%
56-65	Sufficient	12	32.4%
40-55	Fairly Sufficient	0	0.0%
<39	Poor	0	0.0%

The table above shows the frequency distribution of students' score in post-test of the experimental group. The frequency of the students' achievement that got excellent is 2.7%, good is 64.9% and sufficient is 32.4%.

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Table 2. The result of reading comprehension ability of control group

Value	Level of achievement	Frequency	Percentage
80-100	Excellent	2	6.1%
66-79	Good	25	75.8%
56-65	Sufficient	4	12.1%
40-55	Fairly Sufficient	1	3.0%
<39	Poor	1	3.0%

The table above shows the frequency distributor of students' score in post-test of the control group. The frequency of the students' achievement that got excellent is 6.1%, good is 75.8%, sufficient is 12.1%, fairly sufficient is 3.0% and poor is 3.0%.

4.1 Descriptive Analysis

The result of descriptive analysis by SPSS calculationcan be seen as the following table.

Table 3. The result of Descriptive Analysis by SPSS 16.0

Statistics

		Pre_Exp	Pre_Ctrl	Post_Exp	Post_Ctrl
N	Valid	37	33	37	33
	Missing	0	4	0	4
Mean		70.92	70.55	68.54	67.76
Median		72.00	72.00	68.00	68.00
Mode		72	72ª	72	68
Std. Deviation		5.785	7.799	6.265	8.941
Variance		33.465	60.818	39.255	79.939
Range		28	32	24	48
Minimum		52	48	56	32
Maximum		80	80	80	80
Sum		2624	2328	2536	2236

a. Multiple modes exist. The smallest value is shown

From the descriptive analysis above, it can be seen the highest score of the experimental group of post-tes is 80 and the highest score of the control group of post-test is 80. The lowest score of the experimental group of post-test is 56 and the lowest score of the control group of post-test is 32. The median score of the experimental group of post-test is 68.00 and the median score of the control group of post-test is 68.00. The mode score of the experimental group of post-test is 72 and the mode score of the control group of post-test is 68. From the computation result, the total score of the experimental group of post-test is 2536 and the control group of post-test is 2236. Based on the total score and its total number of sample, the mean score of the experimental group of post-tes is 68.54 and the mean score of the control group of post-test is 67.76. Finally, the standard deviation for the experimental group of post-tes is 6.265 and the standard deviation score of the control group of post-test is 8.941.

4.2 Inferential Analysis

Table 3. The result of Test of Normality using SPSS 16.0

Tests of Normality

	Group	Kolmogorov-Smirnovª			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Experimental	.172	37	.007	.912	37	.006
	Control	.271	33	.000	.851	33	.000

a. Lilliefors Significance Correction

From the computation above in the Kolmogorov-Smirnov column, it can be seen that the significance value of experimental group is 0.007 is lower than 0.05. Meanwhile, the significance value of control group is 0.000 is lower than 0.05. Therefore, it can be concluding

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that the distribution of post-test control is abnormal and the post-test of experimental group is abnormal.

Test Statistics^a

	Nilai
Mann-Whitney U	599.500
Wilcoxon W	1.160E3
Z	-.133
Asymp. Sig. (2-tailed)	.894

a. Grouping Variable: Group

Table 4. The result of Test of Homogeneity

Homogeneity					
A	**N1**	**N2**	**F table**	**F value**	**Result**
0.05	37	33	1.78	1.62	Not Homogenous

From the computation above, the value of F is 1.82. Then, it is compared to the of F-table with degree of freedom (df) of number of numerator (37-1= 36) and degree of freedom (df) numerator (33-1= 32). The F-table was from Microsoft Excel program by the used of =FINV(0.05;(37;32)) formula. Based on the table on F-table, it is known that the F value on the significant level 0.05 is 1.78. Because F value was higher than the value of F table (1.82>1.78), it means that the variance of two samples is not homogenous.

Based on the table above, the researcher just saw the z-value is 0.133. After that, the researcher compared z-value with z-table. From the table above it can be seen z-value is 0.133 and z-table is 0.129. Based on calculations between manual calculations with calculations using SPSS there are differences, 0.004. This is reasonable because in manual calculations there is rounding while calculations using SPSS are not.

5. Conclusion

Because of the data is abnormal, the distribution the researcher uses z-test. The result of z-value is 0.129. Based on the 0.05 significance level, the value of z-table is 1.96. The computation shows that z-value is lower than z-table, which is 0.129<1.96. So, the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. It means that using story face is ineffective and cannot increase the score of students reading especially in narrative text at the tenth grade of SMK Taman Karya Madya Teknik Kebumen in the academic year of 2019/2020.

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