

TEACHING READING NARRATIVE TEXTS THROUGH STORY IMPRESSION STRATEGY TO ISLAMIC JUNIOR HIGH STUDENTS

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Abstract

The objectives of this study were to find out whether or not there were a significant difference and a significant improvement on the eighth grade students' achievement in reading narrative text between those who were taught by using Story Impression strategy and those who were not. In this study, quasi experimental design was used. The sample of the study was taken by using convenience sampling technique consisted of 60 students. This study was conducted for about a month and a half consist of twelve meeting including pre-test and post-test. The instrument used in collecting the data was multiple choices test. The test was administered twice, as the pre-test and post-test for both control and experimental group. The result of the test was analyzed by using independent sample t-test, paired sample t-test and percentage analysis, it was found that there was a significant difference between students' posttest experimental and control group, since the p-output (0,038) was lower than 0.05 and t-value (2.126) was higher than t-table (1.966). Furthermore, there was a significant improvement both of group, since p-output (0.024), was lower than 0,05 and t-value (2.386) was higher than t-table (2.042).

Keywords: story impression strategy, narrative text, reading comprehension

Introduction

English is considered important in order to absorb and develop science, technology, art and culture (Mukminin, Muazza, Hustarna, & Sari, 2015; Mukminin, Ali, & Fadloan, 2015). According to Richards and Rinandya (2002), English in different parts of the world where it is not native language may have the status of either a "second" or a "foreign" language. In the former case, it is a language that is widely used in society and learners need to acquire English in order to survive in society. Indonesia is one of the countries that use English as their foreign language which taught as a school subject starting from elementary school up to University.

In learning English, there are four skills that must be learned by the students. They are listening, speaking, reading and writing. One of them is reading which one of the important skills in learning English is. Squire, Berg, Bloom, Lac, Ghosh, and Spitzer (2013) state reading skills occupy a uniquely important position in overall cognitive development and critically supportive of educational success. It means that reading is an important part that needs to be developed. By reading, the students can get much information and knowledge, and also the students can improve their ability in English. Based on the explanation above, it is clear that reading is an essential skill in learning English. Therefore, the students must have ability in reading comprehension.

In teaching and learning process, it is not easy for the teachers to encourage their students in order to get a good ability in reading. Moreover, if the library school is not supported by good facilities and professional librarian, the collection of the books that is why the students are not interested to come to the library. The writer assumes the students' reading ability is low. In learning reading, the students usually get some difficulties in understanding the texts for example narrative texts. They have problems in reading comprehension because they just read the text,

but they do not understand the meaning of the content of the texts. Considering these problems, the writer concluded that students' reading comprehension need an alternative strategy in learning reading, especially, narrative text. In this case, Story Impression strategy can be used. According to Bligh (1955), Story Impression is a pre-reading activity that develops a schema for ideas found in the story, and provides a starting point for revising and confirming ideas as the students read. Meanwhile, Sejnost (2009) argues that this strategy is very effective with both exposition and narrative; it is especially successful when used with the plot line of narrative stories. Moreover, Denner and McGinley (1990) define that story impression can be applied to the second grade level. There are some benefits of story impression strategy. According to McCann (2002), there are four benefits of story impression strategy: 1) Activate students' prior knowledge, 2) Assess students' prior understanding of a topic, 3) Motivate students by having them predict what the text will be saying, and 4) Promote active reading.

The objectives of this study were to find out whether or not there were a significant difference and a significant improvement on the eighth grade students' achievement in reading narrative text between those who were taught by using Story Impression strategy and those who were not.

Literature Review

Concept of teaching

Teaching is the process of transferring, guiding and sharing the knowledge and skills between the teacher and students (Mukminin, Rohayati, Putra, Habibi, & Aina, 2017; Kamil, Mukminin, Idrus, Jamin, & Yusuf, 2013; Azkiyah & Mukminin, 2017). In other words, Richard and Renandya (2002) state that teaching is viewed as something that is constructed by individual teachers. Teaching is driven by teacher's attempts to integrate theory and practice. The objective of teaching English to Indonesian students is that the students are able to communicate in English both oral and writing. To achieve the objective, the students should have the four language skills, such as listening, speaking, reading and writing.

