IMPROVING STUDENTS' READING SKILL OF DESCRIPTIVE TEXT THROUGH STORY IMPRESSION

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Abstract

This study focuses on how story impression can improve students reading skill in descriptive text. The research uses Classroom Action Research that has four steps in its implementation. They are plans, action, observation, and reflection. The subject of the research is the students in seventh grade in SMPN 19 Pontianak which the total number of students is twenty eight. The data was collected by qualitative and quantitative data. The qualitative data was collected by observing the students activity during learning activity, and quantitative data was collected by giving students the test about descriptive text. The writer finished the research in two cycles. In the first cycle, the researcher found that the students' average scores is 46,42, which it is still below KKM. But in the second cycle, students' scores achieved into 83,21. From observation results, the writer found that there was an improvement in every meeting. It can be concluded that story impression can improve the students' comprehension in reading descriptive text.

Keywords: *descriptive text, improving, reading skill, story impression*
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Introduction

Reading is the language skill to be mastered by students. They need to get information through the skill. Reading can be a bridge for seeing the world. Through reading a text, students may learn new things. It will be beneficial for the students if they apply the appropriate strategy. Junior high school students are taught reading of various kinds of text. Every semester, students learn to read different text types. The purpose of teaching reading at Junior high school is making the students able to respond to the meaning and structural text in the functional text and short essay. The aim of the

teaching reading itself is not always achieved well since there are some problems that appear in the teaching learning process in SMPN 19 Pontianak. Most of the students have difficulty in constructing meaning as they read from descriptive texts.

There are many junior high school students who find English reading difficult to understand and have less interest towards it. The same problem also happens to the first-grade students at SMPN 19 Pontianak. Most of learners who still lack of attention in English teaching process, especially in reading class. They had many problems in reading such as the students read very slowly, they faced problem reading as they could not do well to understand the reading text and their lack of knowledge that is related to the text.

According to Ismayanti (2020) descriptive text is a general text where it can be included to another text. In addition, students doubted reading a text loudly since they were not familiar with reading fluently and always bored if they surfaced with the reading material. Furthermore, Sadoski (2004) states teaching reading is focused on conflicting conceptualizations, approaches, and methods. To solve the problem in reading, the teacher is required to be innovative in choosing suitable strategy and must be able to create pleasant atmosphere in the classroom to motivate students in reading English text. Mukminin et al, (2017) refers teaching to the process of transferring, guiding, and sharing the knowledge and skills between the teacher and students. The aim of teaching reading is to develop the student's skill, so that they can read and understand the English text effectively and efficiently. In this way, strategies can be useful either within a single domain of learning or across many domains, but all strategies are essentially a special form of procedural knowledge in which a student knows how to react a given process that improves their capability in problem solving or learning (Dinsmore,2020).

Frankel (2016) says that reading is shaped by language processes and contexts. To understand any language text, there are at least four suggestions to do. First, read all paragraphs or whole text. Second, list and verify the main ideas of the text. Third, classify the essential main ideas and fourth make conclusions which cover all important from the text (Richard, 2019). There are at least six main purposes for comprehensive reading (Grabe, 2009) These purposes include: reading for information, reading for quick understanding (skimming), reading to learn, reading integrated information, reading to evaluate, critique, and use information and reading for general comprehension. According to Kavita Tyagi and Padma Misra (2011) There are two Strategies of reading consist of skimming and scanning. Wood (2001) states that story impression requires students to predict a story line using sequentially presented words or phrases derived from a selection to be read,

students then read the passage with their predictions in mind and then have the option of constructing another story line reflecting the actual content of the passage.

According to Allen & McLaughlin (2002), story impression strategy procedures are as follows: (a) Provide with a list word that provide clues about the story; (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 their story with the original.

The story impression strategy (Mc Gingley & Denner, 1987) asked to use clue words associated with important ideas and events in the content area to write their own version of the material prior to reading. According to Bligh (1995) Story impression strategy is an activity that develops a schema for ideas found in the story and provides a starting point for revising and confirming ideas as the student read. According to Buehl (2017) story impression is a front-loading strategy that introduces significant terms and concepts to students before they encounter them in an assignment. Roberta L. Sejnost (2010) state that the story impression strategy was a strategy which asksed students to use clue words associated with important ideas and events in the content to write own version of the material prior to reading. Story impressions are pre-reading strategies that arouse curiosity and allows students to anticipate what stories might be ahead (Large, 2012).

