

**THE INFLUENCE OF USING STORY FRAME STRATEGY TOWARDS  
STUDENTS' READING COMPREHENSION IN NARRATIVE  
TEXT OF THE EIGHTH GRADE AT SMP TERPADU  
NURUL HUDA IN THE ACADEMIC YEAR  
OF 2019/2020**

**A Thesis**

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

By :

SELVI ROJA

1411040167

Study Program English Education

Advisor : Rohmatillah, M.Pd

Co-Advisor : M. Sayid Wijaya, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2019**

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## ABSTRACT

Reading is one of language skill that should be mastered by the students. In reading the text students can find knowledge, information that never known before. The students 'reading comprehension at SMP Terpadu Pondok Pesantren Nurul Huda is still low especially in reading narrative text. To solve this problem, the writer apply story frame. Story Frame is one of good strategy that can be implemented by the writer. The objective of this research is to know whether there is significant influence of using story frame strategy towards students' reading comprehension on narrative text at the eighth grade of SMP Terpadu Pondok Pesantren Nurul Huda Tanah Merah.

In this research, the writer used quantitative research. The writer used quasi experimental design with pre-test and post-test. The sample was taken from two classes, VIII A and VIII D which consisted of 60 students. The treatment was held in 3 meetings, 2 x 40 minutes for each. The population of this research was the eighth grade of SMP Terpadu Pondok Pesantren Nurul Huda Tanah Merah Belitang Sumatera Selatan. In collecting the data, the writer used instruments in the form of multiple choice test which were try out. After administering pre-test and post-test, the writer analyzed the data which were normal distribution and homogeneous by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that  $\text{Sig.} = 0.004$  and  $\alpha = 0.05$ . It means that  $H_a$  is accepted because  $\text{Sig} \leq \alpha = 0.004 < \alpha 0.05$ . In other words, there was influence of using Story Frame Strategy towards students' reading comprehension on narrative text at the eighth grade at SMP Terpadu Pondok Pesantren Nurul Huda.

*Key words: story farne, reading comprehension, narrative text, quantitative research*



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**APPROVAL**

**Title : THE INFLUENCE OF USING STORY FRAME STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT OF THE EIGHTH GRADE AT SMP TERPADU NURUL HUDA IN THE ACADEMIC YEAR OF 2019/2020**

**Student's Name : Selvi Roja**  
**Student's Number : 1411040167**  
**Study Program : English Education**  
**Faculty : Tarbiyah and Teacher Training Faculty**

**APPROVED**

Was tasted and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State University of Islamic Studies,  
Raden Intan Lampung

**Advisor,**

**Co-Advisor,**

  
**Rohmatillah, M.Pd**  
**NIP: 198105082007102001**

  
**M.Sayid Wijaya, M.Pd**  
**NIP : 198803172015031006**

**The Chairperson**  
**of English Education Study Program**

  
**Meisuri, M.Pd**  
**NIP: 198005152003122004**



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**ADMISSION**

A thesis entitled: **“THE INFLUENCE OF USING STORY FRAME STRATEGY TOWARDS STUDENTS’ READING COMPREHENSION IN NARRATIVE TEXT OF THE EIGHTH GRADE AT SMP TPP NURUL HUDA BELITANG IN THE ACADEMIC YEAR OF 2019/2020”**, by: **SELVI ROJA, NPM: 1411040167**, Study Program: English Education, was tested and defended in the examination session held on: Tuesday, december 17<sup>th</sup> 2019.

**Board of examiners:**

The Moderator : Meisuri, M.Pd

The Secretary : Dian Reftiyawati, M.Pd

Primary Examiner : Agus Hidayat, M.Pd

The First Co-Examiner: Rohmatillah, M.Pd

The Second Co-Examiner: M. Sayid Wijaya, M.Pd

**The Dean of**

**Tarbiyah and Teacher Training Faculty**

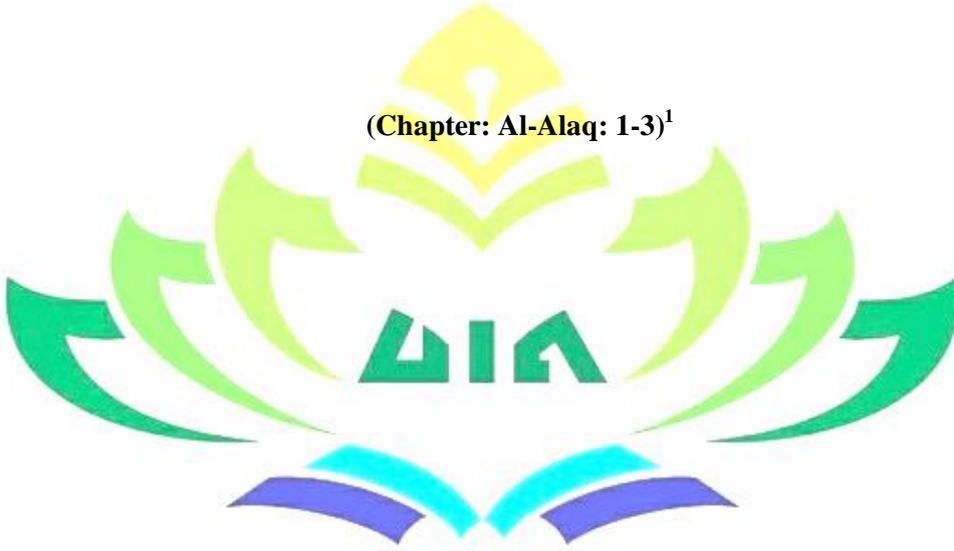
**Prof. Dr. Hj. Nirva Diana, M.Pd**  
**NIP. 196408281988032002**

## MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ

- (1) Recite in the name of your Lord Who created, (2) created man from a clot of congealed blood. (3) Recite: and your Lord is Most Generous

