

STORY FACE STRATEGY IN READING COMPREHENSION

Oleh

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Abstract: *This article suggests how many strategies are used in the teaching and learning process, teachers need to be more creative and innovative in creating new things. This strategy is not yet well known by students and is a new challenge for teachers to display it. if you listen to the steps, it is almost the same as mind mapping, but the difference is that the story face strategy is that students are directed to make pictures based on the stories they read, such as students having to draw two circles that are likened to the right and left eyes, which means displaying the place and character actors in the story, then a triangle is likened to a nose, which means displaying the problems contained in the story, the last is a mouth which is likened to a series of circles representing the main events that lead to the solution. It is hoped that students can see big ideas and details that need support in the form of relational structures and are expected to foster students' interest in reading for the better and supported by the right strategy, and one of them is the use of the Story Face Strategy*

INTRODUCTION

Reading is one of the four important competencies, and it is really the most important if no one of the readers can comprehend the main point of what they have read. Reading involves the use of words, fluency in reading a text, and comprehension of the printed word. Furthermore, it is a way of extracting information from written language words and a means of interacting with the text and the reader. The reader can gain benefits from reading, including obtaining a lot of information, improving their knowledge, solving problems, and gaining new ideas by comprehending a reading passage. In other words, reading is not only a precision for uttering words or phrases, but also identifying and understanding the intent of the author in a reading passage.

Reading should be taught well by the teacher to ensure students master the important skill of reading. It includes how teachers develop the right strategies in the reading activity and how students feel comfortable receiving and understanding the topic. Patel, et al (2008: 84) stated that, reading is crucial, as it is one of the skills that are required, and correction is necessary, whereas in the modern era, information comes from different sources and in order to obtain the information, people need to know how to read. Reading is a means to gain knowledge from various fields, allowing you to see knowledge from different fields in a more accessible way. It will be able to increase their knowledge. This will help them to improve their knowledge.

Reading is an important process for getting information from a text, where readers must link the information in the text, they read into one unit. Grabe, et al (2011:17) stated that reading is the ability to extract meaning from printed material and interpret it appropriately. This means that reading is an activity conducted to obtain information and also in reading is not only reading, but also meaning entry.

Furthermore, reading and comprehension are not separate, as they are interconnected.

comprehension is the basis of reading as stated by Kruidenier (2002:77), who stated that comprehension is the reason. when reading a text, it is important that they comprehend its content. Reading and comprehension are related, because the outcome of the reading activity is to understand what was read. While reading, the reader constructs the significance of the written text.

Reading is all about comprehending the content, and this requires understanding the material and this is the key to effective reading. The meaning of reading is understood through reading through various processes that involve reading words, knowledge, and fluency, as stated by Klinger, et al. (2007:2). It can be said that understanding reading is an understanding by reading words, the more the reader reads, the more knowledge or information he gains, and fluidity in reading each word of the text.

According to Klinger (2007:81), story face is a strategy that uses a visual framework to comprehend, identify, and recall elements in narrative text. It works as a story map, allowing students to visualize the important component of the narrative text, including the setting, key characters or main characters, problems, events, and a resolution. Thus, it can be said that the story face strategy can make students easy to understand and remember the stories Such as characters, settings, and events in a story that happens as the character tries to solve the problems, outcome, and theme of the story as they unfold over time.

This strategy has been supported by some of the researches, they are Juliansyah (2016). He was used in quantitative research design by using triangulation. The result of his research shows that story face strategy was effective in reading comprehension of narrative text. Then Indriyani, et al (2019), she was used in quasi experimental design and the result is story face strategy can improve student's reading comprehension. Next, Putu Santi Oktariani (2018), she was used in qualitative research design, this strategy is good for applicate it. The last, Albiansyah and John (2020), this research was using classroom actin research and the result is the story face strategy to enhance students understanding in reading comprehension of narrative text.

A. Literature review

1. Reading

a. Reading comprehension

Reading is the language skill that requires students as readers to interact with text in order to gain information from the texts. Some experts share their definitions about what is meant by reading. Patel (2008:113) said that reading is an important activity in life with which one can update his or her knowledge. Similarly, Smith (2004:8) said that reading is a complex process in which readers must interpret information in the text and it constantly involves guessing, predicting, checking, and asking oneself questions. From these definitions, it can

be concluded reading is one way to develop someone knowledge and make it progress for his/her self-related about language activities include it new vocabulary also it involves the reader's thinking, the readers must guess what the writer's to convey.

