

The Power of Story Face Strategy and Concept Mapping Strategy in Teaching Students' Reading Skill

Hamid Ismail¹, Saiful², Rina Asrini Bakri³

¹ STKIP Kie Raha Ternate, Indonesia; Hamidismail1061@gmail.com

² Department Universitas Muhammadiyah Makassar, Indonesia; saiful@unismuh.ac.id

³ Department STKIP Kie Raha Ternate, Indonesia; rinaasrini@yahoo.com

ARTICLE INFO

Keywords:

Story Face Strategy;
Concept Mapping strategy;
Reading Comprehension

Article history:

Received 2021-07-09

Revised 2022-01-12

Accepted 2022-12-16

ABSTRACT

The goal of this study is to determine the relationship between independent and dependent variables. To investigate the impact of the story face strategy and the concept mapping strategy on second grade students' reading comprehension at senior high school. This is an experimental study with a pre test and post test design. The research sample consisted of second grade students (2 Sains classes) during the academic year 2018/2019, and the purposive sampling technique was used. The effect of Story Face Strategy and Concept Mapping Strategy toward reading comprehension based on the data indicates that there was significant effect between data in pre-test and data taken from post-test of the students' achievement. The value of the test was highly significant showed as 6.245 and the t-table was showed as 2.064 The value score of t-test was quite higher than the t-table ($6.245 > 2.064$). It is concluded that the Story Face Strategy and Concept Mapping Strategy are effective in teaching reading skill to second grade senior high school students.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Hamid Ismail

STKIP Kie Raha Ternate, Indonesia; Hamidismail1061@gmail.com

1. INTRODUCTION

Throughout the world, many people speak English as their primary language.. It is also needed by the people who wants to learn English in advance, because English is used in computer, internet, international communication, and so on. Since English used as international communication tools then in Indonesia, English is beginning to introduce and taught to students of the levels of elementary school, junior high school, senior high school, and even university as one of their main subjects that obligate students to improve their skill to learn English. As we know that students' efforts and learning English nowadays is taken from internet sources, journals, and articles and all of them using English mostly students unable to take some advantages if their English stay in the low level (Saiful, Jabu, & Atmowardoyo, 2019).

Considering the previous explanation, it is explain further that learning English nowadays, students or people generally should master mainly four skills in English they are the following

speaking, listening, reading, and writing. For these skills, reading is a very important part in English subject. It is not just getting the information from kinds of written sources but also as a kind of way to understand how the native speaker use this language as communication tools in writing.

Reading is one of the most important things that must be mastered by students who are learning English. (Pang & Bernhardt, 2003) said that reading is a complex activity to understand written texts that involves perception and thought. (Putri, Octavialis, & Sadikin, 2019) said that reading is an act of looking at and understanding point and according to (Harmer, 1998) reading is an activity that is dominated by the eyes. By reading, students will receive messages from the eyes and then be able to capture the importance of the type of text they read. Reading is one way to increase one's knowledge and experience of what they read, increase new words, find new ideas to find out how the words are used and so on. (Hansen, 2016) reading comprehension is the basis for all learning, both in learning common terms and in language acquisition. To identify these skills, some people have formulated the definition of reading comprehension to understand and apply that information contained in written materials. The three reading skills are closely related to oral language ability fort, expect reading which is a receptive language skill a process that do not takes place continuously which not has a direct effect on individual interactions in the environment.

(Linse, 2005) explains that reading is an asset to maintain skills that involve the senses of ourselves in how to understand and derive meaning from the words we read. By having initial reading related skills, the ability to understand passages can decode symbols and (sound) printed sentences and understand what we read in a text or passage more easily of course. (Linse, 2003) states that reading is one of the processes of influencing what readers combine about information from sentences or passages and also for their background experiences and knowledge to build meaning so that the asset of initial knowledge about reading is nothing but a process of understanding symbols for. reading comprehensively and can be interpreted as reading text skills that are in accordance with adequate understanding. (William Grabe, 2011) said that reading is defined as a way used to obtain information from a text which then from that information forms an interpretation. (H. Zulianti, P. Wiratno, 2022) reading is written or printed material that requires a process of identification, interpretation and perception.