**(Chapter: Al-Alaq: 1-3)<sup>1</sup>**



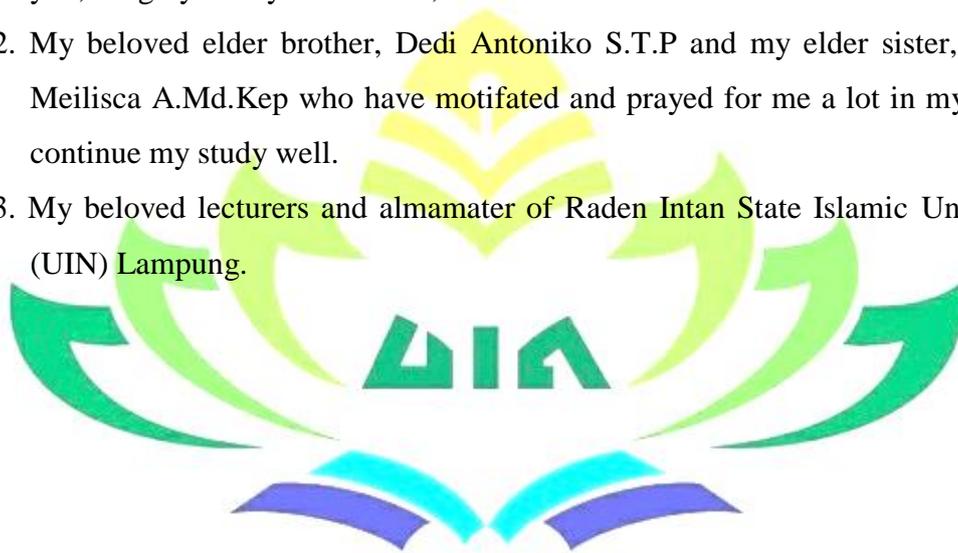
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<sup>1</sup> Tafheem Al Quran surah 96 Al-Alaq', Ayat 1-3" (On-line), Available on : [http://www.islamicstudies.info/\(August, 01 2019\)](http://www.islamicstudies.info/(August, 01 2019))

## DEDICATION

Praise and gratitude be to Allah SWT for his abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents, Mr. H. Jarudin and Mrs. Hj.Rosma who always support, advice, love and keep on praying for my life. The biggest thanks to both of you, I highly love you so much, dad and mom.
2. My beloved elder brother, Dedi Antoniko S.T.P and my elder sister, Sherly Meilisca A.Md.Kep who have motifated and prayed for me a lot in my life to continue my study well.
3. My beloved lecturers and almamater of Raden Intan State Islamic University (UIN) Lampung.



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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading is very important aspect in our lives. Without reading we would never be informed. Reading is helpful for the students to overcome the problems in their job, cope their problems in household, help them to be good citizen, and have capability to overcome their personal lives. Reading is very important for students, because there are many advantages from learning reading. In reading, the students can search the information from the text and get information or knowledge. Harmer states that reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.<sup>2</sup> It means that reading is not just to get information out even more than that, reading increases various aspects of linguistic such as grammar, vocabulary and spelling.

Reading is one of the skills to be achieved in English language learning. Geoffrey states that reading is a complex skill. It means that reading is a skill that involves a lot of skill to be mastered, such as vocabulary, grammar, spelling and writing skill. Reading skill is very important skill for the students, if the students' reading skill is good, their skill in listening, speaking and writing will be good. Brown states that reading ability will best be developed in association with writing,

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<sup>2</sup>Jeremy Harmer, *How to Teach English*(Singapore: Pearson Longman, 2007), p.99.

listening, and speaking activities.<sup>3</sup> It means that reading has very close relationship with writing, listening, and speaking. If people want to improve their ability on those skills, they have to improve their reading skill too. So that when readers read many English books readers not only get information, but also get knowledge about listening, speaking and writing even the vocabulary and grammar.

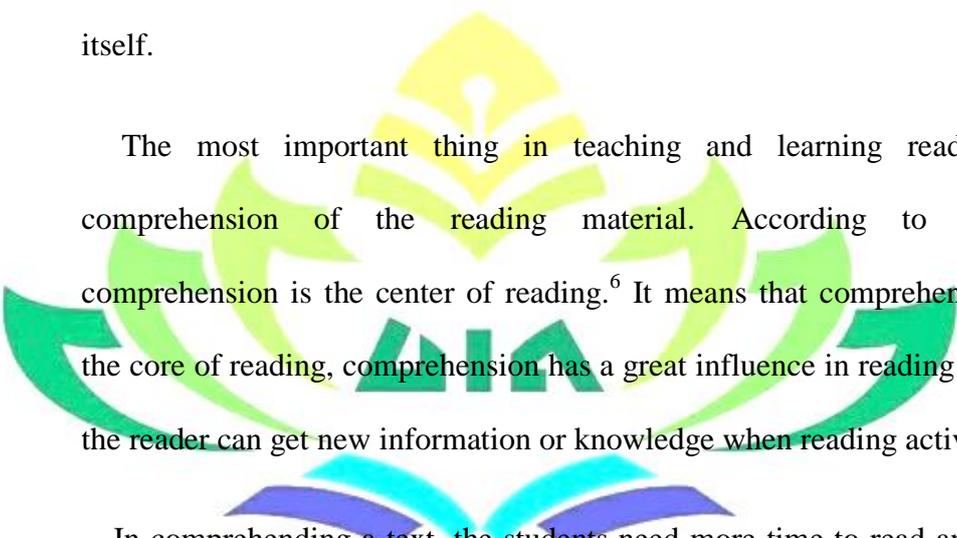
Nowadays reading becomes activities that must be mastered by human being, because in this modern era all information comes to us in the form of text. According to Grabe, we read throughout the day in modern societies because print is all around us.<sup>4</sup> It means that humans in this modern era always get the information through the reading process and it becomes human daily activity in modern times, such as we read magazines during the day, whether relaxing and waiting in some office. We read newspaper, flayers, and ads. We read much more than this. We read when we online on Facebook. We read when we receive and sent a text message on BBM, WA, and LINE, and when we search information on Google. We read advertisement when we watch movie at TV, computer or mobile phone.

