

## THE USE OF STORY FACE STRATEGY ON STUDENTS' WRITING SKILL OF NARRATIVE TEXT

Oleh :

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### ABSTRAK

The aims of this study are: to know out the extent of the application of the story face strategy in teaching the ability to write narrative texts, to know the extent of the students' ability to write narrative texts before and after using the story face strategy, then to know whether there is any significant effect of using of story face strategy on students' writing skill of narrative text at the eleventh grade of SMA Negeri 6 Padangsidempuan. The method used is the one group pre-test post-test experiment with a sample of 33 students (taken through purposive sampling from 303 students). Data was collected through observation and tests. The results show that the application of the Story face strategy reaches 95% (excellent category). The mean score of the students' writing skill of narrative text before and after using story face strategy were 50.42 (fair to adequate category) and 84.76 (good to excellent category). Then, there is any a significant effect of story face strategy on students' writing skill of narrative text at the eleventh-grade students of SMA Negeri 6 Padangsidempuan because the table paired sample t-test pretest and post-test is lower than 0.05 ( $0.000 < 0.05$ ), it means that hypothesis ( $H_a$ ) is accepted.

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### 1. INTRODUCTION

Writing is a product of a communication between the reader and writer, allowing writers to connect with readers through the resulting writing. Writing involves using symbols, such as alphabetic letters, punctuation, and spaces, to convey thoughts and ideas in an understandable form. However, writing is often considered one of the most difficult skills to master, even by native English speakers, as it requires the ability to organize and present thoughts systematically.

This research focuses on writing narrative text, which are intended to entertain readers. The study found that many eleventh-grade students at SMA Negeri 6 Padangsidempuan struggle with narrative writing due to limited vocabulary. The researcher identified significant issues in eleventh-grade students' narrative writing skills. This conclusion is supported by observational data

collected on Monday, 3 February 2025 and pre-test results in Tuesday, 26 February 2024. The average scores of daily tests (50) and pre-tests (50.42) were far below the minimum passing criteria (KKM) of 75, indicating a critical gap in students' ability to compose narrative texts. The writing skill of narrative text at the eleventh grade of SMA Negeri 6 Padangsidempuan is still low. The study highlights the need for improved teaching strategies in senior high schools.

Consequently, the researcher conducted this study to enhance students' narrative writing skills by implementing the story face strategy, an adaptation of story mapping that provides a visual framework. This strategy uses facial diagrams where two circles symbolize the setting and characters, while other facial features (e.g., nose for conflict, mouth for resolution) represent key narrative elements. By visually mapping stories, students can better identify,

understand, and retain narrative structures, addressing gaps in their writing proficiency.

Based on the previous explanation, the researcher had conducted the research with the title "The Effect of Story Face Strategy on Students' Writing Skill of Narrative Text at Eleventh Grade Students of SMA Negeri 6 Padangsidimpuan in 2024/2025 Academic Year"

Writing Narrative Text

The Nature of Writing Narrative Text

Irmayana (2018) states writing is a means of human communication that uses signs and symbols to convey language and emotion. According to Brown, H. (2007:392), "Writing is indeed a thinking process, writing is a process that takes time, which comes from gradual practice writing is a way of communication that allows individuals to share information and ideas".

Next, Patel (2008:127) say, "Writing is a skill that needs to be taught and practiced". Furthermore, (Jain 2008:125) say, "Writing is a skill which must be taught and practiced and essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern".

Next, (Kane 2000:13) say, "Writing is expressing your own opinions and feelings. You are a vital part of the subject". Similarity, (Lubis and Afri 2023) says, "Writing needs a process to produce the product and the product is a communication between the reader and writer".

Based on some of the descriptions above, it can be concluded that writing is a complex skill that involves thinking processes, teaching, personal expression, and effective communication, as well as using signs and symbols to convey language and emotions. Then narrative text has three generic structures, they are orientation, complication, and resolution (Pricilia & Rahmansyah, 2022).

Indicators of Writing Narrative Text

There are several aspects of writing that writers use in assessing student work results (Brown 1984), such as: organization, logical development (content), grammar, vocabulary, and mechanics. The organization of a text involves using coherent structure and appropriate transition signals to ensure comprehension of its content. Content is the first step in writing that includes topic selection, idea development, and presentation of relevant and interesting information to readers. Grammar is a governing factor that influences writing quality. Vocabulary is the connection between how the words are arranged into good sentences. Mechanics is capitalization, punctuation, and spelling appropriately.

