

**THE INFLUENCE OF USING STORY FACE STRATEGY TOWARD
STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT
THE EIGHTH GRADE REGULAR CLASS OF MTs N 2 BANDAR
LAMPUNG IN THE ACADEMIC YEAR 2022/2023**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

Arranged by:

**Fatihkatul Hikmah
NPM. 1611040293**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2022**

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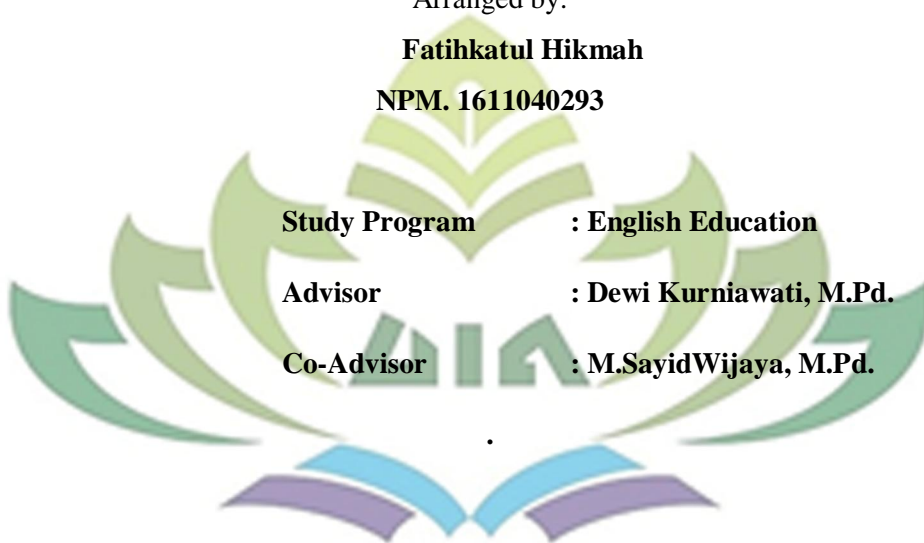
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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2022**

ABSTRAK
THE INFLUENCE OF USING STORY FACE STRATEGY
TOWARD STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT AT THE EIGHTH GRADE REGULAR
CLASS OF MTs N 2 BANDAR LAMPUNG IN THE
ACADEMIC YEAR 2022/2023

By

Fatihkatul Hikmah

The objective of this research is to know whether there is a significant influence of using Story Face strategy toward students reading comprehension in narrative text at the eighth grade regular class of MTs N 2 Bandar Lampung in the academic year 2022/2023. The students' reading comprehension at the eighth grade regular class is still low especially in narrative. To solve the problem the researcher applied story face. This strategy will help the students more easily get information in a text because the story face has a framework for understanding such as identifying and remembering elements in narrative.

The research methodology in this research was pre-experimental design. The population of this research was the regular eighth grade of MTs N 2 Bandar Lampung. Cluster random sampling has been used by the research to select the sample and the sample of this research was VIII-I as the experimental class. In collecting the data, the researcher used reading test as the instrument. There was pre-test that held before the treatment and post-test that was held after the treatment. The researcher analyzed using SPSS to compute paired sample test.

Based on the analysis of the data calculation on hypothetical test, where the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It is presented by the result of paired sample test where $Sig = 0.000$ and the $\alpha = 0.050$. It means that H_a was accepted because $Sig\ 0.000 < 0.050$. Thus, it can be concluded that there was influence of using Story Face strategy toward students' reading comprehension in narrative text.

Key Words: Narrative text, Pre-Experimental Research, Story Face Strategy, Students' Reading Comprehension.



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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Story Face Strategy Toward Students’ Reading Comprehension in Narrative Text at the Eighth Grade Regular Class of MTs N 2 Bandar Lampung in the Academic Year 2022/2023” is completely my own work. I am fully aware that I have quoted statements and theories from several sources and they are properly acknowledged in the next.

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

5. karena Sesungguhnya sesudah kesulitan itu ada kemudahan,

6. Sesungguhnya sesudah kesulitan itu ada kemudahan.



DEDICATION

All praise to Allah for his abundant blessing to me, and this thesis is dedicated to:

1. my beloved parents Mr. Suwarno and Mrs. Sumirah who always pray for me and give support so I can finish my thesis well,
2. my beloved sister, Anik Nyulissetiowati, Amd.Kep and Fari Dotun Nikmah S. Pd.
3. my beloved older brother Gatot Dwi Prasetyo. Thank for all your spirit
4. all my lecturer who always help in finishing my study at UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Fatihkatul Hikmah. She was born on March 19th 1998 in Bengkulu. She is the fourth child of four children of a lovely couple Mr.Suwarno (Alm) and Mrs. Sumirah.

The researcher began her study at Way Kanan in Elementary School at SDN 01 Setia Negara in 2004 and finished in 2010. After that, she continued her study at Junior High School at SMP N 1 Baradatu and finished in 2013. Then, she continued her study at Senior High School at SMK YP 17 Baradatu and finished in 2016. In the same year, she continued her study to UIN Raden Intan Lampung as S1 degree student of Tarbiyah and Teacher Training Faculty Study Program in English Education.



ACKNOWLEDGEMENT

First of all, all praise to Allah SWT, the most merciful, and the most beneficent for his mercy, and blessing were given to the research during the study and in completing this thesis. Then, peace and salutation maybe upon to the great messenger Prophet Muhammad Saw, who always brings us from stupidity to the cleverness

This thesis entitled “The Influence of Using Story Face Strategy Toward Students’ Reading Comprehension in Narative Text at the Eighth Grade Regular Class of MTs N 2 Bandar Lampung in the Academic Year 2021/2022” is presented as primary requirements for S1-Degree of English Dapartment Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung. However, this thesis would not have been completed without the support, aid, guidance, help, advace, and encouragement of countless people. The researcher wishes to give the gratitude and appreciation mainly to:

1. Prof. Dr. Hj Nirva Diana, M.Pd, the Dean of Tarbiyah and Training Faculty, UIN Raden Intan Lampung.
2. Dr.Moh.Muhassin,M.Hum, the chairperson of English Education Study Program.
3. Dewi Kurniawati, M.Pd as the first advisor who always guidance and help to finish this thesis.
4. M. Sayid Wijaya, M.Pd as the Co-Advisor, who has guidance with full of patience since the first till the researcher completed this thesis.
5. All lecturers of English Dapartment of UIN Raden Intan Lampung, who have taught the resaercher a lot of valueable lessons.
6. Yulianti,S.Pd as the English teacher at MTs N 2 Bandar Lampung who helped the researcher in conducting the research.
7. All students of eighth grade MTs N 2 Bandar Lampung who have participated in this research.