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<sup>3</sup>H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (Second edition) (San Francisco: San Francisco state university, 2000), p.298

<sup>4</sup>William Grabe, *Reading in Second Language Moving from Theory to Practice*. (New York: Cambridge University press, 2009), p. 5

Reading is very useful for human being, but reading skill is more complex and difficult skill to be comprehensibility and mastered, especially for students. Important role of reading enables the students to be able to receive information well. Karen said that Reading is a complex process made up of several interlocking skills and processes.<sup>5</sup> It means that reading is a complex process between students' ability to read and process itself.



The most important thing in teaching and learning reading is comprehension of the reading material. According to Karen, comprehension is the center of reading.<sup>6</sup> It means that comprehension is the core of reading, comprehension has a great influence in reading so that the reader can get new information or knowledge when reading activities.

In comprehending a text, the students need more time to read and read the text well until they really understand what they read. In this process, the teacher should be able to motivate the student to read the text. To support students, the teacher should use appropriate strategy that make the student interest in learning English text. The strategy in teaching learning process is used to motivate the students in reading text. Therefore, they can enjoy the learning process and they do not need look for the meaning of the words in the text one by one.

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<sup>5</sup>Karen Tankersley, *Threads of Reading Strategies for Literacy Development*. (Alexandria: Association for Supervision and Curriculum Development, 2003), p. 2

<sup>6</sup>*ibid.* p. 90

Reading comprehension is essential both in Indonesian language and English language. Students may not find any difficulty to comprehend text as concept of the text and students feel bored and lazy when the study English. Many of students become frustrated when they have difficulties in reading comprehension of English language. It happened to the students at SMP Terpadu Pondok Pesantren Nurul Huda. Based on preliminary research, the researcher found some students have low score in reading especially score in narrative text. The students' score can be seen in Table.

**Tabel 1**  
**Students' Score for Reading Narrative text at the Eighth Grade of SMP Terpadu Pondok Pesantren Nurul Huda Tanah Merah in the Academic Year of 2019/2020**

No	Class	KKM		Total
		< 75	≥ 75	
1	VIII.A	19	11	30
2	VIII.B	20	10	30
3	VIII.C	17	14	31
4	VIII.D	22	8	30
<b>Total</b>		78	43	121
<b>Percentage</b>		65%	45%	100%

*Source : Document of reading comprehension test score of an English Teacher at SMP Terpadu Pondok Pesantren Nurul Huda Tanah Merah.*

Based on the data in table 1, there are 43 students of the 121 students who passed the test based on criteria of minimum mastery (KKM) and 78 students failed. In this case, the students score of KKM in SMP Terpadu Pondok Pesantren Nurul Huda Tanah Merah was 43 and there are 78 students who got the score under the KKM. It means that students who got difficulty in reading comprehension.

Besides the students reading score is low, the researcher found most of them got bored with the strategy given by the teacher and also the students got difficulties when finding the meanings in a text and they were lack of vocabularies. This, it made the students confused in learning process. The result of interviewing the students, narrative text is very difficult and the text made them bored easy especially when the time, they have to read along paragraph, and they got difficulty to find out the information. And then, the students had difficulties in comprehending the text because of their lack of vocabulary. This, it made a students confused and lazy in read the text.

Based on the result of the interviewing the teacher namely Ade Rohma Apriani, S.Pd the writer found some teacher' problems in the teaching and learning reading process in the class. In teaching reading process the teacher did not use specific strategy that focuses on reading comprehension. She only asked the students to read the text and answer the comprehension questions provided in the book or story. She revealed that students had difficulties when finding the meanings in a text and they were lack of vocabularies. She told that they had difficulties with their reading narrative text activities skill and also comprehending reading texts.<sup>7</sup> Besides, this their ability in learning English, especially reading comprehension was still low because they were not be able to comprehend the text well and they were still get confused about what the

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<sup>7</sup>Ade Rohma Apriani, interview an English Teacher, SMP Terpadu Pondok Pesantren Nurul Huda Tanah Merah.

gist of the text is.

That condition needs to find the strategy to resolve in order to improve reading skill. Here are many kinds of reading strategy that can be applied by teacher, one of the strategies is story frame. Story Frames is strategy focuses on the story structure to aid in comprehension. Words that are key points within story are omitted. This strategy increases the students' ability to apply context to improve comprehension, identification, and retelling skills.<sup>8</sup> Story Frames give students an independent guide for organizing and remembering information about story such as the character, setting, complication, and the solution at the story.

The result of previous research stated that story frame has an effect to increase the students' reading comprehension. It has been applied by Candra, which is entitled "Improving Reading Achievement In Narrative Text of the Eighth Grade Students of SMP Negeri 1 Indralaya By Using Story Face Strategy And Story Frame Strategy". In Candra's abstract, he wrote about how to improve reading through the incorporation of two strategies for junior high school students in class VIII, Story Face and Story Frame strategy. The result shows that during the treatments, most of the students have good score and they can do the task better.

The second study entitled "Keefektifan Penggunaan Strategi Bingkai Cerita (Story Frame) dalam Pembelajaran Membaca Pemahaman Cerita

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<sup>8</sup> Wiesendanger, D Katherine. *Strategies for Literacy Education*. New Jersey Columbus Ohio: Merrill Prentice Hall, 2001, P.124

Pendek Siswa Kelas VIII SMP Negeri 1 Ngaglik Sleman”. It was written by Aprilia. The objective of the study is to know whether or not it is effective to teach reading comprehension using Story Frame Strategy at SMP Negeri 1 Ngaglik Sleman and the method was used experimental method. While, The results of this research using Story Frame Strategy shows that it was effective to improve students ‘reading comprehension for the eighth grade student of SMP Negeri 1 Ngaglik Sleman. It also can increase students’ insight and knowledge in reading.

