TEACHING AND LEARNING READING THROUGH STORY FACE AT THE FIRST SEMESTER OF THE ELEVENTH GRADE AT SMA AL-AZHAR 3 BANDAR LAMPUNG IN 2016/2017 ACADEMIC YEAR

A Thesis
Submitted in a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

TEACHING AND LEARNING READING THROUGH STORY FACE OF THE ELEVENTH GRADE AT THE FIRST SEMESTER AT SMA AL-AZHAR 3 BANDAR LAMPUNG IN 2016/2017 ACADEMIC YEAR

By
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English has four skills: these skills are important part in communication; the skills are listening, speaking, reading and writing. One of important aspect to learn language is reading. One of strategies to teach reading by using story face. The objective of this research is to know the process of teaching and learning reading through story face.

In this research, the writer used qualitative research design by using triangulation. The research methodology used was triangulation design. The population of this research was of eleventh grade of SMA AL-AZHAR 3 Bandar Lampung. The samples of this research were 1 teacher and 20 students. In collecting the data, the writer used observation to know process teaching and learning and interview to know teacher’s problem and student’s problem to collect the data.

Based on the research, the result shows that teaching reading by using story face was effective. In observation, story face is effective to teach reading. In interview, the students get helping in process learning and teacher find problem solving in teaching process with observation and interview. It could be concluded that there is teaching and learning reading through story face of eleventh grade of SMA AL-AZHAR 3 Bandar Lampung.

Key words : Reading, Story face, Qualitative Research.
APPROVAL

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Recite that which has been revealed to you of the Book and keep up prayer; surely prayer keeps (one) away from indecency and evil, and certainly the remembrance of Allah is the greatest, and Allah knows what you do.” (Q.S Al-Ankabut:45)
DECLARATION

I hereby state that this thesis entitled Teaching and Learning Reading Through Story Face at The First Semester of The Eleventh Grade at SMA Al-Azhar 3 Bandar Lampung in The 2016/2017 Academic Year is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 2016
Declared by
TEGUH JULIANSAH
DEDICATION

The writer dedicates this thesis to:

1. His beloved parents, Mr. Misran and Mrs. Sakdiyah who always pray and support for his success.
2. His beloved brother Amat Sodri, Sahyani, and M. Wahyu Ramadan who always give nice smile.
CURRICULUM VITAE

The writer’s name is Teguh Juliansah. He was born on July 13th, 1993 in Bandar Lampung. The writer lives in Sukarame, Bandar Lampung. He is the three child out four children’s of a lovely couple Misran dan Sakdiyah.

The writer began his academic study from Kindergarten Dharma Wanita in 1998 and graduated in 1999. Then, he continued his study to SDN 2 Harapan Jaya in 1999 and graduated in 2005. Then, he continued his study to MTsN 2 Bandar Lampung and finished in 2008. After that, he continued to SMA Al-Azhar 3 Bandar Lampung and graduated in 2011. In the same year, he continued to study in English Education Program of Tarbiyah and Teacher Training Faculty of the State Institute of Islamic Studies of Raden Intan Lampung.

During his study in IAIN Raden Intan Lampung, he joined several organizations. They are: UKM Bahasa in 2011-2014 and ESA in 2011-2014.
ACKNOWLEDGMENT

Praised be to Allah, the almighty God, the most Merciful, and the most Beneficent, for Blessing the writer with His mercy and guidance so that this thesis entitled “Teaching and Learning Reading Through Story Face at The First Semester of The Eleventh Grade at SMA Al-Azhar 3 Bandar Lampung in The 2016/2017 Academic Year” can be finally completed. This thesis is submitted as a part of the requirement for S-1 Degree in English Education Study Program IAIN Raden Intan Lampung. Without help, supports and encouragement from several people and institution, this thesis would never comes into existence. The writer is also grateful to many people who contribute their ideas and time. First of all, the deepest respect and gratitude would be addressed to:

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7. His beloved family who always prays and supports for his success.
8. His beloved organization, ESA and UKM BAHASA.
9. The last, his friends in English Education Study Program of IAIN Raden Intan Lampung 2011.

Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. May Allah the most merciful give goodness and blessings for all guidance and help that have been given to the writer. For this, the writer hopes that this thesis will be useful for the readers.

Bandar Lampung, 2016

The writer,

Teguh Juliansah
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CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is a tool of structure for someone to communicate for getting some information from one person to the other ones, from one place to the other places in a whole world. Language can be structured from simple word until complex word when someone says something.

Geoffrey states, “language is a highly structured system which allows an infinite range of permutations”.¹ It means that language has high structure system with many functions to make people share their experiences, feelings, and knowledge to others people in the other countries. In other words, it can be said that language really functions a great deal such as a means of communication, commerce, and trade.

In the world, many people use international language to communication, commerce, and trade. One of international languages used by people is English. English, as a world Language.² It is very important nowadays. It is the language of globalization, international communication, commerce and trade. English is a global language, which is spoken by many people in the world. Besides, English has a role as a language of science, technology and art. People who are able to

¹Geoffrey Broughton, Christopher Brumfit etc, Teaching English as a Foreign Language. University of London Institute of Education. 1980. p.26
²Ibid. p.6
communicate in English will get it easier to gain more information and knowledge. Millions of people today want to improve their command of English, and the opportunities to learn it is provided in many different ways such as formal or informal instruction, studying abroad, media, and internet.

In Indonesia, English has position as foreign language. According to Harmer that “English as a foreign language is generally taken to apply the students who one studying general English at the schools and institutes in their own country or as transitory visitors in a target-language country”\(^3\) from this statement, we know that English has been introduced in school levels such as elementary school, junior high school, senior high school, and university level.

English has four skills; these skills are important part in communication. The skills are listening, speaking, reading, and writing. Reading is one of important aspects to learn language. Reading is very essential to get information from the text. In reading activity, reader should understand the idea delivered by the text. One of advantages of reading is we get important information from newspaper, magazine, etc. In this era, if we want know updating news, we will read newspaper or magazine. People need inspiration to increase their imagination. We get more information from some text on newspaper, magazine, etc.

Students in learning process is hard to find the answer the text. they are still confused to answer the question from the text, they have to comprehend main idea of the text. To do that, they need strategy for make it easy. Story face is one of startegies that can be used in comprehend the text to help students. According to Randolph that, “This strategy functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution”. From Staal’s statement, it can be concluded that story face is effective way to solve the students’ problem in learning English because story face helps students to visualize the important components of narrative text, including setting, main characters, problems, events and a resolution.

The effectiveness of this strategy has been proved by the previous research done by Nur Lisma. The result of her research shows that “ in teaching reading this strategy is a strategy to make the students to easily remember content of the text, because in this strategy the students find setting, main characters, problem, events, and resolution of the text”. It can be concluded that story face is effective way.

The writer did preliminary research by interview the teacher, she said that story face is effective way to help student to understand text, but only some of students

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5Nur Lisma, Teaching Readingby Combining Story Face Strategyand Concept Mapping Strategyat Senior High School. STKP PGRI Sumatera Barat. p.8
understand with teacher instruction. After doing preliminary research by interviewing the teacher, it was found that the students’ reading comprehension was still low although the teacher had used story face. Based on the theory proposed by Staal and research done by Nur Lisma, after using story face, it was expected that the students didn’t experience difficulty in comprehending the text. On the other hand, the students experienced difficulty in comprehending the text.

