

**THE EFFECT OF STORY FACE ON STUDENTS' READING
COMPREHENSION OF NARRATIVE TEXT IN GRADE
VIII OF ISLAMIC JUNIOR HIGH SCHOOL
NURUL HIDAYAH PEMATANG
KAYU ARANG**



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A Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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ABSTRACT

Bedrimiati (2012): “The Effect of Story Face on Students’ Reading Comprehension of Narrative Text in Grade VIII of Islamic Junior High School Nurul Hidayah Pematang Kayu Arang”

Several different efforts are constantly done to improve the students’ ability in English reading comprehension. One of them is to apply any recent theories of the teaching technique to the processes of teaching reading. The effectiveness of teaching techniques should be proved several times in the real situation or classroom context. This research has been conducted to determine the effect of Story Face on Students’ Reading Comprehension of Narrative Text in Grade VIII of Islamic Junior High School Nurul Hidayah Pematang Kayu Arang. The design of this research was pre-experimental design, specifically one group pretest and posttest design. The general question to be answered by this research was: Is there any significant effect of story face on students’ reading comprehension of narrative text? The results of the data analysis revealed that, students’ reading comprehension achievement increased significantly after the researcher implemented the use of story face when teaching narrative text. The researcher found that t test result was bigger than t -table (t_t), that was $2.06 < 3.43 > 2.79$. Based on the findings of this research, it is suggested to every English teacher to give a try or expand the use of story face for teaching reading in the genre of narrative text.

الهداية الثانوية فهم الحكاية وجه (2012) بيدمبارتي
القصة كايو فيماتانغ .

القصة فهم تحسين
عملية التعليمية الأساليب النظريات تطبيق إحداها . الإنجليزية
ظاهرة . التعليمية الأساليب فعالية . التعليم
فهم الحكاية وجه هذا الهدف
فيماتانغ الهداية الثانوية القصة
يعرض القبلية هو هذا . كايو
هي هذا .
القصة . الحكاية وجه هناك
تعليم الحكاية وجه تطبيق فهم
- القصة .
المدرسين يرجى هذا
القصة . تعليم الحكاية زجه يطوروا
وهي $2.06 < 3.43 > 2.79$

ABSTRAK

Bedrimiati (2012): “Pengaruh *Story Face* terhadap Pemahaman Siswa ketika Membaca Teks Naratif di Kelas VIII pada Madrasah Tsanawiyah Nurul Hidayah Pematang Kayu Arang”

Berbagai macam upaya terus dilakukan untuk meningkatkan kemampuan siswa dalam memahami teks berbahasa Inggris. Salah satunya dengan menerapkan teori-teori dari teknik mengajar ke dalam proses pengajaran membaca. Keefektifan dari teknik mengajar seharusnya di buktikan beberapa kali dalam situasi nyata atau konteks kelas. Penelitian ini telah dilaksanakan untuk meyakinkan pengaruh dari *Story Face* terhadap pemahaman siswa ketika membaca teks naratif di kelas VIII pada Madrasah Tsanawiyah Nurul Hidayah Pematang Kayu Arang. Desain penelitian ini adalah *pre-experimental design*, khususnya desain *pretest* dan *posttest* pada satu grup. Pertanyaan umum yang akan dijawab oleh penelitian ini adalah: Apakah ada pengaruh yang berarti dari *Story Face* terhadap pemahaman siswa ketika membaca teks naratif? Hasil dari analisa data mengungkapkan bahwasanya hasil pemahaman membaca siswa meningkat secara berarti setelah peneliti menerapkan penggunaan *Story Face* ketika mengajarkan membaca teks naratif. Peneliti menemukan bahwasanya nilai *t-test* lebih besar dari nilai *t* table, yakni $2.06 < 3.43 > 2.79$. berdasarkan temuan dari penelitian ini, disarankan kepada setiap guru bahasa Inggris untuk mencoba atau mengembangkan penggunaan *Story Face* dalam mengajarkan teks yang ber-*genre* naratif.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As every educator knows, reading is one of the four important skills in learning language. Among the four skills, reading arguably the most essential skill for success in all educational contexts¹. Therefore, consequently, the students who have difficulty reading have limited opportunities for basic academic success.

Regarding the importance of reading skill, Indonesian students are taught to read English text from elementary to university level. In Indonesia, curriculum used by most school is school level-based curriculum (KTSP) in which it focuses on genre. In reading, the students are expected to have a competence of understanding various kinds of text types. Based on the curriculum, the abilities to understand the procedure, descriptive, recount, narrative, and report text are the scopes of English subject in the junior high school level².

However, it is a fact that there are good readers and poor readers. Poor readers are the students who struggle with reading comprehension. Educators are constantly seeking effective methods to assist these struggling students. Being an educator, the researcher also takes a part in seeking effective way to help the students who have reading difficulty.

¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc., 2004) p.185

² Depdiknas, *SK dan KD Bahasa Inggris SMP/MTs*, (Jakarta: Puskur, Balitbang Diknas, 2006) p.278

As the preliminary, the researcher has seen the difficulties that arise when some students in grade VIII of MTs Nurul Hidayah Pematang Kayu Arang were asked to comprehend narrative written material they have just read. Some students were unable to fluently read a passage and comprehend the reading because they are merely concentrating on decoding. Some students do have the ability to read the text fluently but are unable to make a self-to-text connection because they have lack of prior knowledge or background, which hinders their ability to comprehend the text. In short, some students have lack of knowledge to answer comprehension questions.

According to Linse³, in order to read, students must be able to decode (sound out) the printed words and also comprehend what they read. It means that, reading is not only decoding words. The basic objective of reading is comprehension⁴. Thus, the researcher concerns on solving students' problem in reading comprehension.

In relation to that, the researcher is seeking effective way to assist students in grade VIII of MTs Nurul Hidayah Pematang Kayu Arang when reading narrative text. As what Brown and Atkins⁵ mentioned, to help students to improve their reading, teachers must be able to identify various types of texts that a student will encounter when reading and various strategies of reading which the student might adopt. Therefore, the researcher strives to

³ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill Companies Inc., 2005), p.69

⁴ Frank Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*, (New Jersey: Lawrence Erlbaum Associates Publishers, 2004), p.163

⁵ George Brown and Madeleine Atkins, *Effective Teaching in Higher Education*, (New York: Taylor & Francis e-Library, 2002) p.172

improve students' comprehension by using a way that appropriate for learning narrative text.

After reading some literatures, the researcher found that story face is appropriate to help students comprehend narrative text. According to Klingner et al.⁶, "The story face provides a visual framework for understanding, identifying, and remembering elements in narrative text." Then the researcher is interested in finding out the effect of story face on students' reading comprehension of narrative text. That is the reason why the researcher is interested in this title **"The Effect of Story Face on Students' Reading Comprehension of Narrative Text in Grade VIII of Islamic Junior High School Nurul Hidayah Pematang Kayu Arang"**.