Story impression is a pre-reading activity that involves students using key words or concepts from a story to develop their own idea of how this key concept might fit together (Sinta, 2019). A few researcher, Merli (2015) focused on narrative text taught by using Story Impression strategy and taught without using it and to find out whether there was a significantly affect of using Story Impression strategy toward reading comprehension of narrative text and second, Suryani (2017) focused to find out whether or not there were a significant difference and a significant improvement on the eight grade students" achievement in reading narrative text between those who were taught by using story impression strategy and those who were not. Therefore, this research focuses on improving students' reading skill of descriptive text through story impression.

Research Methods
Design

This research used classroom action research (CAR). Burns (2010) argues that "CAR involves taking a self-reflective, critical, and

systematic approach to exploring your teaching contexts". This classroom action research was conducted in two cycles, and that continued in cycle 3 if the result of Cycle 2 was not significant. It aimed at observing the use of story impression in reading text. The design of classroom action research includes four main steps. Kemmis and McTaart (1988) in Burns (2010) mention that classroom action research consists of four steps. There steps are planning, acting, observing, and reflecting.

Participants

The participants of the research were students of year 7, 7c class, SMPN 19 Pontianak. The number of the students who became the population was 28 students who were taken an English subject.

Instrument

In collecting the data, the writer used observation and measurement techniques. According to Peters and Burbules (2004) the writer collects information on instruments based on measures completed by the participants or by observations recorded by the writer. In observation, the writer asked the English Teacher to observe the activity in the classroom carefully in order to notice things that have a connection with the research focus. It would be done by using observation checklist table as guidance to notice students improvement through story impression. Meanwhile, measurement technique had done by conducting written test to know the students reading skill of descriptive text in every cycle. It consists of 10 questions of multiple choice in every cycle. To make the test valid , the test is written based on the table of specification.

Data analysis

The observation in this research conducted about two times, one meeting in cycle I and one meeting in cycle II. To score the right answer multiple choice questions of the students, the researcher used this formula:

$S = \frac{R}{N} \times 100\%$

S = student's score
R = the sum of the right answer
N = the sum of the item

The research is categorized successful if the score qualification >75. To calculate the mean score of the student's overall score in one cycle, the formula was as follows:

$$M = \frac{\sum x}{n}$$

Notes:

M= Mean Score

∑x= Total of student's score

n = Number of students

From the mean score, the score was categorized which qualification match the students. The result as follow:

Table 1. Score category

No	Qualification
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

Results and Discussion

Results

This study is classroom action research on the use of story impression strategy in teaching reading descriptive text. This research was classroom action research, there were four steps: planning, acting, observing, and reflecting. The result was conducted in two cycles. Those were explained as follows:

1. Cycle I

a. Planning

This research was conducted on October 05th, 2023. There had been discussion between the researcher and the collaborator about the planning of actions. The writer and the English teacher collaborated in improving the students reading skill in reading descriptive text by used story impression strategy. The activities were: (1) The writer made lesson plan as a guide how to teach students in the first cycle; (2) The writer made observation sheet to observe the students during teaching learning process; (3) The writer prepared the instruments test to check students understanding; (4) The writer prepared several media to teach reading descriptive text.

b. Acting and Observation

The first cycle was conducted on Thursday, October 05th , 2023. In this meeting, the writer applied story impression strategy. The meeting started by greeting the students and checked the attendance list. The writer called students' names one by one. In this meeting, the researcher focused on involving the students to the process of teaching and learning and building interaction with the students. The writer asked the students about descriptive text. Some of the students seemed know but some of them still forget. Some of the students remembered of the purpose and generic

structure of descriptive text. It helped the writer to engage the students into further discussion.