Considering the problem, a research will be conducted to explore the problem. The title of the research is “teaching and learning reading through story face at the first semester of the eleventh grade at SMA AL-AZHAR 3 BANDAR LAMPUNG”.

B. Identification of the Problem

Based on the background of the problem above, the writer tries to identify the problem as follows:

1. The students experienced difficulty in comprehending text.
2. The students’ reading comprehension is low.
3. The strategy used by the teacher is not optimally applied.

C. Limitation of the Problem

Based on the identification above, the writer would like to limit the problem of the research on teaching and learning reading through story face at the first semester of the eleventh grade at SMA AL-AZHAR 3 BANDAR LAMPUNG.
D. Formulation of the problem

The writer formulates the problem as follows:

1. How is the process of teaching and learning reading through story face at the first semester of the eleventh grade at SMA AL AZHAR 3 BANDAR LAMPUNG in 2015/2016 academic year?

2. What are the teacher’s problem in the process of teaching reading through story face at the first semester of the eleventh grade at SMA AL AZHAR 3 BANDAR LAMPUNG in 2015/2016 academic year?

3. What are the student’s problem in the process of learning reading through story face at the first semester of the eleventh grade at SMA AL-AZHAR 3 BANDAR LAMPUNG in 2015/2016 academic year?

E. Objective of the research

In relation to the problem stated the writer’s objectives as follows:

1. To know the process of teaching and learning reading through story face at the first semester of the eleventh grade at SMA AL-AZHAR 3 BANDAR LAMPUNG.

2. To know the teacher’s problem in the process of teaching reading through story face at the first semester of the eleventh grade at SMA AL-AZHAR 3 BANDAR LAMPUNG.
3. To know the student’s problem in the process of learning reading at the first semester of the eleventh grade at SMA AL-AZHAR 3 BANDAR LAMPUNG.

F. Use of the research

Theoretical: using story face in teaching is one of solutions for increasing students’ reading comprehension.

Practical:
1. For the writer
   From this research the writer hopes that he can get deep insight and information about problem of reading faced by students.
2. For the students
   From this research the students will not get difficulty in comprehending the text.
3. For the teachers
   The teachers know how to increase students’ reading comprehension.

G. Scope of the research

1. Subject research
   The subject of the research is students at the first semester of the eleventh grade at SMA Al-Azhar 3 Bandar Lampung.
2. Object of the research

The object of the research is using story face in teaching and learning reading reading through story face at the first semester of the eleventh grade at SMA AL-AZHAR 3 BANDAR LAMPUNG.

3. Place of the research

The research was conducted at SMA Al-Azhar 3 bandar Lampung

4. Time of the research

This research was conducted at the first semester of 2016/2017 academic year
CHAPTER II

REVIEW OF LITERATURE

A. Concept of Teaching English as a Foreign Language

English is the language which is a most-widely used by people all over the world. They use it as either their native language, second language, or foreign language. People in Indonesia use English as foreign language it means that they don’t use it as a means of their everyday communication; however, they just formally learn it at school as a compulsory subject. They are taught the four language skills i.e. listening, speaking, reading, and writing, and the components of language such as grammar, vocabulary, and pronunciation. Consequently, according to the objective of English instruction, they are expected to able to master the skills and communicate in both oral and written forms.

However, teaching English as a foreign language should be different from teaching it as a second language. Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories) and the learning condition that make learners to acquire the language (language theories). Differences in language theories may affect the selection of the teaching methods.\(^1\) It means that teaching English as a foreign language, the teacher should know what they do in order that he or she can make his or her students learn it. In

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other words, the teacher should prepare the materials, instructions, and teaching technique well. In addition, Brown states that teaching showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.\(^2\) It means teaching English as a foreign language has function for teacher to make easy giving something or instruction to students what students to do in learning English.

Based on explanation before, that teaching English as a foreign language is process learning English on a nature condition from students and the teacher helps students with giving materials and instructions until students understand what they to do.

**B. Concept of Teaching and learning**

**a. Concept of teaching**

Teaching is a kind of activity to transfer knowledge to other. Harmer states that teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical task or activities the intension of which is to induce learning.\(^6\) Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere. Richard says that teaching demands a combination of three elements:

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transmitting knowledge, teaching for the process of inquiry, and encouraging interpersonal relationship. The way of teaching and assessing will depend on the level and the goal of the teacher selects before.\textsuperscript{7} It means that teaching is giving knowledge to someone through transferring process to get the best result.

Based on these theories that teaching is giving knowledge and information from teachers to students through process interpersonal relationship with the purpose for students get the best result. teaching is very important, from teaching activity we can get knowledge. From teaching someone get knowledge, the students learn and get the best result.

b. Concept of learning

Learning is process from not know to know. According to Richards et.al learning has the same meaning with acquisition. He gives a definition that acquisition is the process by which a person learns a language which is sometimes called acquisition instead of learning, because some linguists believe that the development of a first language in a child is a specific process.\textsuperscript{8} It means that learning is process getting new information from other person. According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a


behavioral tendency and the result of reinforced practice. It means that learning is activity for getting knowledge, skill and experience about subject learning. Learning can be defined as changes in behavior.

Based on these theories that learning is a process students to get skill and knowledge from the teacher about subject they learn and growing up although experience and behavior. Learning is students activity, they search something to get knowledge. Learning also helps someone understand about what someone learn.

C. Reading

1. Definition of reading

Reading is something many of us take for granted, According to William, reading is the process of recieving and interpreting information encoded in language form via the medium of print. It means that reading is process of accept and understand information. According to Harmer, reading is useful for other other purpose too: any exposure to English (provided students

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understand it more or less).\textsuperscript{12} It means that reading is useful to expose students skill in understanding about text they read.

Based on these theories, that reading is process understanding about what is the authors write by using literary words or idiom words and the reader know what is the meaning of the text and purpose of story the authors write. Someone needs reading to get information, they will know something happened in the world. Reading has been important activity for people to know something happen in the world.

2. Types of reading

Reading is activity someone get information. Someone usually read short text or long text. It can be classified in two kinds, there are intensive and extensive reading.

a. Intensive reading

Increase learners’ knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. It fits into the language-focused learning strand of a course. Using the first language to explain the meaning of a text, sentence by sentence

b. Extensive reading

Extensive reading fits into the meaning-focused input and fluency

development strands of a course, depending on the level of the books that the learners read. When the books contain only a few unknown vocabulary and grammar items, extensive reading provides the conditions for meaning-focused input.¹³

The main ways are:

a. Scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or a less specific piece of information.

b. Skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer.¹⁴

D. Narrative

According to Mark and Kathy, text is a written of a book or other piece of writing, as distinct from appendices, illustrations, etc.¹⁵ Based on the definitions above, it is clear from the definition that a text does not depend on form.

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According to Mark and Kathy there are two main types of texts - literary and factual. Within these are various text types having a common way of using language.

1. Literary text is focus on literacy like fairy tales, music, movie etc.
   According to Mark and Kathy, literary texts include Aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays novels, song lyrics, mimes and soap operas. Literary texts consist of:
   a. Narrative text that tells a story about something or someone.
   b. Poetic text types express feelings and impressions of life in number of lines.
   c. Dramatic text types use acting to communicate ideas and experiences.