Reading comprehension is a way to identify a text by knowing and understanding the information contained in the material more specifically. As (Jannette K, Sharon Vaughn, Alison Boardman, 2011) states that reading comprehension is a component of a very complex process that involves internal interaction, namely readers and everything they bring to the text they read (pre-knowledge, strategy used) in the form of variables related to the text they read (interest in the text, understanding of the content of the type of text). According to (Catherine, 2002) reading comprehension is a simultaneous process of obtaining and building meaning through engagement with writing system. (Mujianto, 2016) said that reading comprehension is defined as an activity that involves cognitive and metacognitive abilities to understand messages and information from written materials. (Clarke, Truelove, Hulme, & Snowling, n.d.) also argued that reading comprehension is a way to share information, ideas, and perspectives so that meaning can be conveyed.

As the one of skills of language in the learning process, reading function is as learners media tools to get input. Reading comprehension is a reading skill that provides students' needs so that it can be mastered by them. Learner who have a variant level of reading comprehension certainly have a better understanding than students who have low reading interest. These conclusions have actually been described in the definition as well as aspects that affect influence comprehension.

In improving comprehension in reading skills, students must have better strategies and there are several techniques that students can use to help them. One of them is trying to combine the Story Face strategy and the Concept Mapping strategy in teaching. After they read a text, they are taught to each other until they reach the understanding of the text.

(Erasmus, 2013) The story face strategy is a graphic in the form of an aids strategy that is used to organize the comprehension of the narrative text. Face story strategies can be learnt by

accommodating essential significant features in narrative text such that the function of story maps can assist students to imagine effective narrative text components, such as setting regarding main characters, events, and resolutions. (Jannette K, Sharon Vaughn, Alison Boardman, 2011) indicated that the face of the story is the act of perceiving, recognizing, and recalling aspects in a narrative text wrapped in a visual framework and borrowed from story mapping. The advantage of the story face strategy are that it can facilitate narrative writing so that it is easy to construct, remember, can guide retelling, and learn collaboratively through flexible discovery.

This is the same rules how Concept Map as the strategy to graph students mind based on several characteristics, it's characteristics can be a group of definition, examples and illustration. It seems that term of concept map and face strategy stimulate students minding grouping information from main ideas to details from the top into the bottom. (Azarnoosh & Naeini, 2008) said a concept map is concepts and relationships in the form of graphical representations of knowledge. (Novak & Cognition, 2007) Concept mapping is a graphical representation that is built and reconstructed for knowledge development.

There are some previous research regarded to story face strategy that can accommodate students need in reading because of the difficulties in mastering and comprehending the lesson. One of the research conducted by Suhaimi (2019) found that the instructor can reach achieve the result of perfect score by applying story face strategy for the students in junior high school. Through the application of this strategy a good willing will occur that face strategy will allow students visualising kinds of reading component such as the setting, the problems solving, the event and the resolution.

According to the aforementioned statement, the researcher is interested to see how students in the second grade high school learn to read by applying combining the Story Face and Concept Mapping Strategies. Then considering the context, the researcher formulated the formulation of the problem as follows: "Does the combination of Story Face strategy and Concept Mapping strategy improve the students the Reading Comprehension at the second grade of SMAN I Bontonompo Selatan Gowa?"

The research objective was to ascertain whether the combination of Story Face and concept mapping strategy could enhance students reading comprehension at SMAN I Bontonompo Selatan Gowa second grade. The researchers expected that the research result would be a piece of useful information and beneficial contribution to English teacher and students. Especially who teaching reading comprehension subject, the researcher hopes the combining Story face and Concept mapping strategies is an efficient way to increase reading comprehension. In addition, the researcher also hopes that this research or the teacher can be used for further researchers related to this research topic.

The scope of the research was addressed to increase students' reading comprehension through the use of the Story Face strategies and Concept Mapping strategies at the second grade-students of SMAN I Bontonompo Selatan Gowa. The researcher focused to observed the students comprehension on literal and inferential reading comprehension. Furthermore, the teaching material that was narrative text.

2. METHODS

The method that applied in this research was the pre-experimental design method This method consists of three main steps namely the pre-test, the treatment, and the post-test. The students were given a pre-test in order to measure their prior ability and knowledge in reading comprehension skill. Then, the researchers gave the students some treatment which was implementation of Story Face and Concept Mapping strategy in teaching and learning reading comprehension. After that the researchers also gave the post-test to measure the students' reading comprehension achievement after the treatment was given.

The research design of this study presented below:

01 → X → 02

Where:

01 = Pre-test

X = Treatment

02 = Post-test

(Maya, Saiful, 2021)

This research has two variables: 1. The variable independent of the research was the combination of the story face strategy and concept mapping strategy. 2. The dependent variable of research was the ability of students reading comprehension. The population of this research was the second-grade students of SMAN I Bontonompo Selatan Gowa in the academic year 2018/2019. It consisted of two classes they are: Science class which consisted of 240 students, social program which consisted of 120 students. So, the total number population was 360 students. The researcher used purposive sampling technique by taking class science 1 which consisted of 35 students as the sample of this research. The reason to choose this class because based on the school teacher experienced when did teaching and learning process, the teacher found that the students were difficulties to comprehend the text and they feel bored when they read the uninteresting material (Hamid Ismail, Saiful, 2019).