B. Definition of the Terms

1. Story Face

Staal⁷ defines the story face as a strategy that provides a visual framework for understanding, identifying, and remembering elements in narrative text. In this research, the researcher studies the effect of story face strategy on students' reading comprehension of narrative text.

2. Reading Comprehension

McNamara⁸ defines reading comprehension as the interpretation of the information when reading, the use of prior knowledge to interpret this

⁶ Klingner, J. K., Vaughn, S., & Boardman, A. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.79

⁷ Staal, L. A. The Story Face: An Adaptation of Story Mapping that Incorporates Visualization and Discovery Learning to Enhance Reading and Writing. (*The Reading Teacher*, 54, 2000), p.26–31

⁸ Danielle S. McNamara, *Reading Comprehension Strategies*, (Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.), p.28

information and, ultimately, the construction of a coherent representation or picture in the reader's mind of what the text is about. The term of reading comprehension in this research is particularly focused on narrative text comprehension.

3. Narrative Text

According to Achmad Doddy et al.⁹, narrative text is a text that has function to amuse, entertain and to deal with problematic events that lead to a crisis or turning point of some kind, which in turn finds a resolution. In this study, the researcher studies the narrative text of students in grade VIII of Junior High School level.

C. Problem

1. Identification of the Problem

The researcher identifies some problems based on the above background as follows:

- a. Some of the students struggle with reading comprehension of narrative text.
- b. Some of the students were unable to fluently read a passage.
- c. Some of the students were unable to comprehend their reading because they are merely concentrating on decoding.
- d. Some of the students were unable to make a self-to-text connection because they have lack of prior knowledge or background, which hinders their ability to comprehend the text.

⁹ Achmad Doddy, Ahmad Sugeng, and Effendi, *Developing English Competencies 2*; (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.36

- e. Some of the students have lack of the knowledge to answer comprehension questions.

2. Limitation of the Problem

To make this research is possible to do; the researcher limits the above problems to focus on the effect of story face on students' reading comprehension. The text to be studied is also limited to the narrative text type.

3. Formulation of the Problem

To do this research, the researcher formulates the problem into research questions as follows:

1. How is students' reading comprehension of narrative text before being taught by using story face?
2. How is students' reading comprehension of narrative text after being taught by using story face?
3. Is there any significant effect of story face on students' reading comprehension of narrative text?

D. Objective and Significance of the Research

The researcher proposes some objectives of this research as follows:

1. To find out students' reading comprehension of narrative text before being taught by using story face,
2. To find out students' reading comprehension of narrative text after being taught by using story face, and

3. To find out the effect of story face on students' reading comprehension of narrative text.

By those objectives, the researcher believes that this research theoretically contributes and expands the theories of teaching English for foreign language students in relation to the use of story face and its effect on students' reading comprehension of narrative text. Besides that, this research practically develops the researcher's knowledge of teaching English for foreign language students. In addition, the researcher believes that the research findings of this research contribute some useful information for English teachers.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

Reading is one of the most important components of our language and it is an essential tool for lifelong learning for children. Nowadays, education has to prepare students to be able to adapt to social and technological changes. Education under these circumstances depends largely on language competency. In this context, reading especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, television, and the computers. Thus, it is evident that reading skills need to be improved to attain the best education.

Ostrov¹ (2003:1) states that comprehension is one of important factors that indicates how well people read. When we read extremely fast a text but we cannot understand what we have read, it means we do not read it with comprehension. Comprehension is usually measured by comprehension questions from text we have read. A reader's comprehension of a text might be different from the other. It is because the process of comprehend a text is affected by knowledge.

¹ Rick Ostrov, *Power Reading* (San Francisco: Education Press, 2003), p.1

Smith² states “comprehension may be regarded as relating aspects of the world around us -including what we read- to the knowledge, intentions, and expectations we already have in our head”. Therefore, it is difficult to say whose comprehension is right and whose comprehension is wrong because different people have different knowledge. In conclusion, that factor has to be attention for teachers of reading in order to achieve the best education.

Several experts give definition of reading comprehension. Snow³ defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Besides that, Guthrie, Wigfield, and Perencevich⁴ define reading comprehension as process of interaction between reader and the printed material to build new meanings. In addition, Mikulecky and Jeffries⁵, state:

“Comprehending what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read.”

From the above definitions, it can be concluded that reading with comprehension is the main purpose of reading activity. The activity

² Op.cit., p.14

³ Catherine Snow, *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*, (Arlington: RAND, 2002), p.11

⁴ John Guthrie, Alan Wigfield, and Kathleen Perencevich, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*. (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2004), p.12

⁵ Mikulecky, B. S. & Jeffries, L. *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*. (New York: Longman, 2007), p.74.

requires the readers to interact with text. The interaction process needs the readers to connect the ideas in the text with their background knowledge.

Reading comprehension is one of the areas that require improvement for many people. From the above theories, the researcher concludes that the main purpose of teaching reading is ultimately targeted to help the language learners read with good comprehension. Therefore, teachers should be able to improve their students' reading comprehension.

To improve students' reading comprehension, teachers should develop students' reading skill. Mikulecky and Jeffries⁶, write "to find that our reading comprehension will improve we need some reading comprehension skills". In relation to that, Brown⁷ suggests a list of micro- and macro-skills for reading comprehension as follows:

Microskills

- a. Discriminate among the distinctive graphemes and orthographic pattern of English.
- b. Retain chunks of language of different lengths in short term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core or words, and interpret word order pattern and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macroskills

- h. Recognize the rhetorical forms of written discourse and their significance for interpretation.

⁶ Mikulecky, B. S. & Jeffries, L. 1996. *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster*. New York: Longman p.14

⁷ Op.cit., p.187-188.

- i. Recognize the communicative functions of written text according to form and purpose.
- j. Infer context that is not explicit by using background knowledge.
- k. Infer links and connection between events, ideas, etc., deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- l. Distinguish between literal and implied meanings.
- m. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- n. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for the interpretation of texts.

Since the importance of developing students' reading skill, many teachers teach reading comprehension strategies to their students. The strategies are aimed to help their students to read with comprehension. Saddleback⁸, for example, designs reading comprehension strategies to reinforce and extend the reading skills of students. The reading comprehension strategies are vocabulary knowledge, activating prior knowledge, pre-reading—previewing and predicting, previewing and predicting text, mental imaging, semantic mapping, summarizing, and self-questioning.

Then, to know the improvement of students' reading comprehension, teachers must be able to develop the reading comprehension test based on the indicators of reading comprehension. Zintz⁹ outlines some points to indicate someone' reading comprehension as follows:

⁸ Saddleback, *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association. 2002), p.4

⁹ Zintz, Miles V. 1975. *The Reading Process: The Teacher and Learner*. Second Edition. Dubuque, Iowa: WM. C. Brown Company Publishers. p.96

- a. Understanding vocabulary,
- b. Remembering and using what one has read,
- c. Finding details,
- d. Understanding paragraph organization, and
- e. Getting meanings from the context through such abilities as finding the main idea, putting ideas in proper sequence to tell a story, or finding pertinent information in paragraphs to answer questions.

