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THE EFFECT OF STORY IMPRESSION STRATEGY TOWARD READING COMPREHENSION OF NARRATIVE TEXT AT SECOND YEAR STUDENTS AT SMA MUHAMMADIYAH RAMBAH

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THE EFFECT OF STORY IMPRESSION STRATEGY TOWARD READING COMPREHENSION OF NARRATIVE TEXT AT SECOND YEAR STUDENTS AT SMA MUHAMMADIYAH RAMBAH

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ABSTRAK
Tujuan dari penelitian ini adalah untuk menemukan bagaimana pemahaman membaca siswa pada teks narrative yang diajarkan dengan menggunakan strategi prediksi cerita lebih baik daripada yang diajarkan tanpa menggunakan strategi prediksi cerita. Kemudian menemukan ada atau tidaknya pengaruh yang signifikan dari strategi prediksi cerita terhadap pemahaman membaca siswa pada teks narrative di kelas dua. Sampel dari penelitian ini adalah di kelas XI SMA Muhammadiyah Rambah. Penelitian ini adalah penelitian experiment, jenis penelitian adalah pre-tes and post-tes. Hasil penelitian menunjukkan pada post-test di experimental group 22 siswa memproleh 95.7% (sangat bagus). Sedangkan pada post-test di control group 3 siswa memperoleh 11.5% (sangat bagus).

Kata Kunci : *Membaca, Prediksi Cerita, Teks Narrative.*

ABSTRACT
The purposes of this research were to find out students' reading comprehension on narrative text taught by using Story Impression strategy and taught without using Story Impression strategy and to find out whether there was a significant effect of using Story Impression strategy toward reading comprehension of narrative text at the second year students at SMA Muhammadiyah Rambah. This research was an experimental research, the design of research was pre-test – post-test. The result of this research in post-test experimental group 22 students got 95.7% (good to excellent). While in post-test control group 3 students got 11.5% (good to excellent).

Key words : *Reading , Story Impression, Narrative Text*

INTRODUCTION

In English there are four skills that should be mastered. They are listening, speaking, reading, and writing Brown (2004:217) which must be learned concurrently. Besides, as a skill reading is clearly one of the most important. In fact in many instances around the world, we may argue that the reading is the most important language skill, particularly in the case, where the students have to read English material for their own specialist subject.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. Dorn and Soffos (2005:6) says that reading is a complex process involving a network of cognitive actions that work together to construct meaning. Fatel (2008:113) says that reading is most useful and important skill for people.

According to Fatel (2008:20) reading is a complex skill involving a number of simultaneous operations. It means that reading comprehension is necessary to learn ,the teacher know the meaning word, so students are able to understand, and to identify the writer's purpose, main idea and to understand the paragraph supports the title and the correct conclusion from the reading material. Then, Jhonson (2008:4) says that reading comprehension is the act of linking one idea to another. It means reading comprehension is an activity to get comprehension by linking every idea in the text.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the narrative text. Narrative text is a kind of the text to retell story that past tense. The purpose of the text is to entertain or to amuse the readers about the story.

In learning teaching English we need good strategy to improve reading comprehension. Story Impression provides a skillful strategy to students helps them focus on comprehending and thinking as they read, to develop deeper understanding. According to Blachowicz and Cobb (2007:189) Story Impression is a tool for introducing vocabulary and predicting text. Karen (1994:36) Story impression is to predict a story line using sequentially presented key words or phrases derived from the selection. Story impressions is a pre-reading strategy that

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introduces students to the vocabulary they will need to know for a particular unit of study.

According to Vacca and Begoray (2005) story impressions are pre-reading strategies arouses curiosity and allows students to anticipate what stories might be ahead. In summary, Story impression is powerful reading strategy in which it can help students more deeper comprehen text. Story Impression strategy enganges in discussion about test result in improved reading comprehension, higher level thinking skill. And than Story Impression strategy, the students deeper and more enriched understanding the text.