2. Factual Text is text include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions.
   Factual texts consist of:
   a. Recount is a piece of text that retells past events, usually in the order in which they happened.
   b. Explanation is speaking or writing about how or why things happen.
   c. Discussion texts speaks or writes about a topic and include both sides of the case, we arecreating discussion.
   d. Information Report is a factual text type that presents information about subject.
e. Exposition is a factual text that aims to persuade by arguing one side of the issue.

f. Procedure is a text that gives instructions on how to do something.¹⁶

There are several types of genre which are studied by senior high school students; one of them is narrative text. Narrative is a story containing the setting, the character, problems, and resolution. Narrative text are much more predictable because most fiction follows a similar “story grammar” of setting, conflict, and resolution.¹⁷ It means that, narrative text is fiction with long story consist of setting, conflict, and resolution that describes people and events. In narrative text the students description an events from story in the past so that to attract the readers enjoy read or listen the story. According to Anderson, narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener.¹⁸ It means that narrative is a story with purposing to amuse the reader or listener. Hazel states that narratives are form of stories, and they are to be found in newspaper articles, historical reports, advertisements, soap operas, gossip and conversation.¹⁹

Based on these theories, Narrative is a story containing, the setting, the character, problems, and resolution with purpose to amuse, entertains, or informs the reader or listener.

¹⁶Ibid. p. 1
¹⁸Op.Cit. p. 8
Anderson states that the steps for constructing a narrative are:

1. Orientation/ exposition
   The readers are introduced to the main characters and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.

2. Complication/ rising action
   The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves toward them from reaching their goal.

3. Sequence of event/ Climax
   This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator’s point of view.

4. Resolution/ falling action
   In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain toes of narrative which leaves us wondering ‘How did it end’?)
5. Reorientation

It is an optional closure of event.  

E. Story Face

Definition of story face

In learning process, especially reading. Teacher use many strategy, one of the strategy is story face. This strategy functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution. It means that, story face is can be learned through discovery and flexible how it. The “story face” is an adaptation of story mapping that provides a visual framework for understanding, identifying, and remembering elements in narrative text. Staal described several strengths of the story face strategy when used with students in first through fifth grades: It (1) is easy to construct, (2) is easy to remember, (3) can guide retelling, (4) is collaboratively learned through discovery, (5) is flexible, and (6) provides a framework that can facilitate narrative writing. It looks like a story map, only it is shaped like a face. Staal provides examples of “happy” and “sad” faces. Story face helps students to find main of idea in every story. The students know setting, main characters, problems, events, and solution in every story students read.

\[ \text{Op.Cit. p. 8} \]
\[ 21 \text{W. Randolph, Common Core Teaching and Learning Strategies. Illinois State Board of education. Chicago. 2012. p.45} \]
Based on these theories, the Story Face is a graphic organizer that aids students’ comprehension of narrative text. It functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution. It means story face is graphic with function like a map for visual in narrative text with components are setting, main characters, problems, events, and solution. Story face helps students to visualize text to find main item in text.

FIGURE 1.1.
F. Obstacles in Teaching and Learning Reading

1. Obstacles of Teaching

The problem in teaching reading is dealing with the teaching techniques and the selection of teaching material. According to Teguh, there are some problems evidently appear from the teaching practices. The problems in teaching reading are:

a. The Mastery of the Basics

The basics knowledge of reading consists of the mastery of basics structural patterns and sufficient vocabulary items. The condition of teaching reading in Indonesia that the class is generally very large and with only one meeting a week, the teacher himself has to struggle to understand the text, or teacher does not have an adequate background and habit to read a long English text.

b. The habit of slow reading

Slow readers generally have poor comprehension. If they do not understand a word an a expression, they do not hesitate to look up word by word in the dictionary so that he reading is very slow.

c. Figuring out inferences, implementation, and main ideas

The mastery on these factors will provide students with accurate inferences, determining implications of what has been read, and identifying accurately main ideas of the text.
d. Text selection

In the selection text, teachers are not confident to choose the teaching materials. Teachers mostly rely upon English textbook available by which modifications are not required.

e. Exercises to include

The problem in this matter involve that the teachers do the same ways in discussing one passage to another so that students are boring facing the same techniques.²²

From five problems in teaching reading, there are four include problem in teaching reading except the habit of slow reading because students do not understand a word an a expression, they do not hesitate to look up word by word in the dictionary.

2. Obstacles of Learning

According to Lundberg, there are some problems in learning reading. The problems are:

a. Difficulties in single word reading;

b. Initial difficulties decoding or sounding out words;

c. Difficulties reading sight words;

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²² Dr. Teguh Budiharso, M.Pd, Prinsip dan Strategi Pengajaran Bahasa. Lutfansah Mediatama. Surabaya. 2004. p. 54
d. Insufficient phonological processing; that is, the understanding that sentences are comprised of words, words are made up of syllables, and syllables are made up of individual sounds or phonemes;
e. Expressive or receptive language difficulties; and
f. Difficulties with comprehension.²³

G. Procedure of Teaching Reading by Using story face

Procedures/Steps:

1. The teacher explains how to use story face
2. Applying story face in teaching reading
3. Teacher and students make the story face. The Story Face is constructed by:
   a. Making the eyes: two circles representing the setting and main characters
   b. eyelashes: specific descriptors and secondary characters
   c. nose: problem
   d. mouth: comprises a series of circles representing the main events that lead to the solution
4. The teacher will fill out the story map as a visual for the students as both teacher and students read and reread the text to identify important information for the Story Face.²⁴

H. Teaching Reading Through Story Face

In teaching reading, teacher uses strategy for interested students in reading subject. Teaching reading through story face is teaching reading with imagination and visualization to find main of every component in each story. According to Randolph, the main ways are:

1. Preview the Story Face with students prior to reading a narrative text.
2. Review the information that students should identify while reading.
3. Students read the text and fill out the Story Face.
4. Creating a Story Face.²⁵

Students find their imagination through map and describe about the story they read. They will know setting, main characters, problems, events, and a solution of the story. According to Staal that provides a visual framework for understanding, identifying, and remembering elements in narrative text.²⁶

Teaching reading through story face is teaching reading using strategy map with make a shape with the main component story and arrange to be one component looks like face. It helps students in teaching reading because students can visual or image the story. Teaching reading by using story face makes students understanding in reading material.

²⁵Ibid p.45
I. Advantages and Disadvantages of Teaching Reading Through Story Face

1. Advantage

The Advantages of teaching reading through story story face is teacher and students easier to find setting, main characters, problems, events, and a solution from the story. According to Staal that described several strengths of the story face strategy when used with students in first through fifth grades: It (1) is easy to construct, (2) is easy to remember, (3) can guide retelling, (4) is collaboratively learned through discovery,(5) is flexible, and (6) provides a framework that can facilitate narrative writing.\textsuperscript{27} Any other the advantages of teaching reading story face is the students can be visualization about the story in the text. they know eaiser the main component each story. It support from Randolph’s statement, the advantages are:
a. The Story Face can be learned through discovery and is flexible in how it accommodates resolutions, events, construction, and varying student ages and abilities.
b. It is an easy-to-use model for narrative writing composition.\textsuperscript{28}

2. Disadvantage

Disadvantages of teaching reading through story face is students have to read each item and combine to component in story face. It support from

\textsuperscript{27}Ibid. p. 75
\textsuperscript{28}Op. Cit. p. 85
Randolph’s statement, the disadvantages is Have students read a piece of literature at the appropriate grade level aloud to the teacher. Then have students tell you the main idea, supporting details of the piece, and any other thoughts they may have about the text. Teaching reading through story face is the students must be find each component of the story. The students have to matching between components of the story and map.