8. My beloved best friends, Ari Asih,S.Pd , Harum Setia Rini S.Pd Ana Octa Nanda Sari ,Nadia Alfa Yusri,Day Care Nikmah.
9. My beloved support system, Fari Dotun Nikmah S.Pd, Hamelia S.Pd, Putri Indah Sari S.Pd, Regita Rina Pramesti.Retno Indarsih S.Pd,
10. My friends from English Education E class 16 to be my partner since 2016 untill now

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the main skills of English language learning is reading. It cannot be separated from other skills such as writing, speaking, and listening. In other words, without people comprehending the reading, they cannot possibly have writing, speaking, and listening skill. As Patel states that reading is very necessary, because reading is one of the skills that are needed, considering that in the modern era, information comes from various sources and to get the information, people must be proficient in reading.¹ Therefore, reading can open a window to the world to see knowledge from various fields. It will be able to increase their knowledge.

Reading is an important process to get information from a text, where the readers must connect the information in the text that they read into one unity. According to Grabe, reading is the ability to draw meaning from the printed page and interpreting this information appropriately.² It means that reading is an activity carried out to obtain information and also in reading is not only reading but also capturing meaning.

Furthermore, Reading cannot be divided from comprehension. John said that comprehension is the reason of reading.³ When reading a text, they must understand the contents of the text. Reading and comprehension are related, because the result of the reading activity is to comprehend what has been read. When reading activity, the reader constructs the meaning of the written text.

The most important thing in reading is to understand the content. In addition, Janette said that reading comprehension is

¹M.F Patel and Praveen M. Jain, *English Language Teaching : Methodes, Tools & Techniques*” (Vaishali Nagar : Sunrise, 2008), p.84

² Wilian Grabe & Fredrical L. Stoller, *Teaching and Researching Readng 2nd Edition*, (New York: Pearson Education Limited. 2011), p.17

³ John Kruidenier, *Research-Based Principles For Adult Basic Education Reading Instruction* (USA: National Institute for Literacy, 2002), p.77

understands the meaning of several processes that involve reading words, knowledge, and fluency.⁴ It can be said that reading comprehension is an understanding by reading words, the more reader read, the more they get knowledge or information, and fluency in reading every word in a text.

In understanding the text, of course, is not easy to be directly understood by the student in Junior High School, because they need to read many times to understand the meaning of a paragraph. Furthermore, the students' ability in understanding the contents of the text is different. It happens to the students at MTs N 2 Bandar Lampung. Based on preliminary research, the researcher found that some students had low scores in reading especially in narrative text. The students' score can be seen in Table 1.1

Table 1.1
Students' Score for Reading Narrative Text at Eighth Grade
of Regular Class at MTs N 2 Bandar Lampung in Academic
Year 2021/2022

No.	Students Score (KKM)	Class			Total	Percentage (%)
		VIII G	VIII H	VIII I		
1.	<71	18	20	18	56	58%
2.	>71	14	12	14	40	42%
	Total	32	32	32	96	100 %

Source: Document of MTs N 2 Bandar Lampung

Based on Table 1.1, it can be seen that from 96 students, only 40 students who passed the criteria of minimum mastery (KKM) and 58 students got a score under 71. Thus, many students still have difficulties in reading comprehension, especially in narrative text.

Based on the interviewed with the English teacher at MTs N 2 Bandar Lampung, Yulianti, M .Pd., in the process of learning reading in the class, she used a strategy that focuses on students to

⁴ Janette. K.Klinger, Sharon and Alison, *Teaching Reading Comprehension To Student With Difficulties* (The Guildford: London, 2007), p.2

make them more active. First, the students are given a text to be read and they would be guided while reading the text. After the student finished reading the text, the teacher evaluated the students' mistakes while reading. After reading, the students filled out the questions in the book and then discussed together. She also said that students' reading comprehension was still lack because their vocabularies were still limited.⁵

Students in the regular class of eighth grade at MTs N 2 Bandar Lampung were given the questionnaire to know the problem in reading comprehension. The result of the questionnaire showed some problems, mainly students have difficulties in understanding the text, their vocabularies are limited, and cannot comprehend the meaning of vocabulary, the last, students often forget about the names of characters, sequences of events in the story when they will start reading the next paragraph, it can not make them get the information clearly.

After interviewed the English teacher and gave a questionnaire to the students, the result of students' problem especially in reading skill is difficult in understanding and identifying the element in the text. It needs to implement a teaching strategy that can improve students' comprehension of reading. There are many kinds of strategies that could be used in teaching and learning reading. One of them is the story face strategy that will be chosen as an alternative for teaching reading to improve the students' reading ability.

Story face is a strategy that provides a visual framework for understanding, identifying, and remembering elements in narrative text.⁶ It functions like a story map, allowing students to visualize the important component of a narrative text, including the setting, main characters, problems, events, and a resolution.

⁵ Yulianti, interview an English Teacher, MTSn 2 Bandar Lampung, 2021

⁶ Stall in Klingner, Janette K. Vaughn Sharon, Boardman Alison, Teaching Reading Comprehension to Students with Learning Difficulties. What Works for Special-Needs Learners, (London : The Guilford Press, 2007), P.81

Thus, it can be said that the story face strategy can make students easy in understand and remember the stories such as characters, settings, and events in a story that happens as the character tries to solve the problem, outcome, and theme of the story as they unfold over time.

Meanwhile, some previous researches support that story face strategy can improve students' reading comprehension. The first previous strategy was conducted by Teguh Juliansyah, 2016⁷. The objective of his research is to know the process of teaching and learning by reading through story face. In this research, the writer used a quantitative research design by using triangulation. The samples of his research were 1 teacher and 20 students of eleventh grade of SMA AL-AZHAR 3 Bandar Lampung. The results of his research show that teaching reading by using story face was effective. In another previous research conducted by Indriyani, the significant of the research is to prove if the use of story face strategy can improve reading comprehension of the tenth grades students at SMA N 1 Parigi.⁸ This research used quasi experimental design, the sample of this research which consists of 30 students of XI IPS B as experimental class and 34 students of XI MIPA E as control class. The result of her research is story face strategy can improve students' comprehension, it can be shows that the mean of pre-test score in experimental class was 53.78 while post-test score was 56.47 and the mean of post-test score in experimental class was 78 while post-test score was 66.27. It means there was an impact using story face strategy on students' reading comprehension.

⁷Teguh Juliansyah, "Teaching And Learning Reading Through Story Face At The First Semester Of The Eleventh Grade SMA AL-AZHAR 3 Bandar Lampung In 20016/2017 Academic Year", (Bandar Lampung : IAIN Raden Intan Lampung,2016)

⁸Indriayi,Konder and Mahuri, *Using Story Fce Strategy To Improve Students Readng Comprehension Abiity.*(English Education Study : Tadulako University,2019)

From the previous research above, the different between their researches with this research is the research design which the first pervious research use triangulation design to analyze the data and the second previous research used quasi-experimental research design, but in this research, the researcher will use pre-experimental research design. The different uses of research design can produce the different process but have one purpose, namely to know there is any improvement using story face strategy on students' reading comprehension.