Furthermore, Royanti (2007) explains that teaching is the process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student. Through the process of communication, the people can receive the message or information (Mukminin, Kamil, Muazza, & Haryanto, 2017). In addition, Brown (2000) argues that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Brown (2000) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Teaching is to educate people that haven't know something. Allah SWT says in surah Al-Mujaddalah Ayat 11:

...وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.(ayat 11)

From the holy verse of Al-Qur'an above, the writer interpreted that Allah SWT asks us to learn all of God's creations where Allah is the most generous who knows everything. Then Allah SWT explain about the primacy of the faithful and learned knowledge and those who believe and learned knowledge will be raised in degrees by Allah SWT. Based on the experts' explanation above, the writer assumed that teaching is a process of transferring knowledge from teacher to the students. It is not only the knowledge, ideas, experience, or other information but also value of the information itself. Teaching can be defined as giving information and ask someone to do or not to do something, or to make someone understand and to be able to do something which is instructed by the instructor or teacher. Moreover, teaching English is a process or transferring language and skill to the student, and how to use it in and outside of the classroom. The

objective is to make the students who do not understand yet about English language become understand, even they can master the four basic skills those are listening, speaking, reading, and writing.

Concept of reading

Reading is one of important skills in English which needs to understand the meaning that provided in text. According to Brown (2004), reading is the most essential skill for success in all education contexts, remains a skill of paramount importance as we create assessments of general language ability. Medina (2012) states that reading is an interactive process in which the writer and the dialogue meet through a text. For academic purposes, reading is important because it is one of the most frequently used language skills in everyday life. Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003). In addition, Pang, Muaka, Benhardt, and Kamil (2003) state that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two relates processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Then, comprehension refers to the process of making sense of words, sentences and connected text. In conclusion, reading is consider as one of the important language skills that gives more information and knowledge for the readers especially the students in order to relate their prior knowledge to the reading text.

Reading comprehension and narrative text

According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing through interaction and involvement with written language. Meanwhile, Richards and Renandya (2002) argue that reading for comprehension is the primary purpose for reading (thought this is sometimes overlooked when students are asked to read overly difficult text) awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. Klingner et al. (2007) states that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). In short, reading comprehension relates to the students' understanding about the text given by the teacher that they read and they try to analyze the texts and the meanings implicitly.

Narrative text is a story conveyed to entertain the reader or listeners. Mukarto (2007) argues that narrative is a text to entertain the readers or listeners with the stories. Meanwhile, Billups-Thomas (2011) argue that the purpose of narrative text is to entertain, to tell a story, or to provide an aesthetic literacy experience. According to Barbara (2002), narrative text, broadly defined, tells a story. Examples of narrative texts include short stories, novels, folktales, tall tales, myths, fables, legends, fantasies, and science fiction. Additionally, Hyland (2008) explains that narrative should include: 1) an orientation (where the setting are introduced and a time set for the event(s), 2) a complication (where the problem arises), and 3) A resolution (where the problem are resolved). Language features of narrative: 1) use of words that link stages in time, 2) use of adjectives and adverbs, 3) use of action verbs, and 4) written in the first or third person. In conclusion, narrative text is a text that tells a story to entertain the readers or listeners. It is usually written in past forms. The examples of narrative text include folktales, tall tales, myths, fables, legends, fantasies, science fiction, and so on. It should include orientation, complication, and resolution.

Story impression strategy and procedures

According to Bligh (1995), Story Impression is a pre-reading activity that develops a schema for ideas found in the story, and provides a starting point for revising and confirming ideas as the students read. Moreover, Denner (1986) defines that story impression is pre-reading activity for improving reader's comprehension of narrative passage. Meanwhile, Sejnost (2009) argues that story impression is very effective with both exposition and narrative; it is especially successful when used with the plot line of narrative stories. Students use clue words associated with important ideas and event in the content area or the plot line of the narrative to write their own version of the material prior to reading it. Furthermore, Sejnost (2009) states this strategy asks readers to make predictions about the actual text they will read before they read, make possible connections to that material, and help improve their comprehension skills by providing them with fragments of the actual content. When students have composed their written version of the text based on the cue words provided, they are ready to compare their version to the actual text to be read.

There are some strategies can be used by the teacher in teaching reading to help students in understanding and having creative thinking. Allen and McLaughlin (2002), show that story impression strategy procedures are as follows:

- a) Provide with a list words that provide clues about the story. Choose words that relate to the narrative elements characters, setting, problem, events, and solution.
- b) List words in sequential order as they appear in the story. Connect them with downward arrows. Share the list of clues with the students.
- c) In small groups, students then create stories using the clues in the order presented.
- d) Have students share their stories with the class and discuss them.
- e) Read the original story to the class and have students compare and contrast their story with the original.

Methodology

In this study, the writer used quasi experimental design. Specifically, one of the quasi experimental designs used in this research was pretest-posttest non-equivalent control group design. There were two groups, they were experimental and control group which both were given the pretest and posttest. The writer did the treatments by using Story Impression Strategy to the experimental group, but the control group was not. The population in this research was the students of the eighth grade students of MTs Sabilul Hasanah. Based on the data, there were 125 students, consist of four classes. Furthermore, the sample of this study was taken by using convenience sampling technique. According to Fraenkel et al. (2012), convenience sample is a group of individual who (conveniently) are available for study. In other words, the total number of students as the sample in this study was 60 students. It would be the students in VIII.1 as an experimental group and VIII.2 as control group.