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29 Op. Cit. p. 45
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research used descriptive qualitative research. Qualitative research is characterized by flexible, naturalistic methods of data collection and usually does not use standardized instruments as its major data source.\(^1\) Qualitative data consist of written records of observed behaviour that are analyzed qualitatively.

This research is aimed to describe teaching reading through story face. To know process teaching reading through story face and using story face to habituate students in reading.

B. Research Subject

Sample is subject in the research. James states that part of the population, and all possess some characteristic or characteristics that make them members of the sample group.\(^2\) Qualitative researchers select their participants based on their characteristics and knowledge as they relate to the research questions.

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being investigated.\textsuperscript{3} According to Creswell, the research term used for qualitative sampling is purposive sampling. In purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon\textsuperscript{4}

In this research, the subject was students and teacher at Senior High School Al-Azhar 3 Bandar Lampung at the eleventh grade. Then to select the sample as the source of data the researcher use purposive sampling technique. According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study because you will want to carefully consider the types of purposive sampling discussed and which one will best answer your research questions.\textsuperscript{5}

\section*{C. Data Collecting Technique}

To collect the data, the researcher used some techniques in qualitative research. Those are observation and interview

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\begin{flushleft}
\textsuperscript{5} Marguerite, \textit{Op.Cit}, p.152
\end{flushleft}
1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The researcher did not involve directly in the classroom activity. The researchers only made a note during the teaching learning process. In this case the researcher only noted, analyzed and made inferences about the object under study. Nevertheless, before the teaching learning began, the teacher prepare a lesson plan and discusse the material.

The researcher made a note during the teaching learning process. The researcher noted how is the process of teaching learning reading through story face, students’ responses, students’ difficulties, and teacher’s difficulties in applying this method.

2. Interview

After observing their teaching learning process, the researcher also interviewed the teacher’s problems in teaching reading through story face and students’ problem in learning reading through story face. Interview is researcher asked one or more participants general, open-ended questions and record their answers. According to Lodico there are five types of

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6 Creswell Op.Cit, p.213  
30 Ibid, p. 217
interview, they are: one-to-one, Group Interviews, structured interview, Semi-Structured Interviews, Unstructured interviews.\textsuperscript{31}

The researcher used one to one type’s interview, because this technique was conducted to get the data from the teacher about the teaching learning process by using story face. In addition, this interview was aimed to make sure about the result of the observation and to get more data related to this research.

D. Research Instrument

In collecting the data, the researcher used triangulation technique. According to Setiyadi, triangulation is the combination of two method or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.\textsuperscript{32} It consist of observation and interview. The description of those instruments is as follows:

1. Observation

Observation is the process of gathering open-ended, first hand information by observing people and places at a research sites. In this research used


\textsuperscript{32}Ag Bambang Setiyadi, \textit{Metode Penelitian Untuk Bahasa Asing}, Graha Ilmu, Yogyakarta, 2006, p. 246
observation manual that the researcher prepares it before. The aspects of observation guideline are described as follows:

**Table 1**

**Observation Guideline**

<table>
<thead>
<tr>
<th>No</th>
<th>Component of Observation</th>
<th>Pointer of Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Activity</td>
<td>The teacher opens the lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher checks the students’ attendance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher starts the lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher explains how to use story face</td>
</tr>
<tr>
<td>2</td>
<td>While-Activity</td>
<td>Applying story face in teaching reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How the process of teaching reading through story face</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher and students make the story face is constructed by:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Making the eyes: two circles representing the setting and main characters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. eyelashes: specific descriptors and secondary characters</td>
</tr>
</tbody>
</table>
3. nose: problem
4. mouth: comprises a series of circles representing the main events that lead to the solution

The teacher will fill out the story map as a visual for the students as both teacher and students read and reread the text to identify important information for the Story Face

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Post-Activity

The teacher concludes the lesson
The teacher gives assignment
The teacher closes the lesson

2. Interview

The research used one to one type’s interview, because this technique has been conducted to get the data from the teacher and students about the teaching reading through story face. In addition, this interview was aim to make sure about the result of the observation and to get more data related to this research. Meanwhile, the interview grills used by the researcher as follows:
### Table 2
**Interview Guideline Teacher**

<table>
<thead>
<tr>
<th>No</th>
<th>Component of Interview</th>
<th>No. item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The researcher asks the teacher about the mastery basics structural patterns and sufficient vocabulary items in teaching reading using story face</td>
<td>1, 2</td>
</tr>
<tr>
<td>2</td>
<td>The researcher asks the teacher about his mastery of inferences, implementation, and main idea in teaching reading through story face</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>The researcher asks the teacher to text selection</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>The researcher asks the teacher exercise in teaching reading through story face</td>
<td>5</td>
</tr>
</tbody>
</table>

### Table 3
**Interview Guideline Student**

<table>
<thead>
<tr>
<th>No</th>
<th>Component of Interview</th>
<th>No. item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To know the students’ problems in learning reading by using story face</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>2</td>
<td>To know the students’ problems in language and comprehension in learning reading</td>
<td>4, 5</td>
</tr>
</tbody>
</table>
E. The Research Procedure

The procedures of research use as follows:

1. The researcher found the population and the sample. The researcher chooses the school and the sample to conduct the research.

2. The researcher prepared the material that is appropriate with the curriculum and suitable for the students.

3. The researcher came to the class with the teacher in order to make an observation when teaching learning process is conducting.

4. The researcher interviewed the teacher to know him opinion referring to the material and the activity.

5. The researcher analyzed the data and makes the report.

F. Trustworthiness of the Data

In the qualitative research, the researcher had to reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employ. According to Setiyadi, triangulation is the combination of two method or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite
complex, the use of single method in collecting the qualitative data is often considered not enough\textsuperscript{33}. There are 6 kinds of triangulation, there are:

a. Triangulation of time, triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in the longitudinal, data collection carried out from the same group with different time.

b. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.

c. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.

d. Triangulation of method. In triangulation of method the researcher use different method for collecting similar data.

e. Researcher triangulation. In researcher triangulation, for collecting the same data, it done by some people.

f. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach,

\textsuperscript{33}\textit{Ibid} p. 246
namely quantitative and qualitative so the researcher collect the both of data from those approach.\textsuperscript{34}

In this research, the researcher used triangulations method, in triangulation method, the researcher used two data collecting techniques, and they are: observation and interview. The observation focused on the process of teaching reading through story face and interview would conducted to get the data which can be used to make sure about the result of observation.

By applying these three triangulations techniques, the researcher expected the result of this research consistent for the data, because the data collected more than one time data source.

G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. Data analysis is conducted to create understanding of the data and to enable the researcher to present the result of this research to the readers. In this research, the researcher analyzed the data in qualitative descriptive with the following steps:

1. Data reduction, the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In this step the researcher selected the data.