Nunan (2003: 68) stated that reading is fluent process of readers, combining information from a text and their own background knowledge to build meaning. Similarly, Grimes (2006:5) stated that reading is an active process of constructing meaning. Form this definition, it can be concluded that reading is a process of thinking where the readers relate the information from the text and their own background knowledge of the text to build their understanding of the meaning of the text.

According to Peregoy & Boyle in Suryanto (2007:69) stated that reading is a set of skills that involves making sense and deriving meaning from printed words. It means that, the students must cultivate their minds to gain comprehension. Then, the goal of the students is to be able to analyze information in their minds to find meaning. In addition, students must also be able to find the necessary information in the text.

In additional Grellet (2006:4) stated that there are two main reasons for reading. The first is reading ability that people do get information and pleasure. It means that we can understand reading to increase our knowledge because we can obtain a great deal of information such as developments in all regions of the world, the progress of business and education. The second, reading can amuse the reader because there are many kinds of text can give satisfaction for reader.

Furthermore, Moreillon (2007:10) said that reading is making meaning from the printed and from visual information. From the above definition, reading is an active process in which students can come up with an idea of what they have read. Then, for getting information students do a set activity. The activities started by rapid eye movement to follow composition, then send it to the brain and the reader will analyze the information in the brain and the last the reader get the meaning from the text. Besides, the statement above also indicates that reading is not a simple task, as it necessitates a great deal of effort to derive meaning or information from the text. In this case, readers are expected to have a capability or strategy that may help them understand the content of the text.

Based on the opinion above, it can be concluded that reading is a process in which engages prior knowledge with that current knowledge and interpret how the readers watch things in the world. Through what has been read, there will be a new thought to achieve what readers previously knew.

In reading comprehension becomes an important factor. This idea is supported by Ostrov (2003:1) who stated that in reading "comprehension is one of the important factors that indicate how well people read." He then explains when we read a text extremely quickly but we cannot understand what we have read, it means that we do not read it comprehensively. Thus, comprehension is an indispensable part of reading activity.

Based on Khand (2004:43-56) stated that reading comprehension is the activity getting the content of the writer wants to explain. It is making meaning

from the text. Furthermore, the readers can comprehend the text through reading process that includes the readers' background knowledge. Reading comprehension is crucial for students to be able to get the meaning out of their reading. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationship between words and concept.

Similarly, King and Stanley (1999:330) explained that "reading comprehension has five aspects contained in reading text. They are; finding information, finding main idea, finding the meaning of vocabulary in content, identifying reference, and making inference."

It means that factual information requires readers to scan specific detail, recognition of the main idea of a paragraph is very important because it helps the reader understand the paragraph and content of reading text, when the students find the meaning of vocabulary in the content, it can develop his/her guessing ability to the word which is unfamiliar with him or her by relating the close meaning of unfamiliar words. In identifying of reference, the words or phrase, the students are able to identify the word which they refer to will help the students understand the reading passage. In making an inference, it is a skill where the students are able to read between the lines. It divides into main attention, drawing logical inferences, and making accurate predictions.

So, based on the experts above, the writer concludes that reading comprehension is one's ability in comprehending the message of the English materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain messages between the writer and the reader. It involves the process of identifying the text elements such as; finding the main idea, details, the meaning of vocabulary in context, identifying references, and making inferences.

b. Story Face Strategy

Story face is one of the strategies applied in reading comprehension, making it the students get the information in the text. Stall claims that the term "story face" originates from the term "story mapping" in Klinger, et al (2007:79), a narrative text's elements must follow a certain structure in order to be understood and remembered.

When the students read the text directly, the story face strategy enabled them to categorize each section of the text as important information. It is supported by Whitten (2009:188) said that a strategy called story face in which students read a story and create a map of its events, themes, and key elements. It means that students will write the framework story face after reading a story face in the text. Students will remember the text's content and find it easier to understand by understanding the framework.

According to the mentioned viewpoint, story face acts as a tool to assist students during their reading of the text. The story face resembles a structured

outline in the shape of a face, enabling students to extract the crucial details of the story. Each component serves specific purposes: the eyes represent settings and main characters, the nose signifies problems, and the mouth depicts events involving the problem and its resolution. Then Stall adds that the story face was built from:

- 1) Making the eye: two circles representing the setting and the main character.
- 2) Nose: representing the problems.
- 3) Mouth: consisting of a series of circles representing the main events that led to the solution.