There are some differences between previous research and present research. The previous research has been done by Candra at SMP Negeri 1 Indralaya, meanwhile the present research has been done at SMP Terpadu Pondok Pesantren Nurul Huda Tanah Merah. The writer’s uses word “Influence reading comprehension” and Chandra’s used word “Improving Reading Achievement”. The writer discusses Story Frame strategy only, while Candra discussed the combination between Story Face and Story Frame Strategy. The second, previous research done by Aprillia, the population of the previous related study is the eighth grade student at SMP Sleman Yogyakarta, while population of this study is the Eighth grade students of SMP Terpadu Pondok Pesantren Nurul Huda Tanah Merah, The previous study used story frame strategy in teaching Bahasa Indonesia subject, while this study used story frame strategy in teaching English.

Based on the problem, the writer is interested in conducting a research entitled “The influence of using story frame strategy toward students’ reading comprehension of the eighth grade at SMP Terpadu Pondok Pesantren Nurul Huda Tanah Merah in academic year of 2019/2020”.

### **B. Identification of the Problem**

Based on the background of problem, the writer identified the problem as follow:

1. Students’ reading comprehension is low.
2. There is no variety of strategy used by the teacher.
3. Students are difficult to comprehend the text because their lack of vocabulary.

### **C. Limitation of the Problem**

Based on the identification of the problem, the writer focused on the influence of using story frame strategy toward students’ reading comprehension on narrative text focus on legenda and fabel of the eighth grade at SMP Terpadu Pondok Pesantren Nurul Huda academic year of 2019/2020.

### **D. Formulation of the Problem**

Based on identification and limitation of the problem, the writer formulated the problem: Is there any significant the influence of story frame strategy toward students’ reading comprehension of the eighth grade

at SMP Terpadu Pondok Pesantren Nurul Huda academic year of 2019/2020 ?

#### **E. Objective of the Research**

Related to the problem formulation, the objective of the research is to find out whether or not there is a significant influence of using story frame strategy toward students' reading comprehension of the eighth grade at SMP Terpadu Pondok Pesantren Nurul Huda academic year of 2019/2020.

#### **F. Use of the Research**

This research is hopefully expected to be used:

1. Theoretically, to give information for the English teacher about the influence of story frame strategy toward students' reading comprehension.
2. Practically, to give a contribution for the teacher in teaching reading comprehension.

##### a. For the Teacher

By using story frame strategy, the teacher can improve their creativity in teaching process so that goal of learning can be achieved.

##### b. For the Students

It is hoped that the students are interested and motivation in learning English can improve by using story frame strategy.

##### c. For the other Researcher

The writer hoped this research would be as a reference to another relevant research by using story frame strategy and this research can be

used to give basic information for reader about the use of guided reading procedure in teaching learning process.

## **G. Scope of the Research**

In this research, the writer determines the scope of the research as follows:

### **1. Subject of the research**

The subjects of the research was the students at the eighth grade of SMP Terpadu Pondok Pesantren Nurul Huda academic year of 2019/2020.

### **2. Objects of the Research**

The objects of this research used of story frame strategy in teaching narrative text reading.

### **3. Time of Research**

The research was conducted at the eighth grade of 2019/2020 academic year.

### **4. Place of the Research**

The research was conducted at SMP Terpadu Pondok Pesantren Huda academic year of 2019/2020.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theory

##### 1. Concept of Reading

According to Kristin, reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge.<sup>9</sup> It means that reading is an important activity. By reading, students can get more information and know what the writers' mean from the text that they read. Futher Patel states that reading is an active process which consists of recognition and comprehension skill.<sup>10</sup> It means that reading is a process which done by the reader to comprehend and get the information from printed text so the reader can understand the writer means. In other word, reading is a process of finding idea of a text to comprehend the meaning of the text which is done by the reader, so that the reader can understand the messages conveyed by the writer.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.<sup>11</sup> Thus, reading is an activity that is very active and reading is important in the process of getting

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<sup>9</sup>Kristin Lems, *Teaching Reading To English Language Learners*, (New York:London, 2010), p. 33

<sup>10</sup>M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools &Techniques)* (Vaishali Nagar : Sunrise,2008), p.113

<sup>11</sup>Jeremy Harmer. *How to Teach English*, (London : Person Education Limited. 1998), p.70

meaning, the readers should be able to understand the meaning of each vocabulary and the meaning of each word. It can make the readers easier to get ideas of the text.

Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts.<sup>12</sup> It means that reading is not just get knowledge about reading but we also get opportunities to know about various ability in other skill such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Borwn stated that reading would best be developed in association with writing, listening, and speaking activity. In other word, reading would be better if the process is combined with other skills and reading is not only improve one aspect of skill but other aspects too.

Based on those theories, it can be concluded that reading is the process of getting information and comprehend in a text using eyes and brain to understand what the messages conveyed by the writer in the text. It can be understood that reading is important skill for students. By reading students will get new vocabulary to help them understand the meaning of a text, because reading is the ability to understand the meaning of a text so that students are required to be able to understand the meaning of words one by one in a sentence.

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<sup>12</sup>*Ibid.*p.68

## 2. Types of Reading

According to Harmer, there are two types of reading process: intensive and extensive reading.<sup>13</sup>

### a. Intensive Reading

The term intensive reading, on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually in classroom. Intensive reading means shorter texts to extract specific information this activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example: reading dosage instruction for medicine.

### b. Extensive Reading

Extensive reading refers to reading which students do often away from the classroom. Reader deals with a longer as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for ones' own pleasure. This is a fluency activity, mainly involving understanding. Example: reading a newspaper article, short story or novel. The main ways are:

- 1) 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

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<sup>13</sup>*ibid*, p.99.

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.