\textsuperscript{34}Ibid p. 246
2. Data display, A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data

3. Data conclusion, stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. The last step is concluding the data, after the students’ ability was classified, the researcher calculate the percentage of classification.

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CHAPTER IV
RESEARCH AND DISCUSSION

A. General Description of the Research Place

Brief story of SMA AL-AZHAR 3 BANDAR LAMPUNG

SMA Al-Azhar 3 is one of private senior high school. This school is located on Jl. M.Nur I Sepang Jaya Labuhan Ratu Bandar Lampung. This school was built in 1992. Here is the information of SMA Al-Azhar 3 Bandar Lampung:

School’s Name : SMA Al-Azhar 3 Bandar Lampung
NSS : 302126001038
Address : Jl. M.Nur I Sepang Jaya Labuhan Ratu Bandar Lampung
Accreditation : A
School Status : Private Islamic School
Quality Status : SSN
School category : Islamic Senior High School
Postal code : 35141

Teaching learning activities in SMA Al-Azhar 3 Bandar Lampung Started at 07.00 am until 14.00 pm, except on Friday started from 07.00 am until 11.00 am. The school has high discipline and increase the students’ attitude, religion, and knowledge.
B. Research Procedure

The researcher conducted the research to know the process of using story face in teaching and learning reading and problem faced by the teacher and the students at SMA Al-Azhar 3 Bandar Lampung.

The researcher did the research by using observation and interview as research instruments. Observation was used to know the process of teaching and learning reading by using story face and the problems faced by teacher and students and interview was used to know the problems faced by the teacher and the students in teaching and learning reading by using story face.

In the observation, the researcher observed the teacher and students in the process of teaching and learning reading in the class. Then, the researcher interviewed the teacher and twenty students to find out their responses, problems and causes of problems faced by them in teaching and learning reading by using story face. Moreover, the researcher collected additional data such as school profile.

The research was conducted to the eleventh grade students at the first semester of SMA Al-Azhar 3 in the academic year 2015/2016. The researcher conducted the preliminary research on Agustus 13th 2015 and research from...
Agustus 1st to May 14th 2016. In this research, the researcher included the date or planned schedules of work as follows:

1. On Agustus 13th, the researcher conducted the preliminary research in SMA Al-Azhar 3 Bandar Lampung.
2. On Agustus 1st, the researcher met the headmaster and got permission to do research at SMA Al-Azhar 3 Bandar Lampung.
3. On Agustus 2nd, the researcher met the English teacher to discuss the lesson plan and also asked about time schedule of English class.
4. On Agustus 9th, the researcher conducted the observation in the class.
5. On Agustus 13th, the researcher conducted the second observation in the class and interviewed teacher and students.

C. Data Analysis

After collecting the data, the researcher analyzed the data that gained from observation and interview. According to Miles and Huberman there are three major phrases of data analysis: data reduction, data display, and data conclusion.36 The following paragraphs are the explanation about the data collected by researcher.

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1. **Data Reduction**

Data reduction is the first component or level in model of qualitative. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured. It means that the researcher selected data that would be written in his thesis. There were two instruments used to collect the data: observation and interview. In this step, the researcher analyzed the data based on each instrument.

a. **Observation Data**

The researcher employed an observation. The observation was conducted to know the process of teaching and learning reading through story face conducted in two meetings. Every meeting had the same activities but the title of materials was different. In the first meeting, the teacher conducted pre-activity, whilst-activity and post-activity. For the second meeting was the continuation from the first meeting.

The researcher observed the process of teaching and learning reading through story face, the students’ and teacher’s problems during teaching and learning.

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reading through story face. In the observation process, the researcher prepared the observation checklist. The data of observation had been identified as described in the following discussion.

1) First Observation

In the first meeting the process of teaching learning by using story face was as follows:

a. Pre-activity

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm, but some of the less responded. After that, teacher started the lesson and explained about story face and how to use it.

b. While Activity

The teacher told the students that she would read the text and explained generic structure for the students understood how to apply story face in teaching reading. The teacher read the text until finished. After that, the teacher explained generic structure of the text. Then the teacher constructed story face.

The teacher gave instruction to the students for identified together the text. Some of the students looked difficulty to identify text then the teacher help the students. After they identified the text, the teacher would fill out
component of story face as a visual both of them. And they were read to identify important information for story face.

c. Post-Activity

In the post activity, the teacher concludes the lesson about story face. The teacher gave assignment then closed the meeting.

2) Second Observation

In the first meeting the processes of teaching learning by using story face as follows:

a. Pre-activity

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm, but some of the less responded. After that, teacher started the lesson and re-explained about story face and how to use it.

b. While Activity

The teacher told the students that she would reread the text and explained generic structure for the students understood how to apply story face in teaching reading as clear as possible. The teacher read the text until finished. After that, the teacher explained generic structure of the text. Then the teacher constructed story face.

The teacher gave instruction to the students for identified together the text. Some of the students still looked difficulty to identify text then the teacher
help the students. After they identified the text, the teacher would fill out component of story face as a visual both of them. And they were read to identify important information for story face.

c. Post-Activity

In the post activity, the teacher concludes the lesson about story face. The teacher gave assignment then closed the meeting.

During the observation of teaching and learning reading comprehension by using story face in the first and second meeting, the researcher found the problems as follow:

  a) The students did not have motivation. They less responded to the teacher, to read and identified the text.

  b) The teacher had difficulty understood the text because some of word did not know.

  c) The students read the text very slowly as if they want to understand the text or even to decode and understand the meaning of the words that they had never seen before. They looked up word by word in dictionary or asked to the teacher, so that the reading was very slowly.

  d) Some of the students were passive, they looked did not interest in teaching learning process. The teacher seemed difficult to engage theirs’ motivation
b. Interview Data

To support the data of the observation, the researcher employed interviews. The researcher interviewed the English teacher and samples of twenty students. The researcher aimed at knowing the teacher’s problems and students’ problem during teaching and learning reading comprehension by using story face. There were 5 questions that the researcher asked to the English teacher and 5 questions were asked to the students.

2. Data Display

Data display is the second component or level in model of qualitative. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

a. Observation Report

For collecting the data, the researcher used observation sheet based on the observation guideline and material. Here it is displayed the result of observation

\(^{38}\) Ibid. p. 11
sheet based on the data showing in the data reduction, in this part the data were going to be identified and displayed for the two meetings that can be as follows:

Table 4
Observation Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Component Of Observation</th>
<th>Pointer Of Observation</th>
<th>Checklist</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>Pre-Activity</td>
<td>The teacher opens the lesson.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher checks the students’ attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher starts the lesson.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher explains how to use story face.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>While-Activity</td>
<td>The teacher applies story face in teaching reading.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher is constructed story face</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The students is constructed story face</td>
<td>✓</td>
<td>Teacher made the story face is constructed by:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--</td>
<td>------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Making the eyes: two circles representing the setting and main characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. eyelashes: specific descriptors and secondary characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. nose: problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. mouth: comprises a series of circles representing the main events that lead to the solution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| The teacher starts to identify the text. | ✓ | Teacher checked generic structure text |
| The students start to identify the text | ✓ | Teacher checked generic structure text |
| The teacher will fill out the story map as a visual for the students as both teacher and students read and reread the text to identify | ✓ | Teacher was insert generic structure to construction story face with students and identified information |
Based on the notes which were taken by the researcher, the teacher gave brainstorming to the students before they started the activity, the brainstorming were the students asked to spell alphabet from A-Z or to spell their name on the white board. The students looked bored and less interest to follow that activity. Furthermore, the teacher had problem to understand the text, there were many of words that were confusing to explain and translated by her. It indicated that the teacher did not understand the text well.