Next activity was reading a text. The researcher gave the students a piece of paper consisting of a passage entitled "My Lovely Cat". This was a descriptive text. The students were asked to read the text. The writer also asked them to find more detail information of the passage. Some of the students looked confused and bored in doing this activity. The students discussed with their friends and sometimes asked the writer. To facilitate the students in doing the activity, the writer invited them to know a technique named story impression. The writer introduced the technique and how to make it. The writer showed the way it worked in front of the class.

The writer gave them list word that provide clue of the story and asked the students to consult difficult words with their dictionary. Most of the students did not have dictionary, so the writer asked them to borrow some dictionaries from the school library and bring their own dictionary when they joined English class. During the students doing the assignment given by the writer, the writer did not sit on her seat. The writer walked around the classroom to see the students' process and work. There were some students who asked the meaning of words they did not know or the word meanings they had forgot. Some of the students asked they had made were correct or wrong. When the activities had been done, the writer Read the original story to the class and have students compare their story with the original. The result of the observation in the first cycle can be seen at these following observation sheets.

Table 2. Observation sheet in the first cycle

No	Observation Category	Score				
		5	4	3	2	1
1	**Interest Activation and Students Motivation**					
	a. Students look enthusiastic in learning process.		✓			
	b. Students have big interest in learning by using Story Impression Strategy		✓			
	a. Students look enjoying the material		✓			
2	**Learning Process**					
	b. Students follow the teacher's instruction	✓				
	b. Students listen the material		✓			
	c. Students do the task which is given by the teacher		✓			
	d. Students pay attention to teacher's question personally		✓			
	e. Students discuss the material with		✓			

				✓		
	their partner					
	f. Students be active in responding the teacher's instruction			✓		
3	**Teacher's Competence**					
	a. Teacher explains the material clearly	✓				
	b. Teacher gives brainstorming	✓				
	c. Teacher gives the instruction effectively		✓			
	d. Teacher gives a positive feedback		✓			
	e. Teacher makes an interesting learning process in the classroom	✓				

c. Reflecting

For the reflecting in cycle 1, the writer and the English teacher noted there were some problems should be solved in the next cycle, the problems were:

1) Some students were not active in the classroom while reading activity, the students were afraid to make mistakes when reading the text because their pronunciations were weak.

2) Some students were still not respond to the writer instructions when the writer asked the students to make some groups and some of the students did not do discussion seriously with their member in group.

3) Most of the students did not have self confidence to speak in the classroom it caused the writer used English language mostly.

After gave treatment through story impression strategy, the writer gave reading test using multiple choices on Thursday, October 05th, 2023. From the cycle I test, the writer got the student's score from 28 students, as below**:**

$$M = \frac{\sum x}{n}$$
$$= \frac{1300}{28} = 46{,}42$$

Notes:
M= Mean Score
∑x= Total of student's score
n = Number of students

2. Cycle II
a. Planning

The second cycle was conducted on October 12nd, 2023. There were some evaluations based on the reflection in the first cycle. Here, in the Cycle II, the writer implemented the actions that would improve the weaknesses in

the Cycle I. The writer would still apply the similar actions done in the Cycle II. The writer tried to guide the students in more detail than in the Cycle I. The writer would explain the guidance in clearer and easier ways.

The activities were: (1)The teacher made lesson plan as a guide how to teach students in the first cycle; (2)The teacher made observation sheet to observe the students during teaching learning process;(3)The researcher prepared the instruments test to check students understanding;(4)The teacher prepared several media to teach reading descriptive text.

b. Acting and Observation

The second cycle was conducted on Thursday, October 12nd , 2023. In this meeting, the writer applied story impression strategy. The meeting started by greeting the students and checked the attendance list. The writer called students' names one by one, while the collaborator was as an observer sat behind the students to observe the process of teaching and learning. The first activity was delivering material about the descriptive text. The writer asked some questions about the text. Some students could answer the questions. To check the students' concentration, the writer called on some students' names to answer several questions related to the descriptive text. This activity did not take long time because the teacher had explained it before but in fact, there were some students who did not understand and forgot it. The students who did not understand yet got detail explanation from the writer.

