

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Strong reading skills are essential for English language learners and greatly influence their schoolwork. Anderson (2003) emphasizes that reading is an active process and readers construct meaning by combining what they already know with new information. These skills are essential for understanding texts and also reinforce important thinking skills. Good reading skills will be a strong foundation for learning other skills, such as writing, speaking, and listening.

At the junior high school level, students are already taught narrative text. Knapp and Watkins (2005) assert that the main purpose of narrative texts is to entertain and convey important moral lessons through essential elements such as character, setting, conflict and resolution. Many students struggle to understand these key components and this difficulty causes frustration, so they need additional support to succeed. One of the eighth-grade students at SMP PGRI 4 Padang had difficulty in identifying the main idea, they also had difficulty in logically connecting story elements such as character, setting, conflict and resolution. Brown (2001) observes that many such challenges often result from the absence of some effective learning strategies designed to assist students in understanding the structure and meaning of narrative texts.

Observations made during the researchers' Educational Field Practice (PLK) in the 2024/2025 academic year at SMP PGRI 4 Padang showed that there were several problems encountered by students at the school. Many students find it difficult to understand the main ideas of narrative texts and fail to make logical

connections between different story elements. in this situation there is a need for interesting and effective teaching strategies to overcome this problem. One solution to overcome this problem is the Story Face Strategy.

Staal (2000) describes the Story Face Strategy as a diagram-based tool designed to help students visualize and organize key story elements, such as characters, problems, and solutions. By using this strategy, students can better understand the structure of narrative text while staying engaged in the reading process. In addition, students' motivation in reading activities is also very low, making it difficult for them to understand the content of the text well. Motivation also plays an important role in enhancing reading comprehension. Guthrie and Wigfield (2000) highlight that motivated students are more likely to achieve higher levels of comprehension. This is supported by Leipzig (2001), who states that interactive and engaging activities can increase student motivation and make the learning process more effective. Visual aids, such as Story Face diagrams, not only facilitate comprehension but also increase students' interest in reading.

The use of the Story Face Strategy is expected to help students at SMP PGRI 4 Padang to overcome their difficulties in understanding narrative text. The strategy provides a clear and logical framework for mapping the elements of the story, so that students can understand the overall structure of the narrative. By actively engaging students and increasing their motivation, the Story Face Strategy can improve their comprehension of narrative text and contribute to their academic success.

Based on the problems identified, this study aims to enhance students' reading comprehension through the use of Story Face Strategy towards narrative

text. It is hoped that this study will provide valuable insights into effective teaching strategies to enhance reading comprehension, particularly for junior high school students studying narrative texts.

B. Identification of the Problem

Based on the problems in the background, the researcher found several problems as follows: First, students' difficulties in understanding narrative texts. They cannot connect various story elements such as character, setting, conflict, and resolution coherently, which causes difficulties in understanding the overall storyline. Second, Students low motivation to read. Third, students lack effective learning strategies.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher focused on students' reading comprehension skills in understanding narrative text. This research uses the Story Face Strategy as a learning strategy to help students understand important elements in narrative texts, such as characters, settings, problems, and resolutions. This research conducted of second grade in SMP PGRI 4 PADANG.

D. Research Question

Based on the identified research problem, the research questions are formulated as follow:

1. How Does the story face strategy enhance students' reading comprehension of Narrative text?
2. Is there a significant enhancement in students' reading comprehension of narrative text after implementing of the story face strategy?

E. Purpose of the Research

Based on the research questions, the researcher states the purpose of the research as follows:

1. To examine how the story face strategy enhances students' reading comprehension of Narrative text.
2. To determine whether there is significant enhancement in students' reading comprehension of narrative text after the implementation of the story face strategy.

F. Significant of the Research

The researcher expects that this research can provide a meaningful impact to all parties, not just theoretically but also practically. The significance of the research both theoretically and practically can be seen as follows:

1. Theoretically

a. Teacher

This research provides a theoretical framework for using the Story Face Strategy to enhance students' reading comprehension.

b. Students

It highlights the benefits of structured strategies in improving their understanding of narrative texts.

c. Researcher

This study contributes to existing research on effective reading strategies, especially for narrative texts.

d. Readers

It offers insights into the use of the Story Face Strategy in English language learning.

2. Practically

a. Teacher

This research guides teachers in applying the Story Face Strategy to engage students and improve their reading comprehension.

b. Students

It helps students connect story elements and understand narrative texts more effectively.

c. Researchers

It serves as a model for evaluating learning strategies using quantitative methods.

d. Readers

It provides practical knowledge to improve comprehension or explore educational strategies.

G. Definition of Key Terms

To provide information clearly about this research to the readers, the researcher thinks that it is important to clarify the term used in this research.

1. Story Face Strategy

The Story Face Strategy is a teaching method that uses a face-shaped concept map diagram to help students understand the structure of a narrative text, including its characters, setting, conflict, and resolution.

2. Reading Comprehension

Reading comprehension is the ability to understand, interpret, and connect ideas in a written text by identifying its main ideas and supporting details.

3. Narrative Text

A narrative text is a type of text that tells a story, typically with a clear structure, including orientation, complication, and resolution, and aims to entertain or provide a moral lesson.

4. Enhance

Enhance means to improve or increase the quality, value, or effectiveness of something, such as students' understanding of a narrative text.