In addition, the teacher had difficulties in managing the time. It is because the students reading very slowly and the teacher had to control students one by one to explain about the text because students could not achieve basic knowledge of the text and could not figure out inference, or to determine the main idea of the text. So the times almost end, the teacher seemed rush to discuss the material with the students and the teacher did not have time to give feedback about the material to students. Besides, students have no good vocabulary mastery and difficult to decode the word and sentences. And the students had problem in working memory of the text, they
forgot the text that they had discussed before or even to remember new words that they just translated, it could be seen by many of the students asked the meaning of a word to the teacher more than once.

a. Interview Report

The researcher also employed interviews to support the data of the observation. The interviews were composed based on the stages of teaching reading, teacher’s problems and students’ problem in teaching and learning reading. The interviews were intended to find out the teacher’s and students’ opinions about reading comprehension class and their problems in teaching and learning reading comprehension by using STORY FACE.

1) The Result of the Interview for the Teacher

There were seven questions that the researcher asked to the teacher about the problems and her opinions in teaching reading comprehension by using STORY FACE. It can be seen in the dialogue below:

1. Question : What are the problems that you find in understanding the reading material that will be taught to the student?

   Answer : Honestly sometimes I had problem to understand the material that would be taught to the students. It was because I had lack of preparation. Sometimes I only chose the reading material without read the text first before
I gave it to the students. I only read the text when the teaching learning had started in class, so I had to translated and understand the text while I read and gave presentation about the text in front of the class.

2. **Question**: What are the obstacles that you find if the students cannot achieve the basic knowledge, if the students slow in reading and the students could not identify the main idea, make correct inferences, and understand accurate implication?

**Answer**: Here, the students were weak readers. So they had problems to achieve the basic knowledge of the text and the students could not identify the main idea or make correct inferences. I had to explain more and more to make them could understand the text, it waste of many times and made me tired. And the students read very slowly. When they read the text they often did not know the meaning of a word and a sentence. They looked up on the dictionary and asked to me the meaning of that word or that sentence. Those were waste so many of times. I could not manage the times well because those problems.

3. **Question**: How you establish exercise or question to students?, do you modify the question or exercise to attract students’ interest in learning reading comprehension by using STORY FACE?
Answer : I used the question or exercise only from the book that I used in teaching learning process. I did not design new question or modify the question. It was because I did not have any references to make it.

4. Question : What are the problems that you find in determining the reading material?
Answer : Most of the students were weak readers. It would be harder if they had to read a long text or read the text that difficult to be understood, the worse they did not want read the text because it was long and difficult to be understood. But in the book that I used in teaching reading comprehension, there were only few short texts, many of that were long texts.

5. Question : What are the obstacles that you find in giving a feedback for the students in the process of teaching reading comprehension by STORY FACE?
Answer : Sometimes I did not have time to give feed back to the students about what we had discussed. The times often up when I would give feedback to the students. It was because the students read the text and understand the text very slowly.

6. Question : What are the obstacles that you find in stimulating and engaging the students to read the text?
Answer: Almost all of them were passive. I had not any ideas to make them become more motivated to learn English especially in reading comprehension. For them reading was a boring activity. Sometimes they did not involve in discussion session or even they did not read the text. They made noisy and chatted with another friend. And many of them felt shy, did not confidence and afraid if they made mistake in giving opinion in discussion session or even in answering the question in the text book.

7. Question: Based on your opinion, what are the problems faced by students in learning reading comprehension by using STORY FACE?

Answer: The students were slow in reading. Furthermore, they did not have good vocabulary mastery, they had problem to decode a word and a sentence. Students read the text very slowly. Besides, they could not make inference correctly and the students hard to memorize and forgot the text or the words that they had discussed before in last meeting.

From the result of interview to the teacher, the researcher concluded that teacher applied STORY FACE in teaching reading comprehension was running well although there were some weaknesses in many sides. And the teacher had difficulties in applying the steps of in teaching reading comprehension by using STORY FACE. Many of the problems that faced by teacher and the students. It can be explained as follows:

Table 12
 Teachers’ Interview Result

<table>
<thead>
<tr>
<th>No</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher had problem to understand the reading materials that were taught to the students.</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher had problems in designing or modifying the question and the exercise to engage students’ interest in learning reading comprehension.</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher had problems to establish or choose the teaching material.</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher had problems to give a feedback for the students in the process of teaching reading comprehension.</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher had problems in stimulating and engaging the students to read the text.</td>
</tr>
<tr>
<td>7.</td>
<td>The students were slow in reading. Furthermore, they did not have good vocabulary mastery, they had problem to decode a word and a sentence. Students read the text very slowly. Besides, they could not make inference correctly and the students had problems in working memory.</td>
</tr>
</tbody>
</table>

2) The Result of the Interview for the Students

Like interview to the teacher, the researcher also interviewed fifteen students as the sample for collecting the data. Each student had difference answers of each question, but the main points of their answers were almost same. So, the researcher selecting and focusing their answers that most common stated by them. There were ten questions that the researcher asked to the students about the problems and opinions in learning reading comprehension by using STORY FACE. It can be seen in the dialogue below:

Table 13

Students’ Interview Result
<table>
<thead>
<tr>
<th>NO</th>
<th>Question</th>
<th>Answer</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Does Listen-Read-Discuss helps you to comprehend the text?</td>
<td>Yes, it helped me to comprehend the text because the teacher presented information about the text before read the text and conducted discussion after I read the text. It made me easier to understand the text and practice my speaking skill in discussion session.</td>
<td>The students agreed that STORY FACE could help them to comprehend English text. Furthermore, the students implied that STORY FACE had advantages to make them easier to understand the text by listening teacher presentation before they read the text, it known with the prior knowledge. In addition, STORY FACE helped them to practice their speaking skill by conducting discussion session.</td>
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<td></td>
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<tr>
<td>2.</td>
<td>What are the problems that you find in learning reading comprehension by using STORY FACE?</td>
<td>Yes, I felt bored listen the teacher presented the information about the text, the teacher monotonously present the text (did not make variation technique or way to present the text). In addition, I was not motivated to read the text, because the texts were not interested or difficult to be understood. Many of my friends did not involve in discussion session, they made noisy and chatted each other. It disturbed me. Furthermore, I felt shy, did not confidence and afraid if I made mistake.</td>
<td>The students were not motivated to listen the teacher presented the information about the text. They were also not motivated to read the text and did not confidence if they made mistakes.</td>
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<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>How do your teacher attract your interest in learning reading?, Does your teacher is able to make you being active during learning reading</td>
<td>Sometimes the teacher gives a joke to make us not bored in learning reading, but sometimes her jokes were not funny. I did not feel motivated to learn by her jokes.</td>
<td>The teacher could not able engage the students’ interest and become active in learning reading. Most of the students were still being passive during teaching and learning process.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Problems</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| comprehension by using STORY FACE in the class?                         | their teacher able made them active during teaching and learning process. But, most of the students were passive during teaching and learning process.                                                      | 1. The students had no good vocabulary mastery. They still looked up in dictionary or asked to the teacher if they wanted to know the meaning of a word or a sentence.  
2. The students had problem to decode words and sentences. |
<p>| 4. What are the difficulties that you find in understanding the meaning of a word or a sentence in the text? | Sometimes I did not know the meaning of a word and translated it by looking up in dictionary or asking to the teacher, moreover if that word was a word that I had never seen before. Furthermore, when I had known the meaning of a word, I difficult translated the whole sentence. Sometimes, the meaning of the sentence was weird although I had checked the meaning of each word of that sentence in dictionary. | Students had problem to get main idea of the text and to figure out the inference of the text.     |
| 5. What are the problems that you find in comprehending and figuring out of the inference of the text? | I had problem to get main idea of the text and to figure out the inference of the text, I do not understand the text well. One of the reasons was because of less vocabulary mastery and I did not practice to read the text at home after I learned English in the school. | Students had problem to get main idea of the text and to figure out the inference of the text.  |
| 6. Do the texts that were given by the teacher can attract your interest? | Sometimes teacher gave a long text that made me confused. And sometimes teacher gave me a text that made me boring.                                                                                   | Teacher cannot attract students’ interest. The students thought that the teacher was wrong in choosing reading material. |
| 7. Do you need a long time to read and understand a text?                | Yes, I realize that I read text very slowly. Sometimes, I translated words by looking up in dictionary or asking to the teacher. I am aware it waste of many times, but I could not read the text quickly because I did not know the meaning of a word or a sentence, so I need | Students had habit of slow reading. They waste many of times for translating words and sentence in the text. |</p>
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<tbody>
<tr>
<td><strong>8.</strong></td>
<td>What are the difficulties that you find in memorizing the text that you had read and discussed before?</td>
<td>I had problem to memorize the text we had discussed before even to memorize the meaning of words in the text. It might happen because I rarely learn or practice English outside the school after I learn English in the school. Moreover, English words are hardly used in my environment, nobody used it, so it is so hard to remember a new word/sentence.</td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>Except in the class, Do you interest to practice English and read English text?</td>
<td>I rarely practice English at my house or outside class by reading English text from novel or other resources. But the teacher rarely gave me homework, so I did not have reason to practice my reading skill. Moreover, English was difficult for me, moreover to read English text. It made me confused because I do not know the meaning of the word or the sentence. It because in my environment nobody used English, and I did not use English as my habit.</td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>Do you have suggestion for further teaching and learning reading comprehension by</td>
<td>1. To make me did not bored when listened the teacher presented information about the text before I read, the teacher should use other lecture style in presenting the</td>
</tr>
</tbody>
</table>
using STORY FACE? material. It should be more attracting. E.g. Use picture, video, movie etc.
2. The text should be more interesting and do not too long.
3. Teacher should be more engage enthusiasm to the post-treading discussion. E.g teacher give a prize for those who answered the question correctly.

1. The way of the teacher’s presentation about the text should be more attracting.
2. The text should be more interesting and do not too long.
3. Teacher should be more engage their enthusiasm to the post-treading discussion

However the researcher found that students had some problems in learning reading comprehension through STORY FACE in MA Al-Ma’mur Banjarsari Tanggamus. They were as follows:

a. The students had no good vocabulary mastery. They still looked up in dictionary or asked to the teacher if they wanted to know the meaning of a word.
b. The students had problem to decode words and sentences.
c. Students had problem to get main idea of the text and to figure out the inference of the text. It were because of less vocabulary mastery and did not practice to read the text at home after they learned English in the school.
d. Students had habit of slow reading. They waste many of times for translating words and sentences in the text.
e. Students had problem in working memory. Working memory weakness might be a consequence of poor language comprehension
f. The students had problems with finding motivation and interest in learning reading. Then, they were being passive during learning process. Because, they did not confidence and they felt afraid to make a mistake in learning reading.

In addition, based on the interview students above, the researcher concluded the advantages of the STORY FACE in teaching and learning reading comprehension. It can be explained as follows:

a. STORY FACE could help them to comprehend English text easier.

b. STORY FACE had advantages to make them easier to understand the text by listening teacher presentation before they read the text, it known as the prior knowledge.

c. STORY FACE helped them to practice their speaking skill because conducting discussion session.

3. Data Conclusion

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher’s problems, and the students’ problems in teaching and learning reading comprehension by using STORY FACE.
a. Process of Teaching and Learning Reading Comprehension by using Listen-Read-Discuss

Teaching reading comprehension by using STORY FACE was assumed could help the students in learning reading comprehension. But, in this research the teaching learning process by using STORY FACE was still less effective and not maximal. It happened because there were many problems that faced by the teacher and the students during the process of teaching and learning. The problems appeared from the teacher and the students that influence each other, so the process of teaching and learning became less effective and not maximal. In addition, in this research the researcher expected to see the teaching and learning process and the problems in teaching learning reading comprehension by using STORY FACE.

The researcher observed of teaching learning process that was done by the teacher in two meetings. The classroom atmosphere in teaching learning reading comprehension by using STORY FACE were the students looked active and enthusiasm to follow each step, but some of them looked less responsive, bored, did not focus or even made noisy and chatting each other. This research was conducted four times including observing the teaching and learning process by using STORY FACE, interviewing the teacher and students, and giving questionnaire to the students.
From the data gained through observation, the researcher assumed that the teaching learning reading comprehension by using STORY FACE was still less effective and maximal. There were many problems that could not manage well by teacher despite the teacher had followed the procedure well based on the manzo and casale’s, there were still many weakness in several sides. The problems were; the teacher did not manage the time well. Some steps in STORY FACE sequences were done in haste by the teacher. Then, the teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussed about the students’ difficulties in learning reading comprehension by using STORY FACE. In addition, the students looked bored in teaching and learning process. That was indicated that the students were not had interest in learning reading comprehension by using STORY FACE. By it reason, the teacher should be able attract students’ interest in learning reading comprehension by using STORY FACE.

From the data gained through observation, the researcher assumed that the teaching and learning process especially reading comprehension by using STORY FACE was the teacher had done the step properly although there were some weaknesses in several sides. And there were many obstacles faced by teacher and her students that made the teaching learning process by using STORY FACE was still less effective and not maximal. But, it did not give
the big influence for teaching and learning process, the process could be done properly.

b. Problem Faced by Teacher in Teaching Reading Comprehension by using Listen-Read-Discuss

Besides, the problems of teaching reading comprehension are:

1. The students’ mastery of the basics, the students’ habit of slow reading, and the students’ in ability to figure out inferences, implications and main idea. Those problems influence to the teacher in teaching reading

2. Teacher difficult to achieve basic knowledge of the text or to understand the text.

3. Teacher had problem to choose reading material.

4. Teacher had problem to modify the exercise to engage students’ interest.

5. Teacher did not give meaningful feedback to the students

Having conducted the research, the researcher found the problems during the applying of STORY FACE in teaching reading comprehension at MA Al-Ma’mur Banjarsari Tanggamus. They are as follows:

1. Teacher had problem to understand the reading materials that were taught to the students.
2. Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.

3. Teacher had problem to design or modify the question and the exercise to students in teaching reading comprehension.

4. Teacher had problem to establish or to choose the teaching material in teaching reading comprehension.

5. Teacher had problem to give a meaningful feedback or reflection for the students in the process of teaching reading comprehension by using STORY FACE.

6. Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.

7. Teacher had problem to manage the time in the teaching and learning process.

c. Problem Faced by Students in learning Reading Comprehension by using Listen-Read-Discuss

The researcher employed observation, interview and questionnaire to know the students’ problems in learning reading comprehension by using STORY FACE. The problems of learning reading comprehension are:

1. The students have no good vocabulary mastery
2. The students had problem to decode words and sentences.

3. Students had problem to get main idea of the text and to figure out the inference of the text

4. Student had habit of slow reading

5. Students had problem in working memory to remember the text

6. Students have lack Prior knowledge of the text.

Having conducted the research, the researcher found the problems during the applying of STORY FACE in learning reading comprehension at MA Al-Ma’mur Banjarsari Tanggamus. They are as follows:

1. The students have no good vocabulary mastery.

2. The students had problem to decode words and sentences.

3. Students had problem to get main idea of the text and to figure out the inference of the text.

4. Student had habit of slow reading.

5. Students had problem in working memory to remember the text.

6. Students had problems with finding motivation and interest in learning reading comprehension. Then, they were being passive during learning process and they did not confidence, they felt afraid to make a mistake in learning reading.

D. Discussing of Finding
In this part, the researcher would like to discuss about the finding of the process of teaching and learning reading comprehension by using STORY FACE as the first formulation of the problem this research. Beside the process of teaching and learning, the researcher discussed the teacher’s and the students’ problems in teaching and learning reading comprehension by using STORY FACE as the second and the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of XI A class of MA Al-Ma’mur Banjarsari Tanggamus in the second semester in academic year 2015/2016 that had been observed.

1. Process of Teaching and Learning Reading Comprehension by using Listen-Read-Discuss

Teaching reading comprehension by using STORY FACE was assumed could help the students in learning reading comprehension. But, in this research the teaching learning process by using STORY FACE was still less effective and not maximal. In this research the researcher expected to see the teaching and learning process and the problems in teaching learning reading comprehension by using STORY FACE.

The researcher observed of teaching learning process that was done by the teacher in two meetings. The classroom atmosphere in teaching learning reading comprehension by using STORY FACE were the students looked
active and enthusiasm, but some of them looked less respond, bored or even made noisy and chatting each other. This research was conducted four times including observing the teaching and learning process by using STORY FACE, interviewing the teacher and students, and giving questionnaire to the students.

From the data gained through observation, the researcher assumed that the teaching learning reading comprehension by using STORY FACE was still less effective and maximal. The teacher had followed the procedure well based on the manzo and casale’s, but the teacher did not manage the time well. Some steps in STORY FACE sequences were done hasty by the teacher. Even the teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussed about the students’ difficulties in learning reading comprehension by using STORY FACE. In addition, the students looked bored in teaching and learning process. That was indicated that the students were not had interest in learning reading comprehension by using STORY FACE. By it reason, the teacher should be able attract students’ interest in learning reading comprehension by using STORY FACE by using a variation in that teaching and learning process.

From the data gained through observation, the researcher assumed that the teaching and learning process especially reading comprehension by using
STORY FACE was running well. Even though there were many obstacles faced by teacher and her students that made the teaching learning process by using STORY FACE was still less effective and not maximal. But, it did not give the big influence for teaching and learning process. The process could be done properly

2. Problem Faced by Teacher in Teaching Reading Comprehension by using Listen-Read-Discuss

Besides, the problems of teaching reading comprehension are:

1. The students’ mastery of the basics, the students’ habit of slow reading, and the students’ in ability to figure out inferences, implications and main idea. Those problems influence to the teacher in teaching reading

2. Teacher difficult to achieve basic knowledge of the text or to understand the text.

3. Teacher had problem to choose reading material.

4. Teacher had problem to modify the exercise to engage students’ interest.

5. Teacher did not give meaningful feedback to the students

Having conducted the research, the researcher found the problems during the applying of STORY FACE in teaching reading comprehension at MA Al-Ma’mur Banjarsari Tanggamus. They are as follows:
1. Teacher had problem to understand the reading materials that were taught to the students.

2. Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.

3. Teacher had problem to design or modify the question and the exercise to engage students’ interest in teaching reading comprehension.

4. Teacher had problem to choose the teaching material in teaching reading comprehension.

5. Teacher had problem to give a meaningful feedback for the students in the process of teaching reading comprehension.

6. Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.

7. Teacher had problem to manage the times.

3. **Problem Faced by Students in learning Reading Comprehension by using Listen-Read-Discuss**

The researcher employed observation, interview and questionnaire to know the students’ problems in learning reading comprehension by using STORY FACE. The problems of learning reading comprehension are:

1. The students have no good vocabulary mastery.
2. The students had problem to decode words and sentences.

3. Students had problem to get main idea of the text and to figure out the inference of the text.

4. Student had habit of slow reading.

5. Students had problem in working memory to remember the text.

Having conducted the research, the researcher found the problems during the applying of STORY FACE in learning reading comprehension at MA Al-Ma’mur Banjarsari Tanggamus. They are as follows:

1. The students have no good vocabulary mastery.

2. The students had problem to decode words and sentences.

3. Students had problem to get main idea of the text and to figure out the inference of the text.

4. Student had habit of slow reading.

5. Students had problem in working memory to remember the text.

6. Students had problems with finding motivation and interest in learning reading comprehension. Then, they were being passive during learning process and they did not confidence, they felt afraid to make a mistake in learning reading.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problem that happen in learning reading comprehension by using STORY FACE.

The researcher concluded that the English teacher could do the steps of STORY
FACE in teaching and learning reading comprehension well, although there were some weakness in several sides and there were many obstacles faced by the teacher and the students.

After the researcher analyzed and found out the finding of the research, hopefully the researcher gave contribution of the research to better way. Learning reading comprehension should be supported by an interesting lecture style by teacher, so the students were interested to read and discuss the text. Besides, someone should have good motivation. Moreover, listen-read-discuss that has been applied by the teacher is one of the ways that can be used in learning reading comprehension because using STORY FACE can help the students for improving reading comprehension.
CHAPTER V
CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions in teaching and learning reading through story face.

A. Conclusion

Having discussed the result of the research, it can be concluded that:

1. Teaching reading by using story face could help the students in learning reading. But, in this research the teaching learning process by using story face found some of problem in feedback and explained. In addition, in this research the researcher expected to see the teaching and learning process and the problems in teaching learning reading by using story face.

2. The problems faced by teacher in teaching reading comprehension by story face were :
   a. Teacher had problem to master of the word.
   b. Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.
   c. Teacher had problem to select the text to students in teaching reading.
   d. Teacher had problem to give exercise in teaching reading comprehension.
3. The problems faced by students in learning reading by story face were:
   a. The students had problem to get the meaning of single word.
   b. The students had problem to match the component text.
   c. The students had problem to understand word.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the English Teacher
   a. Story face should be effectively to teach narrative.
   b. Teacher should be easier giving instructions to students.
   c. The teacher should be easier open students imagination.

2. For the Students
   a. The students should be easier found generic structure of the text
   b. The students should know the meaning of the text.
   c. The students should understand the text.

3. For other Researchers

Teaching reading with story face make teacher easier to explain and make students enjoy and effective in learning reading to increase their reading.
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