Social Function of Narrative Text

Based on the findings of Iwuk (2007:80), Prayudha (2022:51), Hasibuan and Handayani (2019), and Anderson (as cited in Suryani, 2018:1), this study concludes that narrative texts not only

function as entertainment but also act as a medium to convey information and resolve conflicts within stories. Furthermore, the social function of narrative texts aligns intrinsically with their content".

Generic Structure of Narrative Text

Based on the findings of Madu (2024) and Gerot and Wignell (1994, as cited in Novitri, 2021), this study concludes that the generic structure of narrative texts comprises three core elements: orientation, complication, and resolution. Furthermore, it asserts that this generic structure aligns with the organizational framework of narratives, emphasizing its role in shaping textual coherence".

Lexicogrammatical Features of Narrative Text

According to Anderson (1998:8), as cited in Wahyuni, Apriliaswati, and Salam (2019), alongside the New South Wales Board of Studies (1998), this study concludes that lexicogrammatical features are fundamental to constructing the structure and meaning of narrative texts. These features encompass lexical elements such as nouns, adjectives, action verbs, temporal adverbs, and past-tense verbs, as well as grammatical components like reporting verbs (e.g, said, asked), adverbial phrases, and conjunctions. The interplay of these linguistic devices not only shapes narrative coherence but also enhances textual engagement. Understanding and applying these features is critical to improving students' proficiency in crafting compelling narrative texts."

Story face strategy

Definition of Story face strategy

Story face is a learning strategy that uses facial skeletons as a tool to help students understand narrative text. According to Indriyani (2019), (Anita et al., 2024), (Agustin et al., 2024), and (Elizabeth et al. (2020:188) the researcher concluded that story faces not only engage students in the writing process but also function as an effective learning strategy that uses a visual framework to help students understand, identify, and remember important elements in narrative texts.

Steps of Story face strategy

According to Damanik (2020), the story face strategy in narrative text learning includes four steps: (1) previewing the story before reading, (2) reviewing information that needs to be identified, (3) reading the text and filling in the story face, and (4) independently creating the story face. Hedgcock et al. (2009, as cited in Ibrahim, 2023) added that teachers can guide students to fill in the story face either during or after reading. Meanwhile, Balajathy and Wade (2003, as cited in Suhaimi, 2019) emphasize the story frames approach with the following stages: (1) identifying the focus of the story, (2) organizing paragraphs, (3) eliminating irrelevant information, (4) modifying the frame for different contexts, (5) modeling by the teacher, and (6) collaborative discussion to reinforce understanding.

Based on the theories above, the researcher concludes the steps in applying the story face strategy are: First, teachers must explain the meaning of narrative and text structure so that students understand the context they are facing and find ways to solve existing problems. Next, the teacher shared examples of relevant texts and face shapes with the class, where students were invited to discuss questions that encouraged active participation. After that, students are asked to read the text provided. To support their understanding, teachers preview the "story face" with students before reading the narrative text. Then, the teacher will review important information that students must find, such as settings, main characters, problems, events, and resolutions. Finally, students read the text, fill in the information they got, and write it in the form of a picture face.

#### Advantages and Disadvantages of Story face strategy

The advantages of the story face strategy are: First, this strategy helps students to focus on key elements in the text. Second, the Story face strategy encourages students to think creatively. Third, this strategy provides a clear framework, making it easier for students to formulate their ideas. Fourth, the story face strategy is flexible and easy to remember, so students can easily apply it in various contexts. However, it also has drawbacks such as disadvantages include reliance on text structure, limitations in deep understanding, difficulties for novice readers, lack of flexibility, potential for overgeneralization, and reliance on language context. Additionally, this strategy may not maximally improve students' vocabulary mastery, as students tend to only summarize information based on a given structure without understanding the entire story.