Therefore, considering the statement the present researcher will be conduct this research entitle: "The influence of Using Story Face Strategy towards Students' Reading Comprehension in Narrative Text at the Eighth Grade Regular Class of Mts N 2Bandar Lampung in the Academic Year 2022/2023".

B. Identification of the Problem

From the explanation in background of the problem, identification of the problem in this research as follows:

1. The students had the difficulties in understanding the text due limited in vocabulary
2. The teacher did not use appropriate strategy in teaching reading.
3. The students got difficulties to remember the name of the characters, event in the text when they read. (See appendix 5)

C. Limitation of the Problem

Based on the syllabus curriculum 2013 there was some text which has to be taught, one of them is narrative text. In this research, the researcher focus on the influence of using story face strategy toward students' reading comprehension ability in narrative text. Therefore, this research limited the problem in the text about the fable. (Appendix 6)

D. Formulation of the Problem

Based on the identification and limitation of the problem, the formulation of the problem in this research is: "Is there any significant influence of using Story Face Strategy toward

students' reading comprehension in the narrative text at the eighth grade regular class of MTs N 2 Bandar Lampung in the academic year 2022/2023?"

E. Significance of the Research

Related to the formulation of the problem, the significant of the research is to know whether there is a significant influence of using Story Face Strategy toward students' reading comprehension in the narrative text at the eighth grades regular class of MTs N 2 Bandar Lampung in the academic year 2022/2023.

F. Scope of the Research

The scope of the research as follows:

1. The subject of the research
The subject of the research was the students at regular class the eighth grade of MTs N 2 Bandar Lampung
2. Objects of the Research
The objects of this research was the students' narrative reading comprehension ability and the use of story face strategy.
3. Place of the Research
The place of this research was conducted at MTs N 2 Bandar Lampung.
4. Time of the Research
The time of this research was conducted in the second semester of regular class of the eight grades at MTs N 2 Bandar Lampung in the academic 2022/2023.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

In this chapter consists of concept of reading, concept of narrative text mainly in fable text, and concept of story face strategy

1. Reading

In this section will discuss the theories that needed to explain the theory of reading which is presented as follows:

a. Definition of Reading

In English subject, there are four skills that should be mastered, they are listening, speaking, reading, and writing. It can be denied that reading takes an important role, just like Patel's statement. Patel states that reading is an important activity in life with which one can update his or her knowledge.⁹ In short, reading skill is an important tool for academic success. By reading, students can improve their knowledge with readings that are read by students and also important activities for students where students can increase their knowledge when they read. Furthermore, reading is one way to develop someone knowledge about language. Because in reading not only mentions words that are in the text but also must see the words and put together a series of words into an understanding. From these activities can get a lot of new vocabulary and can increase knowledge in terms of language.

Process of reading must be done well to get the information clearly. Smith said that reading is a complex process in which readers must interpret information in the text. Reading is an active skill. It

⁹ M.F Patel and Praveen M. Jain, *English Language Teaching : Methods, Tools & Techniques* (Vaishali Nagar : Sunrise, 2008), p.113

constantly involves guessing, predicting, checking, and asking oneself questions.¹⁰ That means that reading involves the reader's thinking because each reader must guess what the writer wants to convey. That way reading aim is to know the information.

Reading is not only read fast or read aloud but also getting the gist of the information that has been read. According to Linse, reading is a skill that involves understanding the words or sentences we read. In reading not only read words or sentences but also must understand them.¹¹ Reading is one of the activities to get information. In reading, students must understand the contents of the reading so that the information they want to get is easily obtained.

Based on the explanation above, it can be concluded that reading is one of the most important activities because reading can increase someone's knowledge. In reading, the reader is required to analyze the words, and each sentence into information and understanding of the text. And the final goal in reading is to achieve an understanding of the contents of the text.

b. Types of Reading

In reading, there are some types. According to Pattel, there are four types of reading: intensive reading, extensive reading, aloud and silent reading.¹²

1) Intensive Reading

Intensive reading is text reading or passage reading. In this reading, the learner read the text to get knowledge or analysis. The goal of this reading is to read the shorter text. This reading is done to carry out to get specific

¹⁰Frank Smith, *Understanding Reading Sixth Edition*, (London : Lawrence Erlbaum Associates, Inc,2004),p.8

¹¹ Carolin T Linse , *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies,Inc,2005),p.

¹²Frank Smith ,Op.cit,p.117

information. The learner reads a book to acquire knowledge is the kind of intensive reading. Examples of the passage of intensive reading are short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, and political development.

2) Extensive Reading

The purpose of extensive reading is to train students to read directly and fluently in the target language for enjoyment. Extensive reading can direct students to interesting articles such as foreign language magazines or newspapers. Readers are curious about something. The reader does not care about specific or important information after reading. Examples are articles, newspapers, novels.

3) Reading Aloud

Reading aloud is a way of reading aloud where in this reading the teacher can see the students' pronunciation. The benefit of reading aloud is that students can develop their reading skills very well by speaking and can also develop their pronunciation skills. For instance, the activity of reading aloud can produce some new vocabulary. Furthermore, when the teacher asked to the students read aloud in front of a class, he has already prepared how the text is read well, it comes from how to pronounce each word properly.

4) Silent Reading

Silent reading is used to improve students' reading skills. Silent reading is done to get a lot of information. Silent reading is a way to read silently so that no noise can be heard so students can focus on reading. For instance, before the teacher held the examination, the teacher asks students to read the material to be

tested by reading silently. This makes the atmosphere calm and students can take point of the material so that the exam runs smoothly.

c. **Purpose of Reading**

In the reading activity, the teacher and learners catch the material in the process of direct communication. It means that the purpose of reading has been fulfilled. In completely, there are six purposes according to Grabe, and they are as follows:

1. Reading to get information.

The first purpose of reading is the reader can understand the simple information that contain in the text. They are facts, data, etc.

2. Reading to skim quickly

One of the purposes of reading is reading to skim quickly. The readers can analysis the information of the text that is useful for the reader to get a general idea of meaning and to find specific information, for instance figures or name, place, date, etc.

3. Reading to learn from text

The third purpose is the reader can know content of text easily. It can make the reader can improve their ability to develop a theory with their background knowledge with text.

4. Reading to integrate information

The relative significance of accompaniment is needed to read the combine information. A common learning situation involves readers integrating information from several texts about one particular topic. More generally, when reading a new text on a topic about which he or she has already read in the past, the reader may recruit information from an earlier text to help understand the current text.