Based on the writer's teaching experience and the latest conversation with English teachers and the students of SMA Muhammadiyah Rambah, the writer was interested in conducting the research based on several problems can be seen as below:

a. Some of the students do not use good strategy in reading text, because the strategy that were use of the teacher is monotonous or do not use good strategy in teaching reading. That is way the students get bored to study or lazy to study.
b. Some of the students are shy to apply other skill that will be improving their capability in reading, because the students afraid saying do not good by friends if the students to apply other/new skill that can to improve their ability.
c. Some of the students can not find main idea, because the students less understand the contents of the text or do not read all of the contents of the text that way the students do not can to find out the main idea of the text.
d. Some of students are difficult to determine specific information. Where the students give the task in groups by the teacher to do the task, only several did the test students but the other students in groups not follow that.
e. Some of the students are lack of vocabulary to determine the correctly information on narrative text, because some of the students are not understands about the contents of the text and lazy to read the text that way the students can not to find the good information of the text.

The researcher also found that were some problems from the teacher in teaching reading. First, the teacher did not have good preparation for teaching the students, especially for the material and the text. The material sometime was not suitable for the students at the level. Then, the teacher could

not use and apply the teaching strategy appropriately that made the students have less opportunities and less activities. As the effect, the students were not active in reading process and got less comprehension about the text.

The researcher would like to improve students reading comprehension by using story impression strategy, because this strategy helps students to comprehend common and specific vocabulary in informational texts and literature. This strategy would be applied teaching reading comprehension through narrative text.

RESEARCH METHODOLOGY

The research design that used in this research was experiment. It was an appropriate way to this research in order to knew the significant effect of Story Impression toward students ability in reading comprehension on narrative text of SMA Muhammadiyah Rambah. According to Gay and Airasian (2000:367) experimental research is the only type of the research that can test hypothesis to establish cause and effect relationship.

The researcher used quasi-experimental design with pre-test and post-test design. To applied this research, the researcher tool two classes, XI.1 class as experimental class and XI.2 class as control class. Then, the researcher gave them a post test to find out the effect of the strategy applied by the researcher. Finally, according to Creswell (2008:314) the design of Pre-test and Post-test design as follow:

Table 1
Research Design

Class	Pre-test	Treatment	Post-test
Control	Test 1	X	Test 2
Experiment	Test 1	O	Test 2

The explanation were:
A : Experimental Group
B : Control Group
T1 : Pre-Test to experimental and control group
O : Conventional strategy
X : Receive the treatment using story impression
T2 : Post-Test to experimental and control group

Research Variables

1. Independent Variable

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The independent variable was the major variable which the researcher hopes to used to investigate. According to Sugiyono (2010:61) independent variable is variable that influence dependent variable. It was usually symbolize by "X". In this research, independent variable was the use of Story impression strategy.

2. Dependent Variable

The dependent variable was the variable which the researcher observes and measures to determine the effect of the independent variable. Sugiyono (2010:61) stated that dependent variable was the variable that influenced because of any independent variable. It was symbolize by "Y". Dependent Variable in this research was students reading comprehension of narrative text.

FINDING AND DISCUSSION

It was found positive effect (improvement) of students' reading comprehension especially in narrative text from pre-test to post-test in the two groups; control group and experimental group.

Table 2 Score in control class

No	Criteria	Pre-test	Post-test
1	Standard deviation	-5	-8
2	Mean	70	73
3	High score	80	85
4	Low score	60	65
5	Total score	1680	1890

Table 2, showed the data description of control group. The result such are Standard deviation was -5, Mean was 70,High score was 80, Low score was 60,Total score was 1680,Modus was 70, and Median was 70. While Post test score in control group. Standard deviation was -8, Mean was 73, High score was 85,Low score was 65, Total score was 1890, Modus was 70, and Median was 70. From the data, the result between pre-test control group and post-test control group had little different.

Table 3 Score in experiment class

No	Criteria	Pre-test	Post-test
1	Standard deviation	11	-2
2	Mean	68	84
3	High score	80	95
4	Low score	60	75
5	Total score	1575	1930

Table 3, showed the data description of Experimental group. The result such are Standard deviation was 11, Mean was 68, High score was 80, Low score was 60, Total score was 1575, Modus was 80, and Median was 65. While Post test score in control group. Standard deviation was -2, Mean was 84, High score was 95,Low score was 75, Total score was 1930, Modus was 80, and Median was 85. From the data, the result between pre-test experiment group and post-test experiment group different.