## 2. METHODOLOGY OF RESEARCH

This research was conducted at State High School 6, Padangsidempuan, located at Jl. Sutan Soripada Mulia No. 25, Padangsidempuan City. The research was carried out over 4 months, from February to May 2025, on the academic calendar for the 2024/2025 school year. The population in this study is all eleventh-grade students of SMA Negeri 6 Padangsidempuan, which consists of 9 classes with a total of 303 students. The sample was taken using the purposive sampling technique, namely class XI-1, which consists of 33 students. The researcher took this class because, in conducting the observation, the researcher interviewed the English teacher at that school. That class had less self-motivation to study than others, and the teacher also said that the class had a low score in writing narrative text if it was compared with others. Data was collected through two instruments: Observation: an observation sheet with a Likert scale (1-5) was used to assess the implementation of the story face strategy, and Writing Test: Pre-test and post-test were

administered to measure the ability to write narrative texts.

Data Analysis consists of Descriptive Statistics: Used to describe the results of observations and the frequency distribution of test scores.- Normality Test: Conducted using the Kolmogorov-Smirnov and Shapiro-Wilk tests ( $\alpha = 0.05$ ) to verify the normality of the data.- Hypothesis Test: Using the paired sample t-test in SPSS 25 software to compare pre-test and post-test scores. The hypothesis is accepted if the significance value (2-tailed)  $< 0.05$ .

## 3. RESULT AND DISCUSSION

### 1. Application of Story face strategy in Learning to Write Narrative Text

Based on the results obtained from the observational analysis of how the researcher applied the storytelling face strategy in teaching narrative text writing in the eleventh grade at SMA Negeri 6 Padangsidempuan, out of 16 aspects observed, the researcher obtained a total score of 76 out of a maximum total score of 80. Based on the index formula used, the calculation results show 95% according to the criteria of the Likert scale listed in the table, with an interval of 80-100% categorized as excellent. This indicates that the researcher has successfully implemented the storytelling face strategy to teach narrative text writing.

### 2. Students' Writing Skill of Narrative Text Before Using Story Face Strategy

After collecting the data by giving a pretest which was formed by writing a narrative text, it was found that the highest score was 66 (adequate to good category) and the lowest score was 23 (not college level work category). Based on the whole data of the pretest, the researcher found the mean score was 50.42 (fair to adequate category), the median score was 51 (fair to adequate category), and the mode was 50 (fair to adequate category).

The researcher show the specification of the calculation in the table below.

Table 10. Score of mean, median, mode on students' writing skill of narrative text before applying story face strategy

No.	Item	Score
1.	Mean	50.42
2.	Median	51
3.	Mode	50

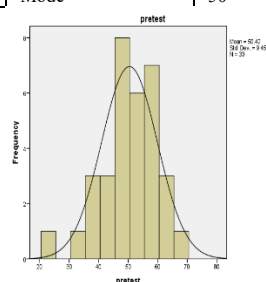


Figure 3 Histogram of students' pre-test in writing skill of narrative text

Based on histogram above, the data is normally distributed because, the average of the data is at the centre point. Where the mean value of the pretest data was 50.42 (fair to adequate category).

### 3. Students' Writing Skill of Narrative Text After Applying Story Face Strategy

After collecting the data by giving a posttest about the students' writing skill of narrative text by applying story face strategy. The researcher found that the highest score was 94 (good to excellent category) and the lowest score was 78 (adequate to good category). From the whole data of posttest, the researcher found the mean score was 84.76 (good to excellent category), median score was 84 (good to excellent category), and mode score was 82 and 83 (good to excellent category).

The researcher shows the specification of calculation in the table below:

Table 12. Score of mean, median, mode on students' writing skill of narrative text after applying story face strategy

No.	Item	Score
1.	Mean	84.76
2.	Median	84
3.	Mode	82 and 83

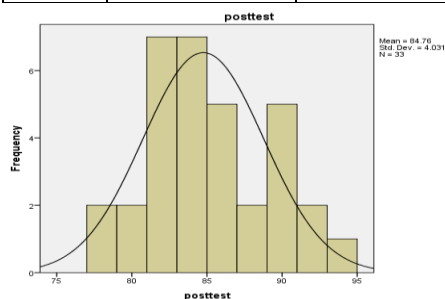


Figure 5. Histogram of students' post-test in writing skill of narrative text

Based on the histogram above, the data is normally distributed because the average of the data is at the centre point where the mean value of the post-test data was 84.76 (good to excellent).

Then, to answer the hypothesis, the researcher used a paired sample t-test. Before doing the paired sample test, the researcher was first to use the test requirement or assume a classic test.

$H_a$  : If significant  $> 0.05$ , the data is normality distribution.