The instruments used in collecting data was reading test which consisted 20 items of multiple choice and 10 item essay tests which is the validity and reliability test item of the data worth using based on the result of statistical analysis . The one important thing in this research was collected the data that can determine the result of the research. Data collecting procedures use in this research are:

1. The pre-test earlier before giving treatment, the researchers gave pre-test to the students. The aimed of the pre-test was to know students reading comprehension before the students got the treatment.
2. After giving the pre-test, then the researcher gave treatment to the students in four (4) meetings in which every meeting in running 2x45 minutes (90) minutes. Generally, the procedures of teaching reading using a combination of the story face and concept mapping strategies, namely:
 - a. The Teacher helped students to develop their visualization skills having them create visual image of familiar, concrete object, such as pier, or fog.
 - b. The Teacher selected the text before classroom reading material The researcher gave the students 'an illustration about the text before students read the text.
 - c. During reading assign, the students to underline lightly in pencil or use a post it to flag the key words in the first topic all relevant section of ten signaled by sub headings..
 - d. After reading, follow up with the class-wide discussion of the content, asking for elaborations and inferred details whenever appropriate.
 - e. The Researchers told to the students about the text.
 - f. The Researchers read the story, the teacher would paused an each character a chance to tell the class what they were thinking and feeling.
3. Post-test was given after treatment it was the same as pre test it aimed to see the value of the treatment whether or not the result of the post-test is better than pre-test or to know the effectiveness of the Story face strategy and concept mapping strategy influenced reading.

The data collected in pre-test and post-test analyzed as follow:

1. Scoring the students correct answer of pre -test or past-test used the following formula:

$$S = \frac{\text{TOTAL CORRECT ANSWER}}{\text{TOTAL NUMBER OF ITEMS}} \times 100$$

2. Classifying the students scores of the pre-test and post-test
 - a. Score in range 9,6 – 10 classified as excellent
 - b. Score in range 8,6 - 9,5 classified as very good
 - c. Score in range 7,6 - 8,5 classified as good
 - d. Score range 6,6 - 7,5 classified as fairly good
 - e. Score in range 5,6 - 6,5 classified as fair
 - f. Score in range 3,6 - 5,5 classified as poor
 - g. Score in range 0 - 3,5 classified as very poor
(Depdikbud, 2012)

3. FINDINGS AND DISCUSSION

Findings

The researcher completed the research in eight meetings. The study was carried out to determine the impact of teaching by the Combining Story Face and Concept Mapping approach on reading comprehension. The researcher employed a pre-experimental design. The research findings dealt with the researcher then analysing the data from the field by students' pre-test and post-test scores. Taking the mean of the students' grades, Calculating the t-test and tabulating the students' scores, classifying the scores, computing frequency, rate percentage, and the results of the tests

The outcomes of this study dealt with the students' pre-test and post-test scores, the frequency level and rate percentage of students' scores, the mean score and total score, and hypothesis testing of the matched samples. The significant test demonstrated that the t-test result in the following table:

Table 1. comparing the t-test and the t-table

Variable	t-test	t-table
X ₂ -X ₁	6.245	2,064

Comparing the t-test value to the T-table value, it can be concluded that t-test value (6.245) was higher than the value of t-table (2.064). In other words, it can be said that $6.245 > 2.064$. This means that Null hypothesis (H₀) of this research was rejected and the alternative hypothesis (H₁) was clearly received because there was enrolment between the pre-test to post-test by implementing the story face and concept map strategy in the analysis above, the researcher concludes that there was significance different between the result of pre-test and the post-test score of students' reading after implementing the material of reading by story face and concept map. In other words, it can be said that the implementing of story face and concept map can upgrade the ability of the students.

The Pre-test and Post-test Results In order to determine the answer and rationale for the study questions in the previous explanation, the researchers administered a test twice during the investigation. The pre-test was given prior to the treatment to determine the student's reading comprehension achievement. While the post-test was given to the second grade students of SMAN I Bontonompo Selatan Gowa to determine the outcome of the treatment the Combination of Story Face Strategy and Concept Mapping Strategy.