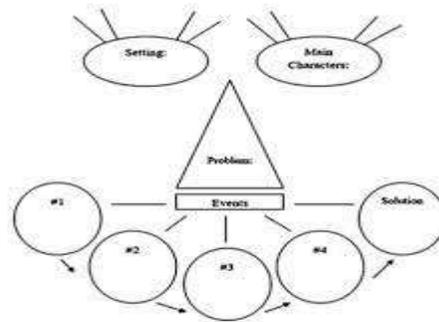


Figure 1 of story face strategy

From the picture above, it can be inferred that the aspects of a story's face serve a purpose. Orientation or introduction can be provided in the eye areas, wherein the left eye can represent settings and the right eye can represent the main characters. Then in the nose, it can be filled with conflict problems in the story or resolution. For the mouth, it can be filled with resolution events of problems and solutions.

Students are permitted to engage in the story face strategy activity, where they categorize each section of the text as significant information while reading it directly. It is supported by Whitten (2009:188) said 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 the students will be required to write a summary or outline of the main story after reading the text. The students will be able to remember the content of the text and comprehend it easily by grasping the framework.

Based on the opinion above, story face serves as a tool to assist students during their reading of the text. The story face has a structure resembling a face and serves as an organizational framework. By utilizing the story face, students can access the crucial details of the story. Every component has its own role, like the eyes being responsible for portraying the settings and main characters, the nose for presenting the problems, and the mouth for depicting the events related to the problem and solution.

c. Procedure of Story Face Strategy

There are several steps in implementing this strategy. Based on Hedgcock, et al (2009:301) said that procedures that we can use to teach the strategy of story face are as follows:

- 1) Preview the story face with students prior to reading a narrative text.
- 2) Review the information (setting, main characters, problems, events, and resolution) that students are expected to find.
- 3) 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 others prefer that students fill out after reading.

Moreover, Wiesendanger (2001) suggests that there are several steps to apply this strategy as follows:

- 1) Making the eyes: two circles representing the setting and main characters.
- 2) Nose: problem
- 3) Mouth: comprises a series of circles representing the main events that lead to the solution.

The procedures that the teacher should be applied in the classroom are as follow:

- 1) Explain the story Face with the students before reading a text.
- 2) Students are given a text as an example.
- 3) The teacher guided the students to read the text and find some information (setting, main characters, problem, events, and resolution) that students are expected to find.
- 4) After the students find some information, each student makes a framework of story face.
- 5) And then, students can fill the story face framework with eyes: setting and main characters, nose: problem, and mouth: comprising a series of circles representing the main events that lead to the solution.
- 6) After the students filled out the story face strategy framework, the teacher and the students together corrected the points in the story face.
- 7) After that the teacher gave another text for exercise and asks students to make a story face of framework and fill in the outline with the information they got individually. After students finished fill the story face framework, the students submit it to the teacher.
- 8) And last, the teacher gave a review or summary to the students about the text and story face material.

d. Advantages of Story Face Strategy

There are some advantages of the story face strategy. Based on Whitten, et al (2009:188) said that the story face strategy has been implemented for the students as follows:

- 1) Story face strategy helps the students prepare for retelling key elements of a story in the text.

- 2) Story face strategy is easy to remember the information in each part of the text.
- 3) Story face strategy is easy to construct the content of the text.
- 4) Story face strategy can be a guide that easily helps the students get the information while they read the text.
- 5) Story face strategy can make the students more aware so that they could think about the information presented rather than reading passively.

According to Staall in Klinger, et al (2007:98) said that this strategy has certain advantages they are: it is easy to build, and it is easy to memorize. Retelling can lead and it provides a framework that is flexible and facilitates the text. Similarly, Wiesendenger (2001) said that this strategy increases students' ability to apply context to improve comprehension, identification, and retelling skill. The strategy focuses on the story structure to aid in comprehension. Story Face gives students an independent guide for organizing and remembering information about stories.

e. Disadvantages of Story Face Strategy

According to Cudd and Robert (1987) said the story face strategy does not improve the student's vocabulary mastery maximumly. This happens because the students are expected to summarize it using only the story by face, obviating the need to fully understand the story. Furthermore, Kuldane (1998) said that teachers should give more guidance to students while the teacher applies story face as a strategy to enhance their reading comprehension.

In conclusion, the story face strategy is an effective way to improve students' reading comprehension. Students can use story faces to memorize textual aspects by using the story face.

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