- 2) 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.<sup>14</sup>

### 3. Definition of Reading Comprehension

The most important of reading is comprehension. Tankersley states comprehension is the center of reading that is the heart of reading process and we bring our life experiences to the act of reading.<sup>15</sup> It means that comprehension is the power of reading. It is also influenced by the experience of the reader. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.<sup>16</sup> It means that reading comprehension is activity the readers when they read to understand and to get total meaning of the passage.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.<sup>17</sup> It means

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<sup>14</sup>*Ibid*, p.100

<sup>15</sup>Karen Tankersley. *Threads of Reading: Strategy for Literacy Development*. (Virginia: Library of Congress Cataloging in Publication Data. 2003). p. 90

<sup>16</sup>Karren R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (London, 2007), p. 2

<sup>17</sup> H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2<sup>nd</sup> Edition), (San Francisco: San Francisco University Press, 2000), p.306

comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question form. Based on the language assessment theory by Brown, especially in reading there are some criteria that are commonly used in measuring students' reading comprehension, they are:

- a. Main idea(topic)
- b. Inference (implied detail)
- c. Grammatical features (reference)
- d. Detail (scanning for a specifically stated detail)
- e. Excluding facts not written (unstated details)
- f. Supporting idea(s)
- g. Vocabulary in context.

Based on those statements, the writer concludes that students reading comprehension in this study is defined as the process of getting message from the author written text. The message may be an idea, a fact, a feeling, an argument etc, with the criteria commonly used to measure reading comprehension like grammatical features, supporting idea, detail, main idea, inference, excluding fact not written and vocabulary in context.

#### 4. Concept of Teaching Reading

Teaching is an activity with purpose to transfer knowledge. According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning<sup>18</sup>. It means that, teaching is a process to get information or knowledge by learners learning activity. The teacher also should make the learning process more fun and interesting to make the learners enjoy and comfortable in the learning reading process.

Teaching reading is useful for the learners in comprehend the text that they have read. The learners can understand for what they read and how to read. It means that the purpose of teaching reading is not only teaching to read but also to help the learners to comprehending the text properly.

In teaching reading, the teacher should be planned as part of a lesson, these three phases would be integrated into your instructional sequence and may include passages from the textbook, handouts of Internet materials, primary documents, charts, etc. there are pre-reading, while reading and post-reading.

- a. Pre-reading. It includes preparing the learner for reading by forming or activating relevant schema.
- b. While-reading. It involves undertaking the task as set.

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<sup>18</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p.7

c. Post-reading. It can be varied, encompassing any follow up or exploitation of what has been read.<sup>19</sup>

It means that in teaching reading the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the stages that can be used in teaching reading are pre-reading, while-reading, and post-reading.

## 5. Concept of Genre of Text

According to Knapp, text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.<sup>20</sup> It means that text is arranging of words to be a sentence. Based on Syllabus, many types of texts are taught in junior high school. They are descriptive, recount, procedure, report, recount and etc. However, According to Gerrot and Wignel, there are kinds of genre :

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount text is a text telling someone what you have done.

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<sup>19</sup>Keit Johnson. *An Introduction to Foreign Language Learning and Teaching*.(New York: Routledge. 2013). p. 149

<sup>20</sup>Peter Knapp & Megan Watkins, *Generic Text, Grammar*.(Sidney Australia: University of New South Wales Press Ltd, 2005), p.29

c. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

d. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

e. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a text to entertain the reader.

h. Procedure

Procedure text is a text telling someone else how to do something.

i. Description

Description text is a text to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

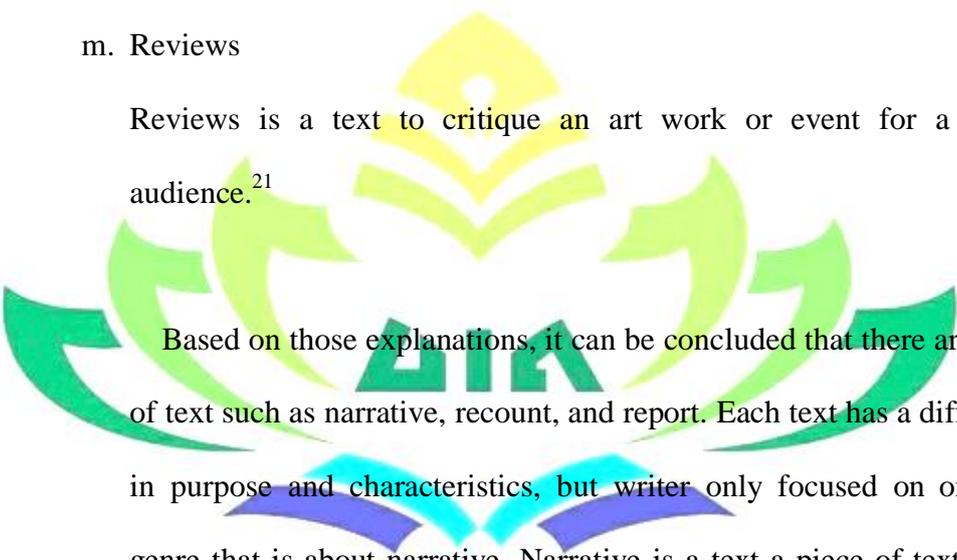
Explanation text is a fundamental process in the exchange of information and ideas.

l. Discussion

Discussion text is a text to present ( at least ) two points of view about an issue.

m. Reviews

Reviews is a text to critique an art work or event for a public audience.<sup>21</sup>



Based on those explanations, it can be concluded that there are types of text such as narrative, recount, and report. Each text has a difference in purpose and characteristics, but writer only focused on one text genre that is about narrative. Narrative is a text a piece of text which tells a story and entertains the readers or listener. By using a narrative text, the students are hoped can comprehend the reading activities.

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<sup>21</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales:GerdStabler, 1994), p.192-217

## 6. Concept of Narrative text

### a. Definition of Narrative text

According to Smith, narrative is popular in everyday life since through narrative people construct social reality and make sense of their past experiences<sup>22</sup>. It means that narrative text is a kind of text that deals with telling about event or something action the real in life to someone. According to Anderson, narrative text is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.<sup>23</sup> It means that narrative text is tells a story in form text the important and for give information to the reader and listener.