In addition, here are some categories of reading questions readers are sure to face in reading comprehension test according to Brownstein¹⁰ :

- a. Main Idea. Questions that test readers' ability to find the central thought of a passage.
- b. Finding Specific Details. Questions that test readers' ability to understand what the author states explicitly.
- c. Drawing Inferences. Questions that test readers' ability to go beyond the author's explicit statements and see what these statements imply.
- d. Determining the Meaning of Words from their Context. Questions that test readers' ability to work out the meaning of unfamiliar words from their context.

From those experts, it can be inferred that the experts have different indicators of reading comprehension. It may be caused by writers write different kinds of texts. Consequently, different texts have different indicators of comprehension.

¹⁰ Brownstein, Samuel C. 1997. *How to Prepare for the GRE (Graduate Record Examination)*. New York: Barron's Educational Series, Inc. p.96

To conclude, teachers of reading should be able to improve their students' reading comprehension. To improve students' reading comprehension, the teachers could teach some reading strategies to their students. Moreover, to know the improvement the teachers should have indicators of reading comprehension. The indicators of reading comprehension should be based on the types of texts.

2. Types of Text Genres for Junior High School Students

Based on the School-Based Curriculum (KTSP 2006), teaching English at SMP/MTs is developed based on types of text genres. For that reason, the students should be able to read different types of text genres with comprehension.

At junior high school, particularly at grade eight, three genres should be taught. They are:

- a. Descriptive text, which is used to describe special someone, something or place.
- b. Recount text, which is used to retell past events.
- c. Narrative text, which is used to entertain readers which has problem and solution.

However, in this research, the researcher just reviewed the literature that related to narrative text.

3. Narrative Texts

Several writers give statements about narrative text. According to Wardiman et al.¹¹, “A narrative text is an imaginative story to entertain people”. Furthermore, Priyana et al.¹² note, “Narrative texts focus on a pattern of events with a problematic and/or unexpected outcome”. Then they explain, “The purpose of the text is to entertain and educate the reader”.

There are some characteristics of narrative text that make it different with another texts. Susilohadi et al.¹³ explain that narrative texts start with the orientation, which shows the scene and introduces the participants. Then, the complication tells the readers the crisis that arises. Finally, the resolution tells the readers that the crisis is resolved for better or worse. In addition, according to Priyana et al.¹⁴, narrative text has developed in some parts. They explain that a narrative text has three parts:

- a. Orientation: It sets the scene and introduces the participants and characters.
- b. Complication: It is a series of complications or crisis points which arise in the story.
- c. Resolution: The crisis is resolved, for better or for worse.

¹¹ Wardiman, Masduki B. Jahur, dan M. Sukirman Djusma; *English in Focus 2: for Grade VIII Junior High School (SMP/MTs)* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.93.

¹² Priyana, Riandi, Anita Prasetyo Mumpuni, *Interlanguage: English for Senior High School Students X: SMA/MA Kelas XI* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.133

¹³ Susilohadi, Gunarso et. al., *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas IX Edisi 4*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.127

¹⁴ Priyana, Joko, Arnys R Irjayanti, Virga Renitasari, *Scaffolding English for Junior High School Students Grade VIII* (Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.128.

Similar with the above statement, Susilohadi et al.¹⁵ state that a good narrative text has patterns as follows:

- a. Orientation sets the scene and introduces the characters and what happened to them.
- b. Complication tells the crisis that arises. In telling the crisis, it starts by telling when the problem begins to occur. Then, it increases. And finally, it reaches the climax.
- c. Resolution tells the crisis that is resolved for better or worse

Moreover, Widiati et al.¹⁶ explain that narrative text consists of the following parts:

- a. Orientation – when, who, where, how.
- b. Complication – what problem(s)
- c. Resolution – solution(s) to the problem(s) in series of activities
- d. Coda (optional) – lesson from the story

Furthermore, Widiati et al.¹⁷ explain that narrative texts consist of the following elements:

- a. Setting. Its function is to introduce ‘where’ and ‘when’ of the story.
- b. Characters. Its function is to introduce the people –main characters and others– who were involved in the story.
- c. Complication. Its function is to introduce problems that the characters face.

¹⁵ Op.cit., p.128

¹⁶ Widiati et. al., *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII* Edisi 4, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p. 85

¹⁷ Ibid, p.92

- d. Action. Its function is to present how the characters find solutions to the problems.
- e. Ending. Its function is to conclude the story or how the story ends.

Based on the statements above, it seems that there are some different points of parts (generic structures), but they actually have the same purposes. To conclude, narrative text has orientation (introduces the characters, places, and time), complication or problem (the characters face problems), resolution (it will be presented to solve the problems), and coda (if any) which shows the change that happens to the characters and the moral value of the story. At the end of narrative text, the story might be present happy or sad ending.

4. Reading Comprehension of Narrative Text

As mentioned before, junior high school students should be able to read different types of text (descriptive, recount, and narrative texts). The main goal of reading is comprehension. It can be inferred that, different texts have different indicators of comprehension. Therefore, to measure students' reading comprehension of narrative text, the researcher should identify some indicators in order to make comprehension questions. To do that, the researcher analyzed comprehension questions of narrative text in junior high school textbook then related them to the theories of reading comprehension.

In a junior high school textbook written by Widiati et al.¹⁸, the researcher found this kind of question “What is the story about?” as the comprehension question of narrative text. Besides, the researcher also found that kind of question after reading narrative text in English textbook written by Priyana et al¹⁹. According to Zainil²⁰, that kind of question has purpose to find or identify the topic. It can be inferred that ability to identify the topic indicates students’ reading comprehension of narrative text.

Ability to identify the orientation in the narrative text also indicates students’ reading comprehension of narrative text. The researcher found these kinds of questions in junior high school textbook written by Wardiman et al.²¹: “Who are the five main characters?”, “Who were Prince Jonathan’s friends?”, “Where did Little Mantu live?”, “When did the story happen?”, and “Where did the story take place?”. Those questions are used to identify the orientation in narrative text. As mentioned before, readers can find the information about when, who, and where in orientation.

Besides, the researcher also found that ability to identify the complication in the narrative text can be used to indicate students’ reading comprehension of narrative text. In a junior high school textbook written by Widiati et al.²², the researcher found these kinds of questions: “What

¹⁸ Op.cit., p. 86.

¹⁹ Op.cit., p.138.

²⁰ Zainil, *AFM: Teacher’s Guide for Advanced Students (Intensive and Extensive Readings)*. (Padang: Sukabina Offset, 2008) p. 10.

²¹ Op.cit., p.91-128.

²² Op.cit., p. 86-110

problems did Snow White have?”, “What evil things did the Queen do to Snow White?”, “What was the problem?”, and “What happens to Winda’s little brother?”. It can be inferred that those questions are used to measure students’ comprehension about the complication in narrative text.