Table 4

The students' reading comprehension of narrative text in pre-test in control group

No	Range score	Freque ncy	percen tage	Level of ability
1	80-100	4	15.4%	Good to excellent
2	60-79	22	84.4%	Average to good
3	50-59	0	0%	Poor to average
4	0-49	0	0%	Poor

Table 4, showed the percentage of students' reading comprehension, especially in narrative text in pre-test in control group. From the data, it can be seen the result in frequency that no students got the good to excellent and average to good. On table above 4 students got 15.4% percentage and good to excellent in level of ability and 22 students got the 84.6% percentage and Average to good.
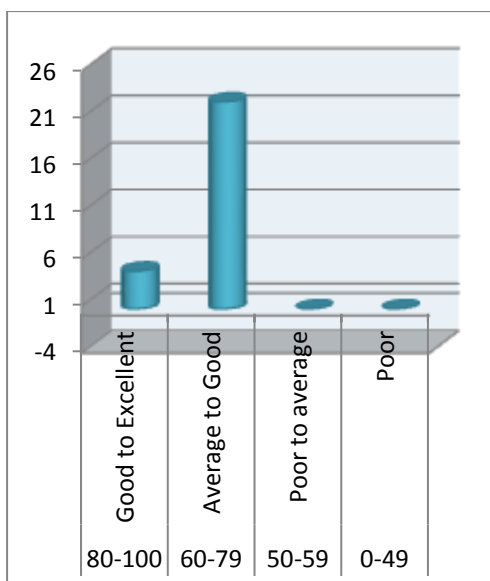
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Diagram 1.
The students' reading comprehension
in pre-test in control group

Based on the diagram above, we can see that the value 60-79 have the highest order 22 students. It's means that students are included in the average to good level of ability. And the value 80-100 only 4 students got the score. It means that students are in good to excellent level. The value of 50-59 and 0-49, no one students got this score.

Table 5
The students' speaking skill in pre-test in experiment group

No	Range score	frequ ency	Percenta ge	Level of ability
1	80-100	4	17.4%	Good to excellent
2	60-79	19	82.6%	Average to good
3	50-59	0	0%	Poor to average
4	0-49	0	0%	Poor

Table 5, showed the percentage of students' reading comprehension, especially in narrative text in pre-test in experimental group. From the data, it can be seen the result in frequency that no students got the good to excellent and average to good. On the table above, 4 students got 17.4% percentage and good to excellent in level of ability and 19 students got the 82.6% percentage and average to good level ability. In this research, the

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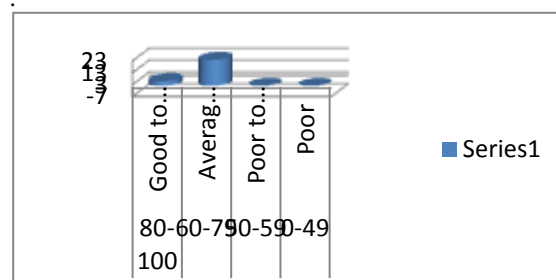score in pre test of control group and experimental group.

Diagram 2.
The students' reading comprehension
in pre-test in experimental group

Based on the diagram above, we can see that the value 60-79 have the highest order 19 students. It means that students are in the average to good level of ability. The value 80-100 only 4 students got the score. It's means that students are in good to excellent level. The value of 50-59 and 0-49, no one students got this score.

CONCLUSION AND SUGGESTION

So the null hypothesis was rejected and alternative hypothesis was accepted. In short, there is any significant effect of using story impression strategy. It can be concluded that Story Impression strategy has a positive effect to reading comprehension of narrative text at the second year students at SMA Muhammadiyah Rambah.

Based on the result of the research. The researcher would like to give some suggestion to English teacher, to students and to the next research. The English teacher should be more creative to builds a favorable atmosphere in teaching-learning process, because the conductive condition in teaching would become one asset to carry the success of material to be taught. It also can make Story Impression strategy work better. The students should try to understand to use Story Impression strategy in reading text and practice in the classroom. And than the students pay more attention to when the teacher explains and how to use story impression strategy. The last students should try and practice the Story Impression

strategy by themselves in their class or other places.

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