5. Reading to write

When the reader read the text, it makes the reader think about something, then, the reader can write what they are thinking about. Thus, reading to write means that the reader will develop writing skill by reading and analyzing different types of text.

6. Reading to critique text

The reader can combine the data by reading critique text. In this case, the reader must have the ability of read fluently; it is useful for the process of reading.¹³

In short, before actually beginning to read, it is important to know the purpose of reading that is why the reading is being done. Knowing the purpose greatly enhances the effectiveness of the reading. Also, knowledge of the purpose of reading can help one adopt a style of reading best suited for the purpose.

d. Concept of Teaching Reading

Teaching is an activity that aims to exchange information and transfer knowledge. Brown stated teaching is giving instruction and facilitating learning, guiding in the study, providing with knowledge.¹⁴ It means that teaching is a process of interaction between teacher and students to gain knowledge in learning activities.

The purpose of teaching reading is to help the learners to comprehend the text. Brown states that in teaching reading, the teacher should have a plan of teaching reading, and also the teacher must know the

¹³ William Grabe and Fredericka L. Stoller *Teaching and Reseaching Reading*. London: Pearson Education Longman. 2002, p. 117

¹⁴ H.Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco : Person Education,2000),p.8

steps in teaching reading.¹⁵ The step consists of pre-reading, while-reading, and post-reading

1) Pre- reading

Pre-reading activities cover a range of possibilities, all directed at helping learners engage in a process of discovery and to feel authorized to engage with the form and content of the text. What all successful pre-reading activities have in common is that they are students-centered. The teacher has identified the potential problem of readability inherent in a chosen reading text, and then has to help students find ways to surmount those difficulties. Rather than just provide answer or summarize the content, the teacher can help learners identify the sources of their reading difficulties. Example of pre-reading activities are very commonly used in tandem: brainstorming and skimming.

2) While-reading

The activity is the main activity in the learning process. While-reading is stage frequently found in lessons that aim at helping students develop receptive skills in reading. This is the moment where students are actually exposed to the written text. More than simply reading the text, however, it is important that students are given a task before tackling the text. The aim of this stage is to help students become more effective readers, usually through raising their awareness of reading sub-skill and strategy.

¹⁵*Ibid*, p.30

3) Post- reading

It is an activity in teaching to comprehend the text. Post-reading activities help students understand texts further, through critically analyzing they have read and these are carried out after the teacher has implanted successfully pre-reading activities and while-reading activities. In the post teaching activity, the teacher asks students to write text information that has read to the framework of story face. This activity is helpful for several reasons, they are: it helps students use the newly learned words, it promotes the use of the language in creative ways, one of them is story face strategy.

In the teaching reading there are three step include pre-reading, while-reading and post-reading. In the pre-reading the teacher simulating the students such as : the teacher explains the goal and background information, the students predict what will they read. In while-reading the students read the text, students answer the question and the teacher guides the students. Then in post-reading, students summarize the information of the text into the story face strategy.

e. Strategies of Teaching Reading

In teaching reading, the teacher must have strategies to teach the student easily and it can improve the students' reading comprehension. Brown mentions some strategies of teaching reading, they are as follows:

1. Identifying the purpose in reading.

By knowing the purpose of what the students reads, the students can throw the unimportant

information. By doing this, students know what information they want to know in reading the text.

2. Applying grapheme rules and patterns to aid in bottom up decoding.

Specifically, at the beginning levels, one of the difficulties that students encounter in learning to read is making the correspondences between English spoken and written. In this case, the teacher also must teach how to read the sound words with short vowel like bat, leg, wish, and the sound words with final silent 'e' like late, time, bite, etc.

3. Applying efficient silent reading strategies.

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Students do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

4. Skimming the text for the main ideas.

Skimming is the one of the most important reading strategies for students. Skimming consist of quickly running one's eyes across a whole text, such as essay, article, or chapter to find out what the text tells about or to find out the main idea of the text. Skimming gives students the advantages of being able to guess the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas.

5. Scanning the text for the specific information.

Scanning is searching for some particular pieces of the information that the students needs in reading text. Scanning exercises may ask students to find for the character, the date, the place, to find a definition of akey concept,

or to list a certain number of supporting details.

6. Applying semantic mapping or clustering.

Students that have reads the text can resume the long string of ideas or events by grouping the important key of the word they get from reading. This strategy helps the students to remember the content of the text.¹⁶

From the explanation above, it can be known that some strategies of reading can help the students' problem in reading skill and also can be a guide for the teacher to teach reading skill to the student

f. Reading Comprehension

Comprehension is to be required in reading. Reading comprehension is the ability to process text, understand the meaning, and to integrate it with what the reader already knows. When someone wants to find out information from the text, the main way are, knowing the meaning of words, comprehending meaning of words from discourse context, organized the passage to indentify antecedents and references in it. Catherine said that reading comprehension is a process of finding meaning through interaction and involvement in written language.¹⁷ It means that reading comprehension is the act of understanding what the reader read a text. When the reader reads a text, he engages in a complex array of cognitive processes.

Comprehending the text to get information is the main purpose of reading. Furtermore, Snow stated that reading comprehension refers to reading for

¹⁶ H Douglas Brown. *Language Assessment: Principles and Classroom Practice*. New York: Pearson Education ESL. 2010,p. 184

¹⁷Catherine Snow, *Reading For Understanding toward a research and development program in reading comprehension*, (Santa Monica: RAND,2002), p.11

meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.¹⁸ Reading comprehension involves the reader thinking where the reader must decode words to understand something the writer wants to convey to the reader. That means reading comprehension is an activity where the reader can understand and get the meaning of the passage.

In the reading there are have specification of reading comprehension. Brown said in the reading comprehension there are some criteria that are commonly used in measuring students reading comprehension, they are:

1. main idea (topic)

The ain idea is the most important though about the topic according to Alexander et.al, main idea is what the author wants the readers know and understand about the topic. It means that the main idea refers to the importance of the content or to get information that tells more about the overall idea of a paragraph or section of a text

2. Inference (implied detail)

The ability of the reader to find out the authors implied conclusion in the text is called inference. King and Stanley divide into two most important attentions: draw logical inferences and make accurate prediction.

3. Grammatical features (reference)

According to Dummer, reference is a relation that obtains between expression and what speakers use the expression to talk about. It means that reference is a relation between objects in which

¹⁸Carolyn T Linse ,*Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies, Inc,2005),p 71

one object designates, or acts as a means by which to connect to link to another object.