In this research, the test-question items which used for students' pre-test was the same as it is given for students' post-test activities. Before they implemented as research instrument, it must be analyzed or checked for their validity and reliability tests. The writer had consulted the instrument with three validators to evaluate whether the components of the instrument are valid or not to be applied in research activities. The result from the validators can be assumed that the test instrument and lesson plan are appropriate to be used in this research study. Furthermore, to find out the validity of the test question items, the writer did try-out to know whether it is valid or not. From the result analysis of each question item, there were 44 questions considered valid since the scores of significance are higher than 0,355. It can be took 40 items from 44 items. In order to know if the contents of the test items are appropriate, the writer checked the test materials to the curriculum. After try out, to measure the test, the writer calculated the students'

score using Split Half in by SPSS version 20.0 programs with *spearman-brown prophecy formula* in internal consistency reliability. From the result of measuring reliability test using Split Half method, it was found that the p-output of Guttman Split-Half Coefficient was 0.717. From the score it can be stated that the reliability of the test is reliable since the reliability was higher than 0.70.

Findings

In findings, the writer presents data description, pre-requisite analysis and hypothesis testing. In distribution of data frequency, the writer got the interval score, frequency and percentage. The result of pre-test and post-test scores in control and experimental group are described in the following table:

Table 1. Distribution of data frequency and descriptive statistic on students' pre-test scores in control and experimental groups

| | Category | N | Frequency | (%) | Min | Max | Mean | Std Deviation |
|----------------|-----------|----|-----------|-------|-----|-----|---------|---------------|
| Cont. Group | Very Good | | 0 | 0% | | | | |
| | Good | 35 | 8 | 26.7% | 45 | 75 | 65.5833 | 6.55492 |
| | Average | | 20 | 66.7% | | | | |
| | Poor | | 2 | 6.6% | | | | |
| Very Good | 0 | | 0% | | | | | |
| Exp. Group | Very Good | 30 | 0 | 0% | 30 | 75 | 61.9167 | 9.48418 |
| | Good | | 8 | 26.6% | | | | |
| | Average | | 19 | 63.3% | | | | |
| | Poor | | 3 | 10% | | | | |

Table 2. Distribution of data frequency and descriptive statistic on students' post-test scores in control and experimental groups

| | Category | N | Frequency | (%) | Min | Max | Mean | Std Deviation |
|----------------|----------|----|-----------|-------|-----|------|---------|---------------|
| Cont. Group | Very | 35 | 0 | 0% | 45 | 77.5 | 67.9167 | 7.63057 |
| | Good | | 13 | 43.3% | | | | |
| | Average | | 15 | 50% | | | | |
| | Poor | | 2 | 6.6% | | | | |
| Exp. Group | Very | 30 | 0 | 0% | 35 | 77.5 | 63.2500 | 9.28825 |
| | Good | | 9 | 30% | | | | |
| | Average | | 17 | 56.7% | | | | |
| | Poor | | 4 | 13.3% | | | | |

Furthermore, the writer analyzed the normality and homogeneity of students' pretest and posttest scores in experimental and control group. The result showed that the significance value of the students' pretest in control group was 1.360, while the experimental group was 0.728. Moreover, the result of study showed that the significance value of the students' post-test in control group was 1.524, while the experimental group was 1.076. From the score, it could be stated that the students' pretest score in control and experimental group were considered normal since the result of p-output were higher than 0.05.

To compute homogeneity test, *Levene statistics* in SPSS 20 was applied. In the pre-test of experimental and control group were found that the p-output is 0.092. From the result, it could be stated that the obtained score from students' pretest in experimental and control groups are homogenous, because it is higher than 0.05. Furthermore, in the posttest of experimental and control group were found that the p-output was 0.226. From the result, it could be stated that the obtained score from students' post-test in experimental and control groups are homogenous, because it was higher than 0.05. In this study, independent sample t-test and paired sample t-test were used. Independent sample t-test was implemented in measuring a significant difference between students' achievement in reading narrative text who are taught by using Story Impression Strategy, it was found that the p-output was 0.038 and the t-obtained was 2.126. Since the p-output was lower than 0.05 and the t-obtained (2.126) was higher than t-table (1.996). It can be stated that there was a significant difference on students' achievement in reading narrative text between those who were not at MTs Sabilul Hasanah.