Next, ability to identify the resolution in the narrative text can also indicate students’ reading comprehension of narrative text. The researcher found this question: “How was the end of the story?” in a junior high school textbook written by Wardiman et al.²³. In the textbook of Widiati et al.²⁴, the researcher found this question: “Who came to help Snow White?”. Then, this question: “Who came to rescue the girl and her grandmother?” in Priyana et al.²⁵’s textbook. Those kinds of questions can be used to check students’ comprehension about the resolution in narrative text.

Moreover, ability to identify the references can also be used to indicate students’ reading comprehension of narrative text. Priyana et al.²⁶ use these kinds of questions: “What does ‘them’, in sentence 3, refer to?”, “What does ‘them’, in sentence 3, refer to?”, and “What does ‘they’, in the last sentence, refer to?” as comprehension questions after reading narrative text in their book.

As conclusion, the indicators of reading comprehension of narrative text for this research were:

- a. Students are able to identify the topic of the text.

²³ Op.cit., p.88.

²⁴ Op.cit., p.86

²⁵ Op.cit.,, p.157

²⁶ Ibid, p.134-157.

- b. Students are able to identify the orientation in the text.
- c. Students are able to identify the complication in the text.
- d. Students are able to identify the resolution in the text.
- e. Students are able to identify the references.

5. Story Face

Many teaching strategies have been contributed by teachers and professional to improve students' ability in comprehending English text. Every teaching strategy has a variety of purposes. As mentioned before, this research tends to use story face as teaching strategy that has purposes to improve students' reading comprehension of narrative text. Therefore, the researcher only presents literature about the story face that has purposes to improve students' reading comprehension of narrative text.

According to Stall²⁷, the story face is an adaptation of story mapping that also uses a visual framework for understanding, identifying, and remembering elements in narrative text. Story map is a kind of graphic organizers. It allows students to visualize the important component of a narrative text. Thus, story face is also a kind of graphic organizer that aids student's comprehension of narrative text. The functions of story face like a story map, allowing students to visualize the important component of a narrative text, including setting, main characters, problems, events, and a resolution.

²⁷ Op.cit., p.26–31

Graphic organizers take numerous forms. The researcher has found some of the forms of graphic organizers from different literatures. The followings are the forms.

a. C-Space

C-SPACE is mnemonic device to help students remember the elements of a story. C-SPACE is an abbreviation. *C* stands for characters, *S* stands for setting, *P* stands for problem, *A* stands for action, *C* stands for conclusion, and *E* stands for emotion.

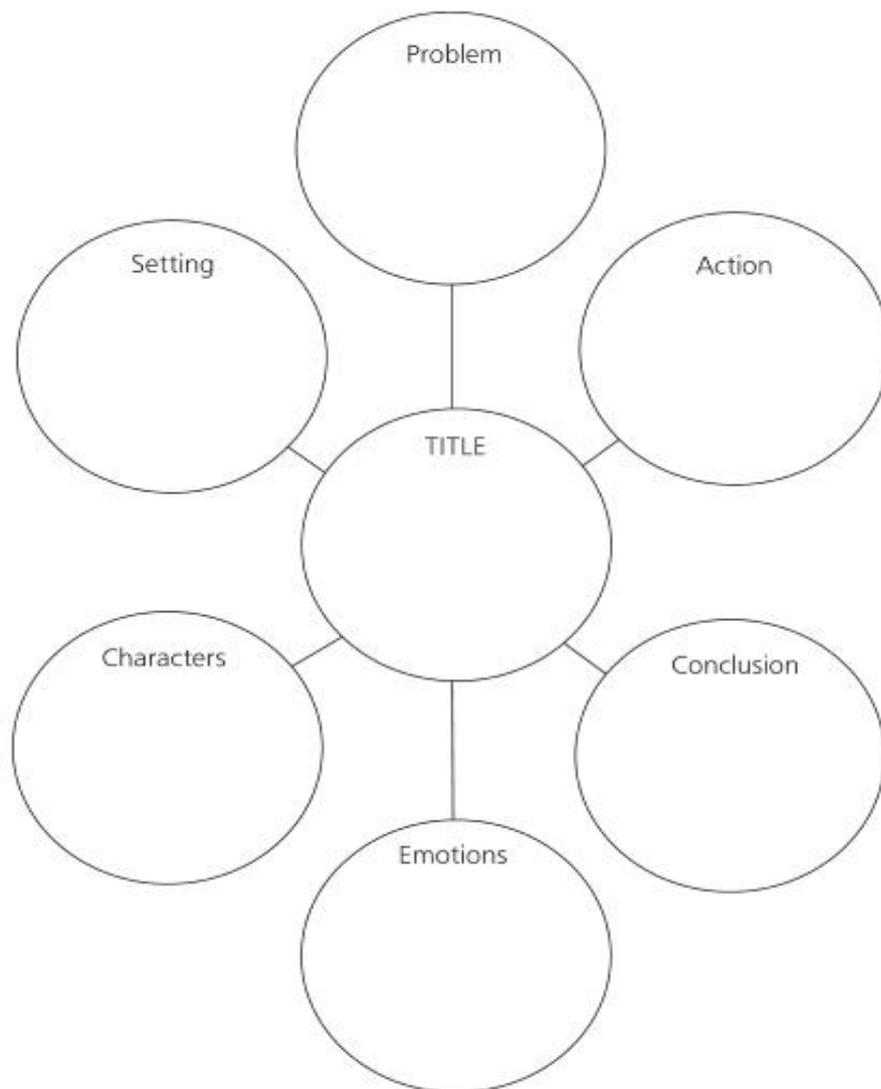


FIGURE II.1: C-SPACE

b. Story Face

According to Staal²⁸, the story face is constructed by:

1. making the eyes: two circles representing the setting and main characters
2. eyelashes: specific descriptors and secondary characters
3. nose: problem
4. mouth: comprises a series of circles representing the main events that lead to the solution