$H_o$  : If significant  $< 0.05$ , the data is not normality distribution.

The researcher shows the result of normality test on table below:

Table 14. Test of normality of story face strategy

Description	Formulated			Explanation
	Ks	Sw	$\alpha$	
Pre-test	0.200	0.300	0.05	Normal distribution
Post-test	0.200	0.208	0.05	Normal distribution

Based on the results of the normality test using Kolmogorov-Smirnov, the significance value for the pretest was 0.200 ( $0.200 > 0.05$ ), and using Shapiro-wilk, the significance value for the pretest was 0.300 ( $0.300 > 0.05$ ). This indicates that the pretest data was normally distributed because both tests yielded significance values greater than 0.05.

Furthermore, the results of the normality test for the post-test show a significance value using Kolmogorov-Smirnov of 0.200 ( $0.200 > 0.05$ ), and using Shapiro-wilk of 0.208 ( $0.208 > 0.05$ ). These results also indicate that the post-test data was normally distributed because the significance values were greater than 0.05. It can be concluded that both the pretest and post-test data were normally distributed, thus meeting the requirements for hypothesis testing.

After ensuring that the data was normally distributed, a paired sample t-test was conducted to measure the significance of the improvement in students' narrative text writing skills after applying the story face strategy.

$H_a$  : There is any significant effect of applying story face strategy on students writing narrative text ability if significant (2-tailed) is less than 0,05.

$H_o$  : There is no any significant effect of applying story face strategy on

students writing narrative text ability if significant (2-tailed) is more than 0,05.

In this case, the researcher used the paired sample t-test as follows:

Table 15. Paired sample t-test statistic story face strategy

	T	Df	Sig (2-tailed)
Pair 1 Pretest-Posttest	-19.793	32	.000

Based on the table paired sample t-test, it shows a T statistic value of -19.793 with degrees of freedom (Df) = 32 (based on a sample of 33 students). The two-tailed significance value (Sig. 2-tailed) is 0.000, well below the significance level  $\alpha = 0.05$ . This proves that there was a significant difference between the average pre-test and post-test scores of the students. Based on the result, the researcher concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means there is any significant effect of applying the story face strategy on students' writing skills of narrative text.

The success of this strategy can be attributed to its alignment with

cognitive theories emphasizing scaffolding and visual learning. By mapping story elements onto a "face" diagram, students engaged in active learning, which enhanced their retention and creativity. This supports Patel's (2008) assertion that structured frameworks aid skill development through guided practice. Furthermore, the strategy's focus on logical progression aligns with Brown's (2007) emphasis on organization as a critical component of writing proficiency.

However, the study has limitations. First, the sample was limited to one class (33 students), which may affect generalizability. Second, the short intervention period (February–May 2025) might not fully capture long-term retention of skills. Third, the strategy's reliance on teacher guidance, as noted by Kuldanek (1998), could pose challenges in less structured environments. Future research should explore its application across diverse educational contexts and student demographics.

The implications of this study are twofold. Practically, it offers educators a replicable method to enhance narrative writing instruction. Academically, it contributes to the discourse on visual learning strategies in language education, suggesting that tools like the story face can bridge gaps in students' structural and creative writing abilities. Future studies could investigate its integration with digital tools or hybrid learning models to optimize engagement.

#### 4. CONCLUSION

Based on the data analysis described in the previous chapter, the researcher came to conclusion as follow:

1. The application of the story face strategy in teaching narrative text writing in the eleventh grade of SMA Negeri 6 Padangsidempuan in the 2024/2025 academic year is 95%. It is categorized as excellent.
2. The ability of students to write narrative text before and after implementing the eleventh-grade story face strategy of SMA Negeri 6 Padangsidempuan for the 2024/2025 school year is 50.42 and 84.76. The average score of narrative text writing skills in the eleventh grade of SMA Negeri 6 Padangsidempuan before implementing the story face strategy was categorized as fair to adequate category while the average score of narrative text writing skills in the eleventh grade of SMA Negeri 6 Padangsidempuan after applying the story face strategy of summation was categorized as good to excellent category.
3. The table paired sample t-test pre-test and post-test are less than 0.05 ( $0.000 < 0.05$ ), indicating a significant impact of using the story face technique on students' narrative text writing abilities in the eleventh grade at SMA Negeri 6 Padangsidempuan. It indicates acceptance of the hypothesis.

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