Furthermore, paired sample t-test was used to measure the significant improvement on the eighth grade students' achievement in reading narrative text before and after treatment. It was found that the p-output is 0.024 with $df = 29$, and t-value = 2.386. It can be stated that there is significant improvement from students' pretest to post-test scores in experimental group taught using Story Impression Strategy since p-output is lower than 0.05 and the t-value (2.386) was higher than t-table (2.042). It is concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

Interpretation

Based on the findings above, some interpretations were made as follows: First, the writer did pretest, posttest in experimental and control group, and treatment in experimental group. Based on the result of pretest in experimental and control group, the students got average score in reading comprehension test of narrative text. It was because the students faced difficulties in learning reading. The difficulties are the students' vocabulary is limited, their reading is not fluency, so that their motivation in reading is low. That is why the students did not comprehend narrative text and could not retell the story. But it is the opposite to Billups-Thomas (2011) that the purpose of narrative text is to entertain, to tell a story, or to provide an aesthetic literary experience.

Second, the treatment done in the experimental group by using Story Impression strategy to help students in learning reading, especially narrative text. After using Story Impression strategy, the writer found that the students have motivation in learning reading. It was because the students were active and enthusiastic in learning process, and develop the students' comprehension in reading. It is also supported by Pang (2012), comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This strategy also can develop a schema for ideas found in the story. It is in line with Bligh (1995, p. 287) Story impression is a pre-reading activity that develops a schema for ideas found in the story, and provides a starting point for revising and confirming ideas as the students read.

Besides, it made them easier to predict story of the text before they read. It is also supported by Sejnost (2009), Story Impression is a strategy which asks readers to make predictions about the actual text they will read before they read, makes possible connections to that material, and help improve their comprehension skills by providing them with fragments of the actual content. Based on Klingner et al. (2007) states that reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It's supported by previous related of the study. Putri (2013) found that the use of Sketch to Stretch and Story Impression strategy can

help the students to find the important information from the text and the students are able to identify and predict from the text. There was significant achievement in the experimental group through Story Impression strategy during treatment in ten meetings. In the first to second meeting, the students still felt confused to follow the learning process of Story Impression strategy. Then, the writer explained again until they understood. Nevertheless, the third to sixth meeting, the students become interested to learn and understand of Story Impression strategy, it could be seen when the treatment was conducted, they become active in giving their opinion about the text and they can find new information from narrative text. So, they become motivated in learning reading. In the seventh to tenth meeting, the students were accustomed with story impression strategy in learning reading. It is line with McGinley and Denner (1986), story impression is pre-reading activity for improving readers comprehension of narrative passage.

After the treatments, the posttest was given to the students in both groups. The writer found the students' mean scores in experimental group were higher than the students' mean scores in control group. It was caused the control group was not given the treatments by using Story Impression strategy. During the test, the students did not focus on those questions. They do the test faster than time that was offer. Because they just guess the answer despite the writer remembered them to review their answer. Furthermore, the factors made the students' mean scores in posttest were higher than pretest in experimental group because the students were given the treatments through Story Impression strategy. There were some results of the improvement in reading comprehension after the treatments. They are:

- 1.The students became active in reading comprehension. It could be seen from the result of their work in develop a schema in the text by using Story Impression strategy.

- 2.The students were able to find the information of the texts. It could be seen from the result of Story Impression activities, the students could found the information from the text because they must comprehend what they read before doing Story Impression activities.

- 3.The students could summarize the important point from the texts. It could be seen from the result of their work, the students could retell the story in front of class.

Finally, it was inferred that the use of story impression strategy significantly improve the students' reading comprehension achievement to the eighth grade students of MTs Sabilul Hasanah. It could be stated that Story Impression was fit to be in teaching reading comprehension or improving students' reading comprehension achievement. It is related to Novita (2014), who says that Story Impression strategy is one of effective strategies that can be applied by the teacher in teaching English reading.

Conclusion

Based on the findings and interpretation in the previous chapter, it can be concluded as follows: First, there was a significance difference on the eighth grade students' achievement in reading narrative text between those who are taught by using Story Impression strategy and those who are not at MTs Sabilul Hasanah. It could be seen from the result of the calculation; t-value was higher than critical value of t-table. Hence, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Second, there was a significance improvement on the eighth grade students' achievement in reading narrative text before and after the treatment. The students got higher score after they were given the treatment. It could be seen from the result of the mean score of the pretest and the posttest experimental group.

Therefore, it can be concluded that Story Impression strategy was succesfully applied to the eighth grade students of MTs Sabilul Hasanah. The students got improvements from the implementation of Story Impression strategy. The result related to the improvements of the eighth grade students, as follow:

1.The students became active in reading comprehension. It could be seen from the result of their work in develop a schema in the text by using Story Impression strategy.

2.The students were able to find the information of the texts. It could be seen from the result of Story Impression activities, the students could found the information from the text because they must comprehend what they read before doing Story Impression activities.

3.The students could summarize the important point from the texts. It could be seen from the result of their work, the students could retell the story in front of class.

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