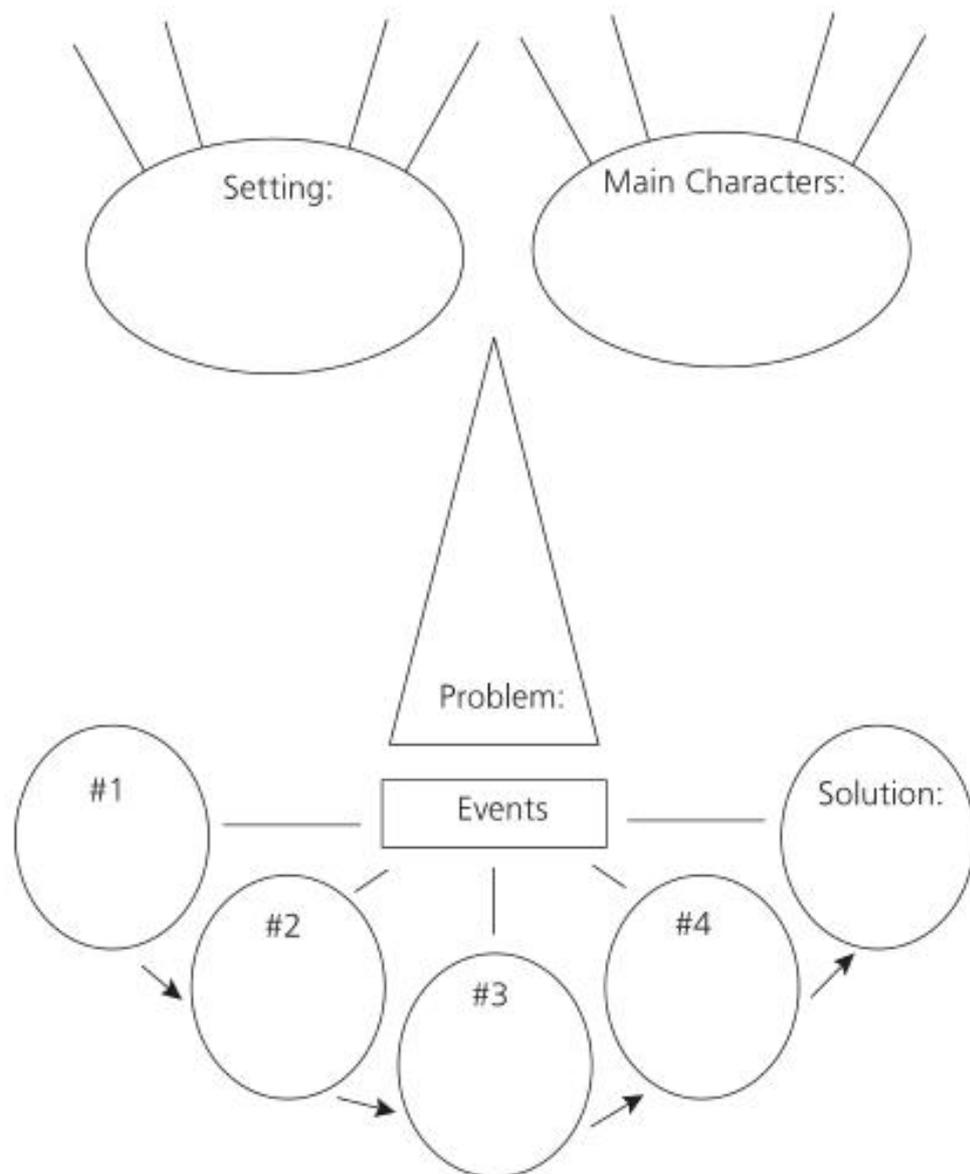


FIGURE II.2: Story face

²⁸ Op.cit., p.26–31

c. Story Recipe

Irwin and Baker promote a graphic organizer called a “story recipe” in 1989.

Main characters			
Names		Traits	
Setting			
Where?		Description	
Plot outline			
Beginning event	Problem	How the character felt	What he or she did
Conclusion			
Consequences—How did it end?		Is there a moral to the story?	

FIGURE II.3: Story recipe

According to Klingner et al.²⁹, the story recipe format can be used as a tool to help students construct stories by having them complete each part of the recipe prior to writing, as a planning sheet. Or it can be completed after students read a story as an exercise for analyzing story structure.

Based on the ideas above, the researcher concludes that story face is a graphic organizer of a story that is adapted from the story map in order to help students to recognize the basic pieces of a narrative text. Some of the elements of a story include the important characters (their appearance, personality traits, and motivations), the setting of the story (time and place), the problem faced by the characters, how the problem is approached, and the outcome.

After reading some literatures about how to implement story face in the classroom, the researcher found some procedures that contribute by English educators. Hedgcock and Ferris³⁰ give the procedures that we can use to teach the strategy of story face. The procedure is as follows:

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

²⁹ Op.cit., p.79

³⁰ John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, (New York: Routledge, 2009), p. 301

Besides that, Moreillon³¹ also contributes the teaching procedure.

The procedure is as follows:

1. Web the main ideas on scratch paper.
2. Negotiate three to five main ideas and circle them.
4. Number the ideas in the order they happened in the book.
5. Record them on the story face.
6. Copy notes from the class story face.

In addition, Klingner et al.³² design the Procedure of this strategy.

The procedure is as follows:

1. The teacher selects a narrative passage
2. The teacher prepares questions to lead students through the story face
3. The teacher discusses the organization of a story by explaining that every story has a beginning, middle, and an end.
4. The teacher explains the visual story face and relates it to story organization.
 - a. The beginning tells the place and who the characters are
 - b. During the middle of the story, the central character has a problem and makes a plan to solve it. Certain events in the story lead to solving the problem
 - c. The end of the story tells how the character(s) solved the problem
5. The students read the story
6. The teacher and the students fill out the story face together. The teacher uses the prepared questions to guide the completion of the map
7. The teacher and the students compare this story with other stories they have read.

In this research, the researcher adapted, changed, modified, and adjusted all of the story face teaching procedures to fit on her style of teaching and her participants. Therefore, the researcher had point outs the procedure of story face for this research as follows.

³¹ Moreillon, Judi. Collaborative strategies for teaching reading comprehension : maximizing your impact, (Chicago: American Library Association, 2007), p.108

³² Op.cit., p.79

Procedure:

1. The teacher gives a narrative passage to the students.
2. The teacher tells the students that they are going to learn the parts of a narrative text and the story face helps them to understand and to remember more about what they read.
3. The teacher explains about narrative text and its elements.
4. The teacher helps the students to understand how the elements are interrelated. For example, tell students that identifying the theme requires studying the main character(s), the main problem, and the way in which the main characters solve or do not solve the problem.
5. The teacher asks the students to sit in a group.
6. The teacher asks the students to read the text with their partner.
7. The teacher distributes a copy of the form of story face to each group.
8. The teacher reviews the information (setting, main characters, problem, events, and resolution) that students are expected to find.
9. The teacher asks the students to complete the face as follows: (a) main character and major event, (b) setting and second major event, (c) problem and third major event, and (d) story outcome and fourth major event.
10. The teacher assigns weaker readers to the easier tasks of main character and setting, for the first few sessions.
11. The teacher leads a class wide discussion of the story elements, focusing on helping students to evaluate whether their answers are correct.

B. Relevant Research

There have been several studies on students' reading comprehension that had been conducted by using experimental design. Ecal³³ did experimental research on The Use of Group Work Activities to Improve Students' Reading Comprehension at Language Program of MAN 1 Pekanbaru. The purpose of his research was to investigate students who were taught to read by using group work activities have better reading comprehension than who were taught to read by using comprehension questions approach at Language Program of MAN 1 Pekanbaru. He found pretest result showed that there was no significant difference of result on students' reading comprehension. However, posttest results showed that the T-table that $t(t_i, t_s, 5\% = 2.05$ and $t_i, t_s, 1\% = 2.76$) so the researcher could know that t_o was bigger than t_i ; is that: $2.05 < 3.445 > 2.76$. Then, he concluded that teaching reading by using group work activities was effective to improve students' reading comprehension at grade XI of Language Program in MAN 1 Pekanbaru.