4. Detail (scanning for a specifically stated detail)
In discussion about reading, this skill is frequently referred to as scanning. In contrast to reading for gist, or reading to get specific details. In other words, the reader must read and comprehend to get the point from the text.
5. Excluding facts not written (unstated details)
Excluding fact not written question ask you the information in the text that is not explains directly.
6. Supporting idea(s).¹⁹
Supporting idea underscore the writer's main idea by providing clarification of its meaning or evidence to corroborate. Its means supporting idea clarifies the topic sentence or main idea of written passage.
7. Vocabulary in context
Vocabulary in context question asks about the meaning of a word or phrase as it is used in the passage. It means that, vocabulary in context question is a question than asks reader to determine the meaning of vocabulary.

From those opinions above, it can be states that reading comprehension is important because without it reading does not provide the reader with any information of the text they read.

g. Testing of Reading

From the four language skills, reading is probably tested most often, and it may seem to be the easiest to test. However, testing reading has its difficulties, and the teacher must be aware of several issues. To measure the students reading achievement, Brown

¹⁹Catherine Snow ,Op.cit ,p.306

state that there are eight kinds of testing reading, namely:

1) Multiple-choice

Multiple-choice is a form of objective test which consists of questions or statements that are not yet finished, and to complete it one or more of the possible answers that have been provided must be selected for each item in question.

2) Matching task

Matching task is test where the participant must fill the blank of the text using matching answer randomly. Matching task asks the students to connect items from one list with items on another, for example: Match the country with its capital.

3) Picture-cued task

Picture-cued task is a test using the picture and the participant write the represent word of the picture. Picture-cued is a picture symbol or sign that very simple to learn for the students. so that picture-cued can make the students easy to remember or stimulate that picture, also to help them easily to express their ideas in their writing.

4) Editing task

Editing task is test that can ease for assessing competence of linguistic in reading through editing the grammatical errors.

5) Gap filling task

A gap-fill is a practice exercise in which the students have to replace words miss from a text. Gap-fill are often used to practice specific language point, for instance items of grammar and vocabulary, and features of written text such as conjunctions.

6) Cloze task

Cloze task are activities in which one or several words are removed from a sentence and a student is asked to fill in the missing content. The

sentence can be referred to as the 'stem' and the removed term itself as the 'key'.

7) Short answer task

Short answer task is a reading passage presented and the test taker reads questions that must be answered in a sentence. They are generally open-ended questions that require students to construct a response. Short answer question requires a concise and focused response that may be factual, interpretive, or a combination of the two.²⁰

From the explanation above, it can be concluded that some exercises of reading can improve the students' reading comprehension.

2. Narrative Text

a. Definition of Narrative Text

Narrative text is a kind of text that tells a story is based on some events or experiences. There are some experts who define what narrative text is. According to Nurdiauwansyah, narrative text is a text about telling a story which tells conflicts among the participants and there is a plot of problem-solving in it.²¹ The text tells a story and includes conflict, plot, and solution in the story and the one of the text types that informs. Other definition from Austin, he said that narrative is basically story of happening or events, either real or imaginary which the narrator considers interesting or important.²² It can be said that narrative text is a text that imaginative story or fiction that aim to entertain people.

Narrative text is a story that the author wants to tell the readers about the plot of the story that

²⁰H Douglas Brown. *Language Assessment: Principles and Classroom Practice*. (New York: Pearson Education ESL). 2010, p. 191

²¹Denni Nurdiauwansyah, Clarry & Ani, *Teaching Reading Comprehension On Narrative Text by Using Power Point Animation*, (Pontianak: Tanjungpura University), 2.

²² Jane Austin, *Narrative Techniques A Stylistic and Pragmatic Analysis*, (England: Asghate Publishing Limited) 2009, 13-15

consists of orientation, complication, resolution. Furthermore, Gerot said that narrative is a text to amuse entertains with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.²³ The purpose of narrative text is to entertain the reader, narrative also teaches the reader about value from the stories.

From the explanations above, it can be assumed that a narrative text is a text that tells the story of a series of events that are mutually related. It contains about story and its plot consists of the conflict in the story then followed by the resolution and the purpose is to entertain the reader.

b. Kind of Narrative Text

A narrative is a story that is created in constructive form. A narrative is commonly found in fiction. There are some kinds of narrative text. These kinds are based on the story types. The types of narrative text are:

1) Fable

Fable is a story that features animal, plants or forces of nature which are anthropomorphized (given human qualities), their characters can speak and act like humans and the story contain a moralvalue. Examples of fable are mouse deer and crocodiles, ant and grasshoppers.

2) Fairy Tale

A fairy tale is a simple story about fantastic and magical creatures which involve powers and fantasy creatures (fairies, queens, witches, princes, and princesses). A fairy tale often intended for children that features fanciful and wondrous characters such as Elves, Goblin, Wizards, and even but not necessarily fairies.

²³ Linda Gerot and Wignel, Making Sense of Functional Grammar,(Sydney :Grade Stabler,1994), 162.

3) Legend

Legend is a story that has long been widespread in society and is believed to be true in the past. Legend can be said that the story about human events or actions that has not been proved nor documented in real history. Legends are retold as if they are real events and were believe to be historical accounts. For example, Legend of Roro Jonggrang, Tangkuban Perahu, and Maling Kundang.

4) Myth

Myth is a type of narrative that deals with supernatural thing; tell the origin of culture, which is usually associated with supernatural beings such as gods and so on. Definition of myth also a symbolic narrative, usually of unknown origin and at least partly traditional that ostensibly relates actual events and that is especially associated with religious belief. It is distinguished from symbolic behavior (cult, ritual) and symbolic places or objects (temples, icon).

5) Horror Fiction

Horror is a type of genre in which stories and plots are built that can give the reader fear. Such tales are of ancient origin and form a substantial part of the body of folk literature. They can feature supernatural elements such as ghosts, witches, or vampires, or they can address more realistic psychological fears.²⁴

From the kinds of narrative text above, this reserach will focuses in fable text, here the concept of fable, detail.

²⁴ Emi Emilia, *Pendekatan Genre-based Dalam Pengajaran Bahasa Inggris: Petunjuk untuk guru*, (Bandung Rizqi, 2011), p.94.

c. Fable Text

Fable is a part of narrative text that entertains the reader which is used as a media in learning reading comprehension based on fictional or fact. The meaning of fable according to Kemedi is animal short story which is particular kind of narration.²⁵ It is always fiction and brief story; these stories are meant to be read in a single sitting using relatively few words.

Story in fable text is an imaginative story. Baldic also states about fable, namely fable is a brief tale in verse or prose that convey a moral lesson, usually by giving human speech and manners to inanimate things.²⁶ It aims to imprint the minds of people with good values and virtuous qualities by telling a simple, funny story that easy to remember.

Fable text is classified as authentic material since it is not intended directly for teaching material. Rubin said that authentic text can be motivating because they are proof that the language is used for real-life purpose by real people.²⁷ This kind of text is commonly oriented for entertainment purpose only which then be selected and applied in classroom activity to accomplish the intended purpose.