Pre-Test and Post-Test of students frequency result can be explained in the table 2 as follow:

Table 2. The Students classification score in Pre-test and Post-test

No	Classification	Score	Students frequency n Pre-test	Students percentage	Students frequency n Post-test	Students percentage
1.	Excellent	9,6-10	0	0%	8	21%
2.	Very Good	8,6-9,5	0	0%	9	24%
3.	Good	7,6-8,5	0	0%	12	37%
4.	Average	6,6-7,5	18	52%	6	18%
5.	Poor	5,6-6,5	13	36%	0	0%
6.	Very Poor	3,6-5,5	4	12%	0	0%
	Total		35	100 %	35	100 %

The data in above table mentioned the score gained by the students in pre-test that no student stay in excellent, the good, also in very good score means they are stay at the average to very poor. This is different after the treatment of post-test where the result dominantly in average to excellent.

Comparing the t-test value to the T-table value, it can be concluded that t-test value (3.65) was higher than the value of t-table (2.063). In other words, it can be said that $3.65 > 2.063$. This means that Null hypothesis (H0) of this research was rejected and the alternative hypothesis (H1) was acceptable because there was score improvement between the pre-test to post-test by implementing the face strategy and concept mapping in teaching reading at the second grade students of SMAN 1 Bontonompo Selatan Gowa. From the analysis above, the researcher concludes that there was significance different between the result of pre-test and the post-test score of students' speaking ability after implementing story face and concept mapping method. In other words, it can be said that the implementing of story face and concept mapping method can upgrade the students' reading ability.

Discussion

This study combined the Face Story Strategy and the Concept Mapping Strategy to teach reading. The components of this strategy are as follows: pretending, reading, and post reading activities. This strategy was presented following the pre-test. The researcher attempted to give the students a pre-test before teaching them using the face narrative approach and the concept map. Its purpose is to determine the student's prior skill. Following the administration of the pre-test, the students were instructed utilizing the Combining Story Face and Concept Mapping strategy. The researchers gave the post-test during the last meeting, and after collecting data from the pre-test and post-test, the researchers compared the students' test results from the pre-test and post-test. It was designed to determine whether or not there was a statistically significant difference between the pre-test and post-test results. In other words, whether the post-test result was better than the pre-test, and the followings are a detailed description of the findings in this study.

Many students were assessed as poor in the pre-test, but most were classified as average were taught using the two methodologies utilized in this study. In the pre-test, none of the 35 students were categorized as good, very good, or excellent, but in the post-test, eight students were classed as very excellent. It demonstrates that there was a significant difference in the students' scores between the pre-test and post-test. This finding in line to (Erasmus, 2013) this strategy is perfectly enough to accommodate the comprehension of the learners.

The following is a detailed explanation of the discussion result of the students' results to both the pre-test and the post-test based on the data collected both the pre-test and the post-test, it showed the result that total percentage of the pre-test dominantly in the score of very poor to average and total percentage score of post-test was gain almost perfect and difference to the previous result in pre-test.

As a result, the total students' score on the post-test was higher than the total students' score on the pre-test after they had been taught using the Combining Story Face and Concept Mapping strategy. This also the same with the (Aziz & Rahman, 2015) the study program that he tested experimentally performed significantly better result compare to the control class.

The frequency and rate percentage of the student's achievement were 8 (21%) students categorized as excellent in the post-test. 12 students (24%) were classified as good. Both poor and very poor in the post-test None of the student (0%) were assigned to those category. The significance test yielded a value of 3,65 and the t-table yielded a value of 2.063. The t-test value score was significantly greater than the T-table value score ($3,65 > 2.063$). The results of the post-test and significance test can lead to the conclusion that students can easily analyse and identify the essential points in the text or passages read. The kids do not require any more time to complete the reading test. In this case, the researcher's success in applying the reading material via the Combination of Story Face and Concept Mapping technique in teaching the reading comprehension subject to the students, particularly the second-year students of SMAN I Bontonompo Selatan Gowa, was demonstrated by the data. Aside from the frequency and rate percentage results, another data point revealed that the pupils' achievement was high in the post-test. The result of (Suhaimi, 2019) almost the same to this study finding that the students are easily recognized text of English through the application of story face strategy.

Finally, there was a statistically significant difference between the pre-test and post-test scores. In other words, the technique of combining Story Face with Concept Mapping in strategy and learning English reading proved helpful in improving students' reading comprehension skills.