Another experimental study that strived to improve students' reading comprehension was conducted by Martono³⁴. He did the research in order to prove the effect of reciprocal teaching on students' reading comprehension. he found that reciprocal teaching was effective to improve students' reading comprehension achievement at grade VIII of MTs TI Ranah. His research

³³ Ecal Ade Yansyah, "The Use of Group Work Activities to Improve Students' Reading Comprehension at Language Program of MAN 1 Pekanbaru". *Unpublished Thesis*. (Pekanbaru: UIN Suska Riau, 2010).

³⁴ Martono Z, "The Effectiveness of Reciprocal Teaching to Improve Students' Reading Comprehension at Grade VIII of MTs TI Ranah Air Tiris". *Unpublished Thesis*. (Pekanbaru: UIN Suska Riau, 2010).

revealed that posttest results in each research classes showed the difference of average scores on their reading comprehension achievement.

The previous researches show that reading comprehension was ability that required improvement for many students. This research also strived to improve students reading comprehension, but the researcher tried to use another way of teaching reading that was by using story face.

C. Operational Concept

This research has two variables. First, story face which refers to the researcher's technique in teaching reading. The second is students' reading comprehension of narrative text. Story face is an independent variable (X) and students' reading comprehension of narrative text is a dependent variable (Y). The researcher identifies some indicators for the two variables of this research as follows:

1. Indicators of Using Story Face

1. The teacher gives a narrative passage to the students.
2. The teacher tells the students that they are going to learn the parts of a narrative text and the story face helps them to understand and to remember more about what they read.
3. The teacher explains about narrative text and its elements.
4. The teacher helps the students to understand how the elements are interrelated. For example, tell students that identifying the theme requires studying the main character(s), the main problem, and the way in which the main characters solved or did not solve the problem.

5. The teacher asks the students to sit in a group.
6. The teacher asks the students to read the text with their partner.
7. The teacher distributes a copy of the form of story face to each group.
8. The teacher reviews the information (setting, main characters, problem, events, and resolution) that students are expected to find.
9. The teacher asks the students to complete the face as follows: (a) main character and major event, (b) setting and second major event, (c) problem and third major event, and (d) story outcome and fourth major event.
10. The teacher assigns weaker readers to the easier tasks of main character and setting, for the first few sessions.
11. The teacher leads a class wide discussion of the story elements, focusing on helping students to evaluate whether their answers are correct.

2. Indicators of Students' Reading Comprehension of Narrative Text

1. Students are able to identify the topic of the text
2. Students are able to identify the orientation in the text
3. Students are able to identify the complication in the text
4. Students are able to identify the resolution in the text
5. Students are able to identify the references

D. Assumption and Hypothesis

1. Assumption

Students' achievement of reading comprehension is various, and different way of teaching might make different achievement on reading comprehension. Therefore, it is assumed that the students' post-test scores of the reading comprehension test who taught by using story face are higher than the pre-test scores.

2. Hypothesis

H_0 : There is no significant effect of using story face on students' reading comprehension of narrative text in Grade VIII of Islamic Junior High School Nurul Hidayah Pematang Kayu Arang.

H_a There is a significant effect of using story face on students' reading comprehension of narrative text in Grade VIII of Islamic Junior High School Nurul Hidayah Pematang Kayu Arang.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research used pre-experimental design, specifically one group pretest and posttest design. The purpose of this experimental research was to find out the effect of using story face on students' reading comprehension of narrative text in grade VIII of MTs Nurul Hidayah Pematang Kayu Arang. According to Gay and Airasian¹, the one group pretest and posttest design takes a group that is pretested, exposed to a treatment, and post tested. In relation to that, a group of students was pre-tested using reading assessment that measures students' reading comprehension of narrative text. Then, story face as media for teaching reading had been implemented as treatment for eight meetings. At the end of the research, the students were post-tested using the same instrument. The scores of pretest and posttest were compared to find out the effect of using story face.

B. Location and Time of the Research

This research was conducted at MTs Nurul Hidayah Pematang Kayu Arang. It is located on Jalan Lintas Timur KM 24 Pekanbaru – Kerinci. In addition, this research had been conducted in October until December 2011.

C. Subject and Object of the Research

¹ L.R., Gay, & Peter Airasian. *Educational Research: Competencies for Analysis and Application*. (6th ed.). (Upper Saddle River, New Jersey: Merrill Publishing Company, 2000) p.372

The object of this research was the effect of story face on students' reading comprehension of narrative text. The subject of this research was the students in grade VIII of Islamic Junior High School Pematang Kayu Arang.

D. Population and Sample of the Research

The population of this research was all of the students in grade VIII of MTs Nurul Hidayah Pematang Kayu Arang. The students in grade VIII were grouped into two classes, class VIII A and class VIII B. To do this research, it was impossible to rearrange the students into new class. Therefore, the researcher used cluster sampling as the technique of taking the sample of this research.

Table 3.1
Population of the Research

Class	Male	Female	Total
VIII A	11	15	26
VIII B	14	12	26
Population			52

According to Gay and Airasian², cluster sampling is one of techniques in selecting sample in which the researcher randomly selects group, not individuals. As the result, class VIII A was selected as the sample of this research. The total number of students in class VIII A is twenty-six students (eleven males and fifteen females).

² Ibid., p.108

E. Technique of Collecting Data

The data had been collected by using pretest and posttest. Pretest was going to be given to the students in the beginning of the research. Then, the posttest was going to be given to the students at the end of the research.

Before using the instruments (pretest and posttest) to the students, the test items were going to be tried out. To do that, the researcher examined the test items from the point of view of (1) their difficulty level and (2) their level of discrimination.

The difficulty level was calculated by using the formula that suggested by Heaton³ as follows:

$$FV = \frac{R}{N}$$

Where,

FV : the index of difficulty

R : the number of correct answers

N : the number of students taking the test

Then the level of discrimination of an item had been examined by the procedure that recommended by Heaton⁴ as follows:

1. Arrange the scripts in rank order of total score and divide into two groups of equal size (i.e. the top half and the bottom half). If there is an odd number of scripts, dispense with one script chosen at random.

³ Heaton, J.B., *Writing English Language Test*, (New York: Longman, 1995), p.178

⁴ Ibid., p.180

2. Count the number of those candidates in the upper group answering the first item correctly; then count the number of lower-group candidate answering the item correctly.
3. Subtract the number of correct answers in the lower group from the number of correct answers in the upper group: i.e. find the difference in the proportion passing in the upper group and the proportion passing in the lower group.
4. Divide this difference by the correct total number of candidates in one group:

$$D = \frac{\text{Correct U} - \text{Correct L}}{n}$$

(D = Discrimination index; n = Number of candidates in one group; U = Upper half and L = Lower half. The index D is thus the difference between the proportion passing the item in U and L)

5. Proceed in this manner for each item.

F. Technique of Data Analysis

The followings were the steps for analyzing the data of this research.