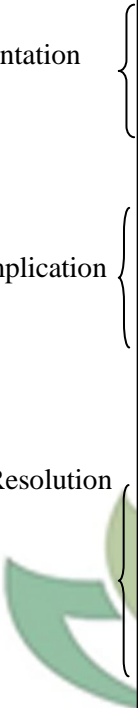
From the explanation above, it can be said that fable is a short story that typically with animals as character and conveying a moral. Furthermore, fable can help the students' problem in reading. The example of fable text:²⁸

²⁵X.J Kennedy, *Literature an Introduction to Fiction, Poetry, and Drama 4th Edition* (London: Scott, Foresman adn Company, 1987), P.4

²⁶Chris Baldick, J, (London: Oxford University Press, 2002),p. 80

²⁷Rubin, D. L. *Fable in Verse*, (Newjersey: Prentice-Hall, 2010)p,77

²⁸*When English Ring A Bells*, (Indonesia:Kementeraian Pendidikan dan Kebudayaan,2014),p. 99

A Fox and A Goat ¹	
Orientation	 <p>One hot summer day when all the ponds and rivers were dry, a fox walked about look for water to drink. At last he found and old well in which there was little water.</p>
Complication	<p>But the well was very deep and the water was out of his reach.</p> <p>He tried again and again to reach it, and at last he fell in but he could not getout. He was just like a prey in trap.</p>
Resolution	<p>By and by the goat came to the well and saw the fox in it. He asked the fox,what is the water like down there?” “The water is very nice, and I can not stop drinking it” said the fox, “Why not come down and try it?”</p> <p>Down jumped the goat at once. As soon as he jumped down, the fox jumped on his back and got out the well.</p>

d. Generic Structure of Narrative

The generic structures are the elements existing in the text. The generic structure of narrative text consists of several parts. Each part has its own function. According to Gerot, the generic structure of narrative text consists of five parts, they are: ²⁹

²⁹Linda Gerot and Wignel ,Op.cit 162

1) Orientation:

In this part, the author tells and introduces of the main character or other character, the setting of the place, the story that happen, the setting of time set for the event.

2) Complication

In this section, the conflict develops. In the complication the author tells the problem faced by the main character with other character. The complication is the trigger.

3) Resolution:

In this part, tell the readers where the problem resolved. The implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'how did it end').

4) Re – orientation:

This part is the closing of a story which is optional. Re-orientation can contain moral lessons or suggestions to be learn from the story.

Based on the explanation above, it can be concluded that four generic structure must follow in making good narrative text, there are orientation is introduction of the character in the story, setting, the story that happen. Then complication is conflict delovep. In the resolution is where the

problem resolved. Then re-orientation is moral lesson.

e. Languages Feature of Narrative Text

Narrative text is an imaginative story to entertain people. One of language features of narrative text is using action verb in past form because the text tells a story that has a series of interconnected chronological events. The language features usually found in narrative, they are:

- 1) Focus on specific and usually individual participants. In other words, using specific noun as pronoun of person animal in the story. For instance, the king, the queen, the ant, etc.
- 2) Use of material processes (and in this text, behavioral and verb processes).
- 3) Use of temporal conjunctions, and temporal circumstances to arrange the events. For example, then, before, after, etc.
- 4) Use past tense: Narrative text usually uses past tense (verb 2) for example was, went, ate and others
- 5) Use adjectives which are for noun phrases. For example, long hair, red eyes, big nose, etc.
- 6) Use adverbs and adverbial phrase to show the location of events. For example, here, in the forest, etc.³⁰

³⁰David Anderson and Katy Anderson (In MiftahulJannah), Op.cit, p. 162

Based on the explanation above, it can be concluded there are six language feature in narrative text that must be know. First focus on specific and usually individual participants. Second Use of material processes. Third use of temporal conjunctions, and temporal circumstances to arrange the events. Fouth use past tense. Fifth use adjectives which are for noun phrases. And the last se adverbs and adverbial phrase to show the location of events.

3. Story Face Strategy

a. Definition of Story Face Strategy

Story face is one of the strategies in reading, that students more easily get information in a text. According to Staal, the story face is an adaptation of story mapping which has a framework for understanding such as identifying and remembering elements in narrative text.³¹ So the story face is a face-shaped framework that makes it easy for students to understand the contents or elements of the text.

The activity of story face strategy is allowed to the students to classify each part of the text into important information when the read directly. It is support with Whitten, he states that story face is a strategy in which students read a story and generate a map of its events, ideas, and key of elements.³² It means that after students read a story of the text, students will write the framework story face. By understanding the framework, the students will remember the content of the text, and also students will be easy to understand the text.

³¹Stall in Klingner, Janette K. Vaughn Sharon, Boardman Alison, *Teaching Reading Comprehension to Students with Learning Difficulties. What Works for Special-Needs Learners*, (London : The Guilford Press,2007), P.79

³²Esteves Whitten & Woodrow, *RTI. Success Proven Tools and Strategies for School and Classroom* ,(Minneapolis: Free Spirit Publishing,2009),P.188

Based on the opinion above, story face is a guide to help students while they read the text. The shape of the story face is like an organizational framework in the form of face, with story face the students can get the important information of the story. Each part has functions such as the eyes for settings and main characters, nose for problems, mouth for event of problem and solution.

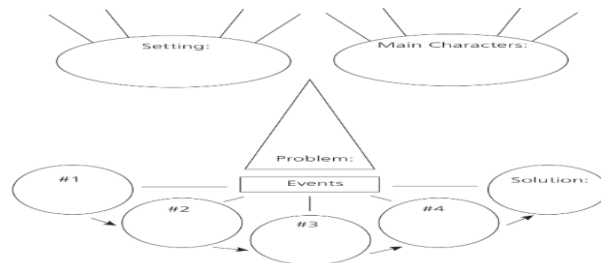


Figure 1 of story face strategy.

From the picture above, it can be concluded that the parts of the story face have a function. The eyes area can be filled with orientation or introduction, such as in the left eyes for settings and the right eyes for main characters. Then in the nose, it can be filled with conflict problems in the story or resolution. For the mouth, it can be filled with resolution event of problem and solution

b. Procedure of Story Face Strategy

There are several steps in implementing this strategy. According to Ferris, the procedures that we can use to teach the strategy of story face are as follows:³³

³³John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, (New York: Routledge, 2009),p. 301.

- 1) Preview the Story Face with students prior to reading a narrative text.
- 2) Review the information (setting, main characters, problem, events, and resolution) that students are expected to find.
- 3) Have students read the text and complete the Story Face, either individually, in pairs, or as a group. Some teachers prefer to have students fill out the Story Face as they read, while others prefer that students fill it out after reading.