According to Herlina, narrative text is a text which related a serried of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate.<sup>24</sup> It means that narrative text is a tell story about events the correct and real incident. In curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point some kind in turn finds a resolution.<sup>25</sup>

It means that narrative is a text tells about something interesting that

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<sup>22</sup> Asian EFL Journal, Professional Teaching Articles, Vol. 44 May 2010, p. 149

<sup>23</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan,197), p. 8

<sup>24</sup> English Education Journal, *Developing Reading Narrative Text Materials for Eighth Graders of Junior High School Implemented With Character Building* in 2012, p. 149

<sup>25</sup> Intan Karolina, *Teaching Narrative Text In Improving Writing*, English Journal, SMA Negeri 1 Pemalang In 2006, p. 8

has to amuse, entertain or the readers, that the plot consist of orientation, complication, sequence of events, resolution, and coda. The story consists of fictional and non- fictional.

Based on the descriptions, the writer concluded that narrative text is a story to entertain and narrate the audience, its the plot consists of orientation, complication, sequence of events, resolution and then followed by coda in the end of story. Then, the narrative text narrate about fictional and non-fictional.

#### b. Social Function of Narrative Text

The main purpose of a narrative text is to amuse, entertain and deal with actual and vicarious experience.<sup>26</sup> It means that the purpose of narrative text from the writer is to tell story and entertain the readers. According to Anderson, the purpose of narrative is to present a view of the world that entertains or informs the readers or listeners.<sup>27</sup>

Based on those explanations, there are two purpose of narrative. The first is purpose for writer and the second is purpose of readers. For the writer, he or she can tell or create the narrative story and entertain the readers. For the readers, after reading the text, the story can entertain them and give a experience.

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<sup>26</sup> English Education Journal, *Op. Cit*, p. 149

<sup>27</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2*, (SouthYarra:Macmillan Education Australia PTY LTD,1997), P. 6

### c. Language Features of Narrative Text

The language features usually found in narrative are :

- 1) Focus on specific and usually individualized participants.
- 2) Use of materials processes (and in this text, behavioral, and verbal processes).
- 3) Use relational processes and mental processes
- 4) Use temporal conjunctions, and temporal circumstances
- 5) Use of past tense.<sup>28</sup>

From the explanation above, narrative text has certain language features which is adapted from a story and to help the readers in understanding the story

### d. Generic structures of narrative text.

A narrative text will consist of the following generic structure:

- 1) Orientation  
Introducing the participants and informing the time and the place.
- 2) Complication  
Describing the rising crises which the participants have to do with
- 3) Resolution  
Showing the way of participant to solve the crises better or worse.<sup>29</sup>

According to Siahan, generic structure of narrative text are as follows

An Orientation

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<sup>28</sup> Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 73

<sup>29</sup> Soneta Welliya, *Bahan Ajar Narrative Text*, (Jakarta: SMA 78 Jakarta, 2015), p.1

Set the scene and introduces the participants.

1) Evaluation

A stepping back evaluate the plight.

2) Complication

A crisis arises.

3) Resolution

The crisis is resolved, for better or for worse.

4) Re-orientation

An optional<sup>30</sup>.

e. Example of Narrative Text

The Legend of Nyi Roro Kidul

(The Queen of South Ocean)

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. Her Father was king Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi mutiara called a black wizard to curse Kadita. She wanted

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<sup>30</sup> *Ibid*, p.74

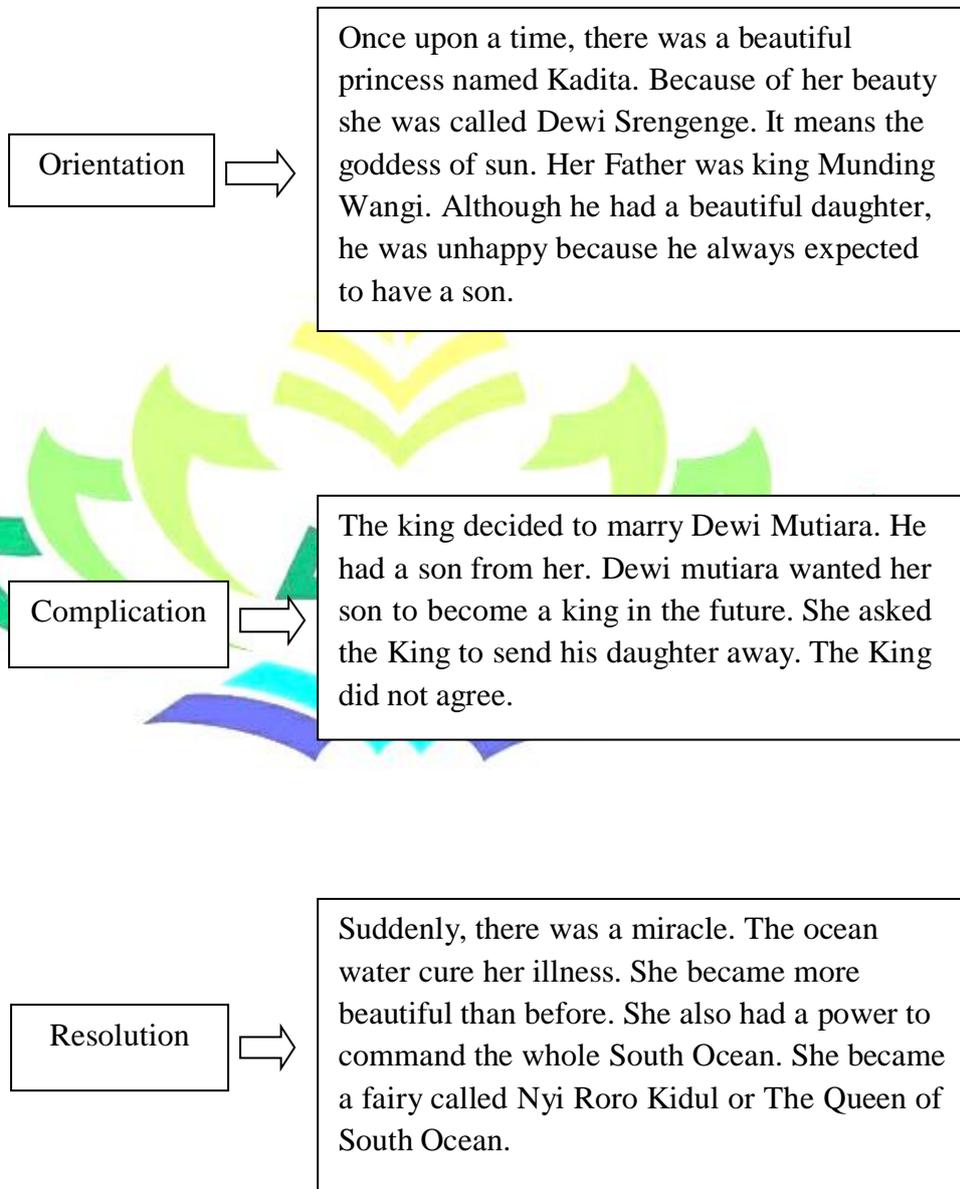
Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The king was very sad. No one could cure his daughter's illness. The king did not want her daughter's to be a rumor so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cure her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean

## Generic Structure



## 7. Concept of Students' Reading Comprehension in Narrative Text

Reading comprehension is the students' ability to comprehend and understand the reading material that gives information to the readers and how to catch main ideas in the text.<sup>31</sup> Therefore, the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding reading text students develop mental models, or representations of meaning of the text ideas during the reading process.

According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.<sup>32</sup> It means that narrative text is kind of the text that tell the reader about story, as if the readers take part in the story that is purposed to amuse the readers. Based on Brown theory, especially in reading, there are some criteria are commonly used in measuring students reading comprehension ability, they are:

1. Main idea (topic)
2. Inference (implied detail)
3. Grammatical features
4. Detail (scanning for a specifically stated detail)
5. Excluding facts not written (unstated details)
6. Supporting idea

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p. 28 <sup>31</sup> I.S.P. Nation, *Teaching ESL/ EFL Reading and Writing*, (New York : Routledge, 2009)

<sup>32</sup> Sanggam Siahaan, *Op. Cit*, p.73

## 7. Vocabulary in context.<sup>33</sup>

Based on the explanation above the writer concluded that students' reading comprehension in narrative text is the ability to comprehend the reading material that tells the readers about a story as if the readers take part in the story that is purposed to amuse the readers with good ability to deal with question related to main idea, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea, vocabulary in context.

## 8. Concept of the Story Frame

### a. Definition Story Frame

According to Cudd and Roberts, story frame is focus on the story's structure, it is thought that using story frames to develop reading comprehension will give children an independent guide to organizing and remembering information from narrative selections.<sup>34</sup> It means that story frame is focused on story structure and story frame can develop students understanding of organizing and remembering their own texts.

According to Fowler, story frames is a sequence of space hooked together by key language elements. Language elements are transition

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<sup>33</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education*, OpCit ,p. 206

<sup>34</sup> Evelyn T. Cudd and Leslie L. Roberts. *The Reading Teacher*. Retrieved from JSTOR (Vol. 41, No. 1, October 1987). P 74-79

words and they often reflect specific line of thought or argument.<sup>35</sup> It means that story frame is strategy of a well structured frame to help find information related to using the transitional word in it. The term Story Frames can refer to a number of methods for looking at a story's structure. Students ability to monitor their comprehension may be enhanced by using Story Frames. The students have an opportunity to review the main idea of the story, clarify parts they may not have understood, and decide on the author's purpose for writing the story.<sup>36</sup> It means that story frame is strategy that can be used to see students ability to understand the main idea in the story.

Based on the explanation above the writer concluded that the story frame strategy is an excellent strategy for the students who have difficulties with comprehension. This strategy increases students' ability to apply context to improve comprehension, identification, and retelling skills. The strategy focuses on the story structure to aid in comprehension. Story Frame gives students an independent guide for organizing and remembering information about story.

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<sup>35</sup> Gerald L. Fowler. *Developing Comprehension Skills in Primary Students through the use of Story Frames*. Reading Teacher, 1982. P. 36, 176-179.

<sup>36</sup> Leslie Anne Oja. *Using Story frames to Develop Reading Comprehension*. International Reading Association , 1999, p. 129-130.

b. The Procedure of Teaching Reading Comprehension of Narrative Text Through Story Frame Strategy.

According Katherine explained about the steps in doing the Story Frames strategy can be seen as follow<sup>37</sup>:

- 1) Ask the following questions while reading a story: is there an identifiable problem? If so, why is it a problem? Are there important events that contribute to the solution of the problem? If so what is the sequence? How is the problem solved?
- 2) After reading the story and answering the questions, determine if the basic frame will work. If it is does not fit the story, add or delete the appropriate parts.
- 3) Begin by drawing attention to the main elements in the story (characters, setting, themes, etc.) and print the features on a word card to help draw attention to these elements.
- 4) Have students complete a short story frames. Make sure to use stories that have identifiable sequence in order to help the students understand sequence frames. Begin with half-page frames and work up to full- page frames.
- 5) Establish a purpose for story frames. Remind students that the purpose of story frames is to help them understand the story.
- 6) As the students become more familiar with using story frames, use more complex stories

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<sup>37</sup>Wiesendanger, D Katherine. *Strategies for Literacy Education*. New Jersey Columbus Ohio: Merrill Prentice Hall, 2001, P.125

c. The advantages of story frame

- 1) Focuses attention on key sequencing word clues embedded in the text
- 2) Students are able to use their knowledge of story structure to help predict, sample, process, giving increased recall
- 3) Readers read more like writers.
- 4) Focus in on structure, sequence, meaning and use of language.<sup>38</sup>

d. The disadvantages of story frame

- 1) Story frames is an unfamiliar strategy. Therefore, the teachers should give more guidance for students while the teacher apply story frames as a strategy to enhance their reading comprehension.
- 2) The use of Story Frames Strategy in teaching narrative reading texts does not improve the students vocabulary mastery maximally. This is because the students should summarize the story by frames, so they avoid understanding the whole words in the story.<sup>39</sup>

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<sup>38</sup> *Ibid*,p.118.