- a. Scoring; to find out the students' individual score, the researcher used a formula as follows:

$$\text{Student's Score} = \frac{\text{Correct Answer}}{\text{Total Number of Questions}} \times 100$$

Then, to interpret the score, the researcher used interpretation score that suggested by Riduwan⁵ as follows:

0 – 20 : very poor

21 – 40 : poor

41 – 60 : fair

61 – 80 : good

81 – 100 : very good

- b. Mean; To find out the mean score, the researcher used the formula that suggested by Gay and Airasian⁶ as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where,

\bar{X} = the mean of the scores

$\sum X$ = the sum of all scores

N = total number of subjects

- c. Hypothesis Testing; to find out the significant of different between pretest and posttest scores, the researcher used *t-test* formula that suggested by Gay and Airasian⁷. They explain some steps of using T-test to compare a single group's performance on a pre- and posttest as follows:

⁵ Riduwan, *Dasar-dasar Statistika*, Cetakan Ketujuh, (Bandung: Alfabeta, 2009), p.36-41

⁶ Op.cit. p.442

⁷ Ibid, p.463-464

1. First, we calculate D (difference), square of difference, sums of differences, and mean of differences, and label the scores of pretest as X_1 and the scores posttest as X_2 :

Difference

$$D = X_2 - X_1$$

Square of difference

$$D^2 = (X_2 - X_1)^2$$

Sum of difference

$$\sum D = \text{add all the scores of } D$$

Sum of difference's square

$$\sum D^2 = \text{add all the scores of } D^2$$

Mean of difference

$$\bar{D} = \frac{\sum D}{N}$$

Where, N = Number of participants

2. After we have everything we need, we have to substitute the correct number for each symbol in ***t* test** formula as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 + \frac{(\sum D)^2}{N}}{N(N-1)}}$$

3. Next, give interpretation to the t value in which the formula for **degrees of freedom** is $df = N - 1$.
4. Making conclusion

The analysis of T-test formula describes whether the hypothesis is accepted or rejected. If the t -calculated is the same or less than the

critical value of t table, so the null hypothesis is accepted. However, if the value of the t-calculated is bigger than t-table, it means the alternative hypothesis is accepted.

CHAPTER IV

PRESENTATION OF THE DATA ANALYSIS

A. Description of the data

The data of this research were collected by using pretest and posttest of reading comprehension of narrative text. Since the design of this research was experimental, the main data of this research were quantitative data (numerical data). In order to collect a valid and reliable data from the tests, the researcher tried out the test items for pretest and posttest before using them. The test items consisted of twenty multiple choices questions that used to assess students' reading comprehension of narrative text. The facility value (index of difficulty) of an item was examined by using Heaton's formula. The result of index of difficulty showed whether a question was accepted or rejected.

Heaton¹ stated that a test item is accepted if the result of index of difficulty falling between 0.30 and 0.70. Therefore, the standard facility value that is used was ≥ 0.30 and ≤ 0.70 . In other words, if the facility value under 0.30, it means the question was not accepted because it was considered as difficult question and should be rewritten. While, if the facility value above 0.70, it means the question cannot be accepted because it was considered as easy question and should be rewritten.

After the test items were tried out, the result showed that four questions could not be safely used in pretest and posttest. They were items 2, 3, 4, and 5. It means that, the researcher needed to rewrite those rejected test

¹ Op.cit., p.179

items (please see appendix 3 for further details about the process of calculating the item difficulty and discrimination).

B. Data presentation

1. Pretest

The pretest was in the form of reading comprehension test. It was designed to measure students' reading comprehension of narrative text. By the result of pretest, the researcher could get information about students' ability in identifying topic, orientation, complication, resolution, and references before being taught by using story face. The result of pretest was as follows:

Table 4.1 The Students' Scores per Indicators in Pretest

Students	Indicators of Reading Comprehension of Narrative Text				
	Topic	Orientation	Complication	Resolution	References
1	50	50	25	75	50
2	75	50	50	75	75
3	75	75	75	75	0
4	75	75	25	50	25
5	75	75	75	25	50
6	25	0	75	25	25
7	75	75	50	50	100
8	75	50	25	75	25
9	50	100	75	75	50
10	75	75	75	75	75
11	75	25	0	50	0
12	50	50	50	75	75
13	75	100	75	75	50
14	0	50	25	50	75
15	50	50	50	50	50
16	100	50	25	50	100
17	0	50	25	25	50
18	75	50	75	75	75
19	25	75	50	0	50
20	25	25	25	100	50
21	50	75	75	50	50
22	50	50	75	25	75
23	50	0	75	50	50
24	25	25	25	50	25
25	50	75	100	25	75
26	50	75	50	25	100
Total	1400	1450	1350	1375	1425
Mean	53.85	55.77	51.92	52.88	54.81

The detail information of pretest result above can be seen in appendix 5. Then, the information is summarized in the following graph:

Graph 4.1
The Mean Scores of Students' Reading
Comprehension of Narrative Text per Indicators in Pretest

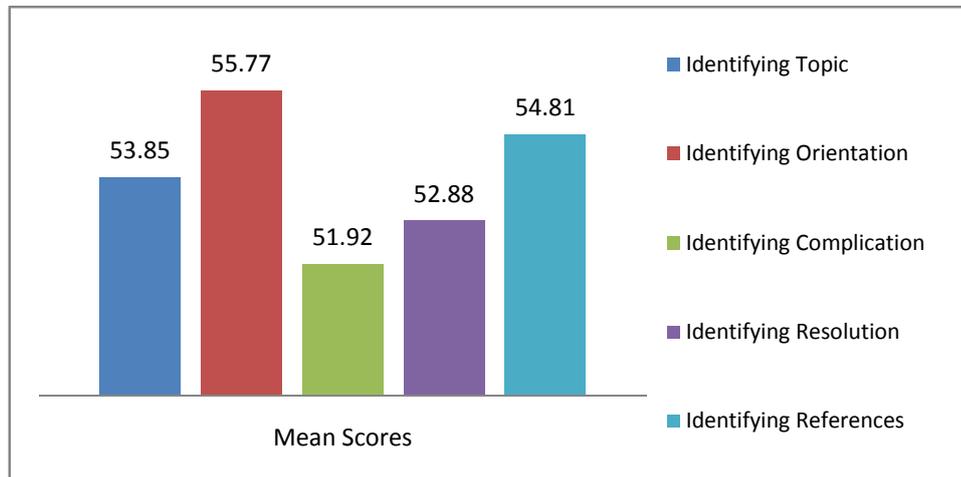


Table 4.1 and Graph 4.1 show the mean scores of students' reading comprehension of narrative text per indicators before being taught by using story face. The students' mean score in identifying topic was 53.85. The students' mean score in identifying orientation was 55.77. The students' mean score in identifying complication was 51.92. The students' mean score in identifying resolution was 52.88. And, the students' mean score in identifying references was 54.81.