Moreover, Wiesendanger suggests that there are several steps to apply this strategy as follows:³⁴

- 1) Making the eyes: two circles representing the setting and main characters
- 2) Nose : Problem
- 3) Mouth :Comprises a series of circles representing the main events that lead to the solution

The procedure of the story face strategy that are explains by Ferris and Wiesendanger combine by the researcher. The researcher combined those procedures because they are different from one another. The procedure by Ferris is more detailed while the procedure by Wiesendanger is more simple. As a result , the procedures that are used are follow:

- 1) Explain the Story Face with students before reading a narrative text
- 2) Students are given a text as the example of narrative text
- 3) The teacher guided the students to read the text and find some information (setting, main

³⁴ Wiesendanger in Muhammad Suhaimi ,*Story Fce Strategy to Improve Student's Comprehension of English Text*, (Banda Aceh :Ar-Raniry Atate Islamic University Banda Aceh,2019), p. 13

characters, problem, events, and resolution) that students are expected to find

- 4) After the students find the some information, each student make a framework of story face
- 5) And then, students can fill the story face framework from eyes : setting and main characters, nose : Problem, Mouth :Comprises a series of circles representing the main events that lead to the solution. (Taken by Wiesendanger)
- 6) After the students filled out the story face strategy framework, the teacher and students together corrected the points in the story face
- 7) After that the teacher gave another narrative text for exercise and asks students to make a story face oframework and fill in the outline with the information they got individually. After students finished fill the story face framework, students submit it to the teacher.
- 8) And the last, the teacher gave a review or summary to students about narrative and story face material.

c. Advantages of Story Face Strategy

There are some advantages of story face strategy. According to Staal several strengths of the story face strategy when implemented to the students, they are as follows:³⁵

- 1) Story face strategy helps the students in preparing of retelling key elements of a story in the text.
- 2) Story face strategy is easy to remember the information in each parts of the text.
- 3) Story face strategy is easy to construct the content of text.

³⁵ Esteves Whitten & Woodrow, *RTI. Success Proven Tools and Strategies for School and Classroom* ,(Minneapolis: Free Spirit Publishing,2009),p.188.

- 4) Story face strategy can be a guide that easily to help the students get the information while they read the text.
- 5) Story face strategy can make the students more aware so that they could think about the information presented rather than reading passively.

d. Disadvantages of Story Face

There are some disadvantages of story face strategy. The disadvantages are as follows:³⁶

- 1) Story face is one of graphic organizer which is a tool that cannot be use in all the topics.
- 2) Story face strategy is an unfamiliar strategy. Therefore, the students should give more guidance for the students.

B. Relevance Studies

Related to reading comprehension and story face strategy, there are some previous researches. The first previous research conducted by Teguh Juliansyah 2016. The objective of the study of this research is to know the process of teaching and learning reading through story face.³⁷ In this research, the writer used descriptive qualitative research. The result of this research is teaching and learning reading through story face was assumed could help and effective to the students in the learning reading comprehension at the first semester of the eleventh grade at SMA AL-AZHAR 3 Bandar Lampung. It also make the students looked more enthusiasm and active to follow each the steps in learning reading comprehension, and can increase their reading.

³⁶ Putu Santi Oktatarina, *Innovative Teaching Strategies for Teaching Reading : Reciprocal Teaching Strategy And Face Story Strategy*, (Yavana Bahasha : Journal Of English Education, 2018), 4.

³⁷ Teguh Juliansyah, "Teaching And Learning Reading Through Story Face At The First Semester Of The Eleventh Grade SMA AL-AZHAR 3 Bandar Lampung In 20016/2017 Academic Year", (Bandar Lampung : IAIN Raden Intan Lampung, 2016)

Another previous research was done by Indriayi, Konder and Mahuri 2019. The purpose of the research is to prove if the use of story face strategy can improve reading comprehension of the tenth grade students at SMA Negeri 1 Parigi. The population of the research was tenth grade of SMA Negeri 1 Parigi that consist 309 students. This research used quasi-experimental design. To collect the data, the researcher used pretest and posttest. The result showed using story face strategy can improve the students' reading comprehension skill of X IPS B at SMA Negeri 1 Parigi. It might be looked at the result of this research that t-counted (7.64) was higher than the value t-table (1.67).³⁸

The third previous research conducted by Putu Santi Oktariana, 2018. The aim of her research is to explain two teaching reading strategy reading, here the writers explore reciprocal teaching and face story strategy. For her research, the writer used qualitative research design. The result of this research can be concluded that both techniques are good to be implemented in teaching reading. This is because those techniques encourage students to think about their own process during reading.³⁹

The fourth previous research is conducted by Albiansyah and Jhon 2020. The purpose of the research is to reveal the execution of story face strategy in the process of narrative text teaching and learning, and also to describe about reading comprehension of after using story face strategy in classroom. The population of the research was tenth grade students at Miftahul Huda Sungai Luar. This research used classroom action research. The result suggests that the use of story face strategy to enhance students understanding of

³⁸Indriayi, Konder and Mahuri, *Using Story Face Strategy To Improve Students Reading Comprehension Ability*. (English Education Study : Tadulako University, 2019)

³⁹Putu Oktariana, *Innovative Teaching Strategy For Teaching Reading: Reciprocal Teaching Strategy and Face Story Strategy*, Vol 1, Issues 1 (IHDN : Denpasar, 2018)

reading in narrative text is successful for grade tenth grade X.2 students.⁴⁰

The fifth previous research is conducted by Nur, Marbun, and Bunau 2021. The aim of the research is to improve students' ability to comprehend narrative text by using story face strategy, especially to improve students' ability in identifying details of story elements, and understanding the meaning. This research used classroom action research design. The population in this research is eighth grade of SMP N 3 Sambas. There were 24 participants attending the process during. It was found that students were excited and active in the class. The result of this research was use story face strategy can improved students' ability to comprehend narrative text.⁴¹

The sixth previous research was conducted by Indrawati, and Ade 2018. The objectives of the research are to describe the implementation of the strategy to the tenth grades students of MAN I Palangpinang, to figure out if there is any significant difference between the students who are taught by using this strategy and the students who are not taught by using non-thieves strategy to the tenth grade students of SMA 1 Palangpinang. The population of the research is tenth grade. The total sample was 78 students, consisted of X MIA 3 was 39 students as experimental group and X IIS 1 was 39 students as control group. In this research, the researcher used quasi-experimental design. The results of this research were the implementation of this strategy to the tenth grades students of MAN I Pangkalpinang was effective to improve

⁴⁰ Albiansyah, Jhon Saputra, "Enhancing The Reading Comprehension Of Students In Narrative Text Using Story Face Strategy", *Indonesia Journal of Instructional Media and Model* Volum 2, Issues 2(2020).