<sup>39</sup> KuldaneK, *OP. Cit*,p.74

## 9. Concept of the Questioning Strategy

### a. Definition Questioning Strategy

According to Harvey, Questioning Strategy is strategy that can help students in clarify confusion when read a text.<sup>40</sup> It means that Questioning Strategy is a key to solve the misunderstanding of the reading's problem. According to Kahfi, questioning strategy is the types of question teacher ask stimulate the various type of thinking that students engage in during reading.<sup>41</sup> It means that questioning strategy is the teacher guides the students creative thinking in reading a text. Questioning Strategy is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance the students work and thinking.<sup>42</sup> It means that questioning strategies is to increase the opinion students in read the text. Questioning Strategy is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it.<sup>43</sup>

The writer concluded that the questioning strategy is a good strategy to solve the reading's activities problem. Here, the students got the guiding

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<sup>40</sup>Stephanie Harvey, *Strategy That Work: Teaching Comprehension for Understanding and Enngagement*, ( NewYork: Stenhouse Publisher, 2007), p.109

<sup>41</sup>Kahfi Andigi, *The effectiveness of using questioning Strategy in student's reading comprehension*, *English Journal*, atmts negeri bandung 2014, p.21

<sup>42</sup>Qashas Rahman, *English Teacher's Questioning Strategies in EFL Classroom*, *English journal at SMAN 1Bontomarannu*, 2016, p.109

<sup>43</sup>Kathleen Cotton, *Classroom Questioning*, *English Journal*, 2016

from the teacher by using many questioning to make an interaction between students and teacher. But in this case, the teacher cannot apply this strategy perfectly, the teacher just asks about questions without thinking the students understand or not about the content of the text.

b. Procedure of Questioning Strategy

There have been some studies about steps questioning strategy. According to Durkin, reveals that most teachers asked students questions after they had taught. Pressley said that revealed that despite the abundance of research supporting questioning before, during, and after teaching to help comprehension, teachers still frequently used questions in post teaching to comprehend the material. And according to able, there are three sessionsto applied teaching questioning strategy:

- (a) Questions play at the beginning,
- (b) Questions play at the middle of teaching.
- (c) And the questions play at the end after teaching in the classroom.

The questions are used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the questions are also used. Furthermore, the questions are applied in each section based on the functions.<sup>44</sup>

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<sup>44</sup>*Ibid*, QasasRahman,p.111

c. Procedure of Teaching Reading Comprehension of Narrative Text through Questioning Strategy.

In this research, the researcher taught reading comprehension in narrative text through Questioning Strategy as follows:

a) The first is before reading, in this section teacher chooses one short text and distribute to the students. Here the teacher will activate students' background knowledge that related to the text before giving the text.

b) The second is during reading, in this section teacher asks students to read the text individually, whereas teacher guides the students in reading the text.

c) After reading the text, the teacher will give some questions that related to the text.<sup>45</sup>

d. Advantages of Questioning Strategy

- 1) It can use in all teaching situations.
- 2) It helps in developing the power of expression of the students.
- 3) It is helpful to ascertain the personal difficulties of the students.
- 4) It provides a check on preparation of assignments.
- 5) It developing critical thinking skills and inquiring attitudes.

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<sup>45</sup>Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (New York: Houghton Company, 2000), p.58

e. Disadvantages of Questioning Strategy

- 1) It requires a lot of skill on the part of teacher to make a proper use of this strategy.
- 2) It may sometime mar the atmosphere of the class.
- 3) This strategy generally is quite embracing for timid students.<sup>46</sup>

**B. Frame of Thinking**

Reading is an important ability in English learning, because in the modern era all the information comes to us in the form of text, so we should have the reading ability to be able to know the information because reading (text) is a tool of communication between readers and writers. Therefore, we should be able to comprehend the text so we can get the information from the text. Many students got difficult to comprehend the text, so they had difficulty to find the main idea of the text because they have lack of vocabulary. Therefore, the researcher should use the suitable strategy in reading comprehension to solve this problem and to increase the student reading comprehension.

Story frame strategy will increase students motivation to learn, help the students to understand the information from the text, and the students also will brought into interesting situation and enjoyable situation. So the students will be easier to comprehend the meaning and find out the Information and main idea of the text. Story frame is the strategy focuses

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<sup>46</sup>KathleenCattoon,*OP. Cit*,p.1

on the story structure to aid in comprehension. Story Frames in this research is a strategy that used by the teacher to help the students remember about the story. The teacher can omit the part of the story by using frame and ask student to complete it. It seems like fill in the blank. This strategy helps students to recall information from the story. By filling in the blanks, the students will be able to remember and to connect events from the story. This activity is also appropriate for helping students who need help understanding the plot development of literature. Therefore, story frame is a appropriate strategy to solve the problems identified by the researcher in the class VIII at SMP Terpadu Pondok Pesantren Nurul Huda Tanah Merah.

### **C. Hypothesis**

Based on the theories and assumption, this research formulated the hypothesis as follows:

Ha: There is a significant influence of using Story Frame strategy towards students' reading comprehension in narrative text at the first semester of the eighth grade of SMP Terpadu Nurul Huda Tanah Merah, in the academic year of 2019/2020.

Ho: There is no significant influence of using Story Frame strategy towards students' reading comprehension in narrative text at the first semester of the eighth grade of SMP Terpadu Nurul Huda Tanah Merah, in the academic year of 2019/2020.

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