4. CONCLUSION

The researchers conclude the final result of this research, which was conducted on second-grade students of SMAN I Bontonompo Selatan Gowa in academic year 2018/2019 that the use of a strategy that combines Story Face and Concept Mapping could improve the reading comprehension of second grade students at SMAN I Bontonompo Selatan Gowa. It was demonstrated by the pre-test and post-test, where the post-test was higher than the pre-test and there were significant differences between the results of the pre-test and the post-test based on the result of the significance test where the t-table is 2.063 and the t-test is 3.65, indicating that combining Story Face and Concept Mapping Strategy in teaching reading could help students improve their comprehension skill. In general, the use of the Combining Story Face and Concept Mapping Strategy is effective in developing second-year students' reading comprehension at SMAN I Bontonompo Selatan Gowa. They are fascinated by the strategy used because it is a new model for teaching reading. They have an effect on the average of students' pre-test and post-test scores, implying that their reading comprehension can be improved by combining story face and concept mapping strategies. In conducting this research, the researcher found some obstacles such as the students undisciplined in following the class activity and sometimes most of them asking the same questions because limited of vocabulary, therefore it is recommended to use this strategy for vocabulary mastery in the future researcher who are interested in applying to these both method. It is also recommended to enrol the research segmentation especially to develop a model through these method.

REFERENCES

- Azarnoosh, M., & Naeini, J. (2008). *Concept Mapping : Promoting Meaningful Learning and Contributing Course Achievement Concept Mapping : Promoting Meaningful Learning and Contributing Course Achievement*. (October).
- Aziz, T., & Rahman, A. (2015). *Effect of Concept Mapping Strategy on Students' Achievement in Science at Secondary Level*. (September).
- Catherine, S. and C. (2002). *Reading for Understanding in Reading Comprehension* (1st ed.). RAND

Education.

- Clarke, P. J., Truelove, E., Hulme, C., & Snowling, M. J. (n.d.). *Developing Reading Comprehension*.
- Erasmus, C. J. (2013). *Concept Mapping as a Strategy to Enhance Learning and Engage Students in the Classroom*. 31(1), 27–35.
- H. Zulianti, P. Wiratno, S. N. (2022). Using Cloze Strategy to Improve Students ' Reading. *Journal of Language Intellegence and Culture*, 4(1), 1–14. <https://doi.org/10.35719/jlic.v4i1.78>
- Hamid Ismail, Saiful, R. A. B. (2019). *THE EFL AUTONOMOUS LEARNING ON READING COMPREHENSION*. 8(4).
- Hansen, E. J. (2016). *Reading comprehension*. Hogscolen Ostfold.
- Harmer, J. (1998). *How to Teach English*. Pearson Education.
- Jannette K, Sharon Vaughn, Alison Boardman, K. (2011). *Teaching Reading Comprehension to Students With Learning Difficulties* (1st ed.; K. Harris, Ed.). New York: THE GUILFORD PRESS.
- Linse, C. T. (2003). *Practical English Language Teaching* (1st ed.; David Nunan, Ed.). New York.
- Linse, C. T. (2005). *practical_english_language_teaching* (2nd ed.; D. Nunan, Ed.). New York: Mcgraw Hills.
- Maya, Saiful, S. (2021). THE IMPACT OF USING WEBQUEST ON EFL STUDENTS READING. *English Language Teaching Methodology*, 1(3), 202–207.
- Mujianto, R. (2016). *EFFECTIVENESS COLLABORATIVE STRATEGIC READING STRATEGIES TO TEACH READING COMPREHENSION TO STUDENTS WITH POSITIVE AND NEGATIVE ATTITUDES*. 6(2).
- Novak, J. D., & Cognition, M. (2007). *Theoretical origins of concept maps , how to construct them , and uses in education Theoretical Origins of Concept Maps , How to Construct Them , and Uses*. 3(1), 29–42.
- Pang, B. E. S., & Bernhardt, E. B. (2003). *Teaching reading*. International Academy of Education (IAE).
- Putri, A. G., Octavialis, A. N., & Sadikin, I. S. (2019). *IMPROVING STUDENTS ' READING SKILL THROUGH*. 2(6), 861–868.
- Saiful, Jabu, B., & Atmowardoyo, H. (2019). *The Effects of the PORPE Method on Students ' Reading Comprehension and Metacognitive Awareness*. 10(3), 569–582.
- Suhaimi, M. (2019). *Story Face Strategy to Improve Students ' Comprehension of Engelse Text*. UIN Ar-Raniry.
- William Grabe, F. S. T. (2011). *Teaching and Researching Reading* (2nd ed.; Christoper, Ed.). London and New York: Taylor and Francis Group.