⁴¹ Albiansyah, Jhoni Saputra, Enhancing The Reading Comprehension Of Students In Narrative Text Using Story Face Strategy (*Indonesia Journal of Instruction Media and Model*, 2020)

student' reading comprehension in narrative text. After that, their ability to comprehend the text was improved too.⁴²

The seventh of previous research was done by Christiani, Rosa, and Karisma 2018. This study is about improving students' reading comprehension on narrative text through mind mapping technique at SMA SANTO PETRUS Medan. In this research used classroom action research design. This research consisted of two cycles. It was conducted collaboratively with the English teacher. The subjects of this research were 36 students of class X MIA in SMA Santo Petrus Medan. The result of this study was found out that mind mapping technique can improve students' reading comprehension. It is provided by the students' ability in reading comprehension and the students' score after the test were given. In the pre-test, the students' mean score is 61.44. Then, in the formative test cycle 1, the students' mean score is 62, and in the post-test cycle 2, the students' mean score is 72. It was concluded that by the mind mapping can improve students' reading comprehension achievement.⁴³

The eighth previous research was conducted by Agustina, Dewi, and Sri 2017. The aim of the research was to know the effectiveness of Rank Ordering Retell Strategy on reading comprehension of the eight grade students' of SMP Advent Batam. In this research used true experimental design. The population of the research is all students of eight grade students at SMP Advent Batam. The subject of the research was the grade VII-2 and VII-3. There were 32 students each class. The first class (VII-2) was as experiment class and the second class (VII-3) as control class. The experiment class was taught reading narrative text using Rank Ordering Retell Strategy, while control class was taught reading narrative text

⁴² Indrawati, Ade Widiiana, *Improving Students' Reading Comprehension In Narrative Text Through Thieves Strategy to The 10TH Grade Students Of MAN 1 PANGKALPINANG* (IAIN Syaikh Abdurrahman Siddik Bangka Belitung, 2019)

⁴³ Christiani Sarnauli Sitindaon, Rosa Maria Simamora, Kharisma E. Tarigan, *Improving Students' Reading Comprehension On Narrative Text Through Mind Mapping Technique At SMA SANTOS PETRUS MEDAN* (Chataloc University of Saint Thomas, 2018)

using conventional strategy (lecture method). The result of the research was use Rank Ordering Retell Strategy gave significant effect in reading comprehension that the use of conventional strategy.⁴⁴

There are some differences among previous researches above. The first research by Teguh Julian just focuses to know the process of teaching and reading through story face and this research used triangulation design to analyze the data, while research is by Indriayi, Konder and Mahuri. The population of her research is tenth grade of SMA Negeri 1 Parigi and use quasi-experimental design to research design. The third research by Putu in her research just focuses about the two strategy are reciprocal and story face strategy good or not to be implemented in teaching reading. The fourth research by Albiansayh and Jhon the population in the research is tenth grade and also the research methodology for his research used classroom action research design. The fifth research by Nur, Marbun, and Bunau, in that research used classroom action research design. While in this research use the pre-experimental design and also the population in this research is eight grades of MTs N 2 Bandar Lampung. Then the sixth research by Indrawati, and Ade focuses to describe the implementation of this strategy to the tenth grades students in reading comprehension narrative text, then the seventh previous research by Christiani, Rosa, and Karisma focuses about improving students' reading comprehension on narrative text through mind mapping technique, then in the eight previous research by Agustina, Dewi, and Sri focuses on the reading comprehension using Rank Ordering Retell Strategy. While in this research focuses using story face strategy in narrative text and uses pre-experimental design.

⁴⁴ Agustina Nababan, Dewi Yana, Sri Sugaharti, *The Effectiveness Of ROR in Reading Comprehension of Narrative Text* (University of Riau Kepulaun: Riau ,2017)

C. Frame of Thinking

Reading is an important skill in English language learning because in this modern era all the information comes in the form of text. It means reading is one of the most important activities with reading can increase someone's knowledge. Reading is also a complex process in which readers must interpret information in text because readers are required to think, and analyze text to obtain information or to understand what the writer wants to convey. Moreover, reading comprehension is also an interactive process between the reader and the text. Reading is not easy then students must often practice reading a text for understanding the text. Based on the preliminary research the students have problems in vocabulary, students are difficult to comprehend the text. And also, strategy can help the students to solve the problem. Therefore, this research provides story face strategy as an alternative to help the students in reading comprehension. Moreover, the using story face strategy can be explained as follow:

Story face strategy is a strategy that uses a face-shaped framework that makes it easy for students to understand the contents and elements of the text. In this story face, the students will identify the information from the story such as the setting, problems, and main characters in the story. Then by identifying the information, the student can easily understand the plot. In the story face strategy there are three parts, they are eyes, nose, and lips. The first part is eyes consist of setting and main characters, the second part is nose, the students can fill this part for the problem of the story in the narrative text, and the last is mouth in this part students can fill the sequence of event and solution of story in narrative text.

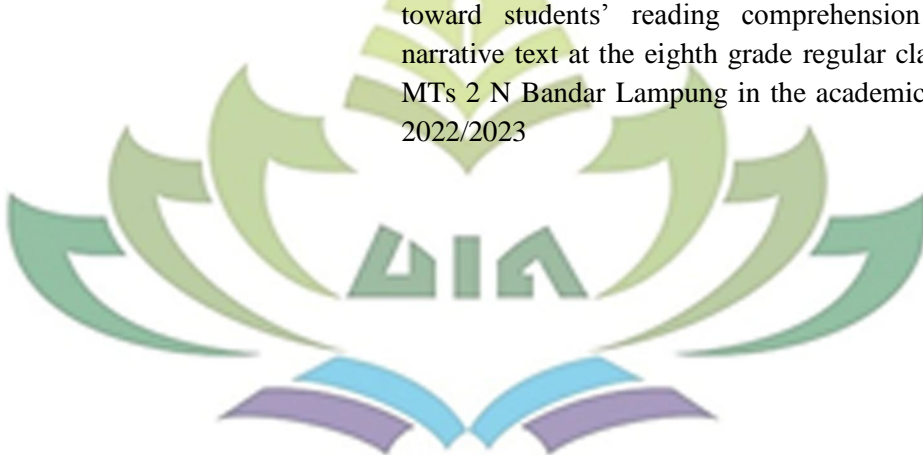
Thus, from the statement above, it can be said that reading takes an important role in English language learning.

Some strategies can improve reading skill, then story face strategy is one of them, using story face strategy will help the students to get the information, identify details of the story and understanding the story in the narrative text. Then this strategy will be chosen to help students understand the narrative text.

D. Hypothesis

H_o : There is no influence of using story face strategy toward students' reading comprehension narrative text at the eighth grade regular classes of MTs N 2 Bandar Lampung in the academic year 2022/2023.

H_a : There is influence of using story face strategy toward students' reading comprehension in narrative text at the eighth grade regular class of MTs 2 N Bandar Lampung in the academic year 2022/2023



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