After that, the researcher gave the students a text entitled " Rabbit ". In the second cycle the writer had advanced in teaching in the classroom it seen by the student's enthusiast during the study and students were not afraid again to read aloud in front of the class.

For further activity, the writer read the original story to the class and have students compare their story with the original. The result of the observation in the second cycle can be seen at these following observation sheets.

Table 3. Observation sheet in the second cycle

No	Observation Category	Score				
		5	4	3	2	1
1	**Interest Activation and Students Motivation**					
	c. Students look enthusiastic in learning process.		✓			
	d. Students have big interest in learning by using Story Impression Strategy		✓			
	c. Students look enjoying the material		✓			
2	**Learning Process**					
	d. Students follow the teacher's	✓				

		✓			
	instruction				
	b. Students listen the material		✓		
	g. Students do the task which is given by the teacher		✓		
	h. Students pay attention to teacher's question personally		✓		
	i. Students discuss the material with their partner		✓		
	j. Students be active in responding the teacher's instruction			✓	
3	**Teacher's Competence**				
	f. Teacher explains the material clearly	✓			
	g. Teacher gives brainstorming	✓			
	h. Teacher gives the instruction effectively		✓		
	i. Teacher gives a positive feedback		✓		
	j. Teacher makes an interesting learning process in the classroom	✓			

c. Reflecting

For the reflecting in cycle II, the writer and the English teacher noted some statements as follow:

1)more active in learning reading activity although some students still made mistakes, but it was writer's role to correct their mistake.

2)Students pay attention to the writer's instruction and seems enthusiast while learning story impression strategy.

3)Writer mostly used Indonesian language in the classroom to increase students in understanding the writer's instruction.

After gave treatment through story impression strategy, the writer gave a reading test using multiple choices on Thursday, October 12nd, 2023. From the cycle II test, the writer got the student's score from 28 students, as below:

$$M = \frac{\sum x}{n}$$
$$= \frac{2330}{28}$$
$$= 83{,}21$$

Notes:

M= Mean Score

∑x= Total of student's score

n = Number of students

From the result above which the students score was 83,21. The teacher and writer decided to stop in this cycle, because they concluded that there was an improvement when the learning activity held from the first cycle until the second cycle. The story impression strategy can improve students reading skill in descriptive text.

Discussion

In analyzing quantitative data, the writer compared the result between first cycle and second cycle. The writer found that there was an significant improvement in students reading skill in descriptive text. Therefore, the researcher viewed the result of both tests. This can be seen from the result of cycle I and cycle II. The writer found in the first cycle that the student's score was 46,42. It means that their score is still less than score qualification. In the second cycle, the students score was 83,21. Their scores increased and passed the score qualification. The result was congruent with the result by Rina Merli (2015) with the title "The Effect of Story Impression Strategy Towards Reading Comprehension of Narrative Text at Second Year Students at SMA Muhammadiyah Rambah". The result of her study reveald that the result of pre test -post test . The result of the study 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). It is supported by previous related of the study. Suryani (2017) in her study "Teaching Reading Narrative Texts through Story Impression Strategy to Islamic Junior High School Students" found that the use Story Impression strategy can help the students to find the important information from text and the students are able to identify predict from the text. There was significant achievement in the experimental group through Story Impression strategy during treatment.

It could be concluded from the description above, the mean score of post-test in experimental class which given treatment Story Impression had higher score compared with control class was using discovery method while reading comprehension process. From the data above, the writer concluded that there was an improvement in students reading descriptive text after implementing story impression strategy.

Conclusion

The implementation of story impression strategy to improve students reading skill was done in two cycles. In every meeting, the writer served a different text, but still in one theme. In the first cycle, the writer taught descriptive text about "my lovely cat". In the second cycle, the writer taught descriptive text about "rabbit". The improvement of student's achievement in descriptive text reading after being taught by using story impression strategy can be seen from the student's score and the writer score from observation sheets in every cycle. It improved at the end of cycle. In the first cycle, the student's average score was 46,42. In the second cycle, the average of student's scores increased, it was 83,21. All of the students' score were

required from the score qualification. Students reading increased as well as their understanding in reading descriptive text.

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