Next, the interpretation of students' scores in pretest and the frequency of students' comprehension level can be seen in the tables below.

Table 4.2
The Interpretation of Students' Scores in Pretest

Participants	Scores of Pretest	Scores' Interpretation
Student 1	50	Fair
Student 2	65	Good
Student 3	60	Fair
Student 4	50	Fair
Student 5	60	Fair
Student 6	30	Poor
Student 7	70	Good
Student 8	50	Fair
Student 9	70	Good
Student 10	75	Good
Student 11	30	Poor
Student 12	60	Fair
Student 13	75	Good
Student 14	40	Poor
Student 15	50	Fair
Student 16	65	Good
Student 17	30	Poor
Student 18	70	Good
Student 19	40	Poor
Student 20	45	Fair
Student 21	60	Fair
Student 22	55	Fair
Student 23	45	Fair
Student 24	30	Poor
Student 25	65	Good
Student 26	60	Fair
Sum ()	1400	
Mean	53.85	Fair

From table 4.2, the researcher found that the average score of students' reading comprehension of narrative text before being taught by using story face was 53.85. Thus, it could be concluded that students' reading comprehension of narrative text before being taught by using story face was categorized as fair.

Table 4.3
The Frequency of Students' Comprehension Level

Classification		F
Scores Range	Level of Comprehension	
81-100	Very good	0
61-80	Good	8
41-60	Fair	12
21-40	Poor	6
0-20	Very poor	0
Number of students		26

Table 4.3 gives information that eight students were categorized as having good comprehension. Then, twelve students were categorized as having fair comprehension. Unhappily, six students were categorized as having poor comprehension.

2. Posttest

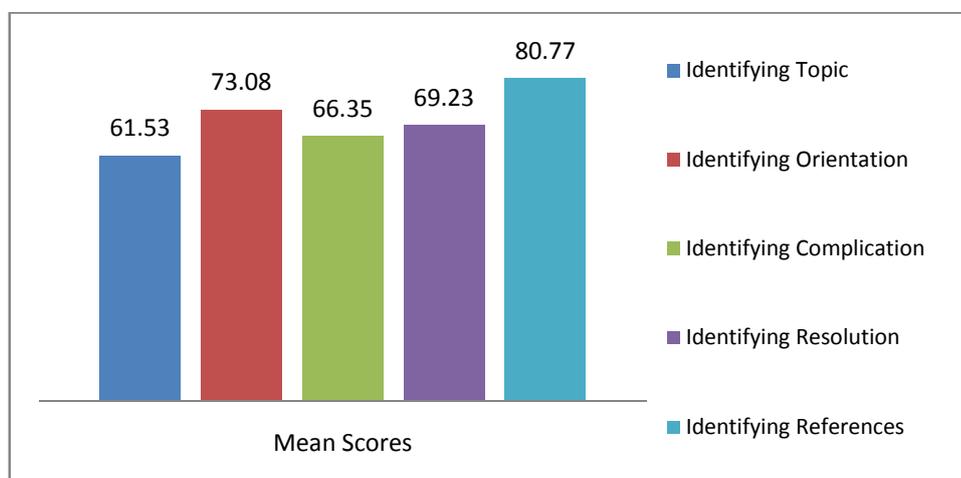
The posttest was also in the form of reading comprehension test. It was designed as the same way in the pretest. It was used to measure students' reading comprehension of narrative text. By the result of posttest, the researcher could get information about students' ability in identifying topic, orientation, complication, resolution, and references after being taught by using story face. The result of posttest can be seen on the next page.

Table 4.4 The Students' Scores per Indicators in Posttest

Students	Indicators of Reading Comprehension of Narrative Text				
	Topic	Orientation	Complication	Resolution	References
1	50	75	75	100	50
2	75	75	75	100	75
3	100	75	75	75	25
4	100	75	25	75	75
5	75	75	75	50	75
6	25	50	75	25	75
7	75	100	75	100	100
8	75	50	50	75	50
9	50	100	75	75	75
10	100	100	100	100	100
11	75	25	75	50	25
12	50	75	50	100	100
13	75	100	75	100	100
14	25	50	50	50	75
15	50	75	50	75	75
16	100	75	50	75	100
17	25	100	25	25	75
18	75	100	100	100	100
19	25	100	50	25	100
20	50	75	75	100	75
21	75	75	75	75	100
22	75	50	75	50	100
23	50	25	100	50	75
24	25	25	25	50	100
25	50	75	100	25	100
26	50	100	50	75	100
Total	1600	1900	1725	1800	2100
Mean	61.53	73.08	66.35	69.23	80.77

The detail information of posttest result above can be seen in appendix 7. Then, the information is summarized in the following graph:

Graph 4.2
The Mean Scores of Students' Reading Comprehension of Narrative Text per Indicators in Posttest



Graph 4.2 shows the mean scores of students' reading comprehension of narrative text per indicator after being taught by using story face. The students' mean score in identifying topic was 61.53. The students' mean score in identifying orientation was 73.08. The students' mean score in identifying complication was 66.35. The students' mean score in identifying resolution was 69.23. And, the students' mean score in identifying references was 80.77. Then, the interpretation of students' scores in posttest and the frequency of students' comprehension level can be seen in the tables below.

Table 4.5
The Students' Scores in Posttest

Student	Scores of Posttest	Scores' Interpretation
1	70	Good
2	80	Good
3	70	Good
4	70	Good
5	70	Good
6	50	Fair
7	90	Very good
8	60	Fair
9	75	Good
10	100	Very good
11	50	Fair
12	75	Good
13	90	Very good
14	50	Fair
15	65	Good
16	80	Good
17	50	Fair
18	95	Very good
19	60	Fair
20	75	Good
21	80	Good
22	70	Good
23	60	Fair
24	45	Fair
25	70	Good
26	75	Good
Sum	1825	
Mean	70.19	Good

From table 4.5, the researcher found that the average score of students' reading comprehension of narrative text after being taught by using story face was 70.19. Thus, it could be concluded that students' reading comprehension of narrative text before being taught by using story face was categorized as good.

Table 4.6
The Frequency of Students' Comprehension Level

Classification		F
Scores Range	Level of Comprehension	
81-100	Very good	4
61-80	Good	14
41-60	Fair	8
21-40	Poor	0
0-20	Very poor	0
Number of students		26

Table 4.6 gives information that four students were categorized as having very good comprehension. Then, fourteen students were categorized as having good comprehension. Moreover, eight students were categorized as having fair comprehension. Happily, none of the students was categorized as having poor comprehension.

3. The Achievement of Students' Reading Comprehension of Narrative Text per Indicators

In order to explain the effect of story face on students' reading comprehension of narrative text, the researcher compared the students' achievements before being taught by using story face and after being taught by using story face per indicators. The researcher used information in appendix 5 and 7. Then, the information is summarized as follows:

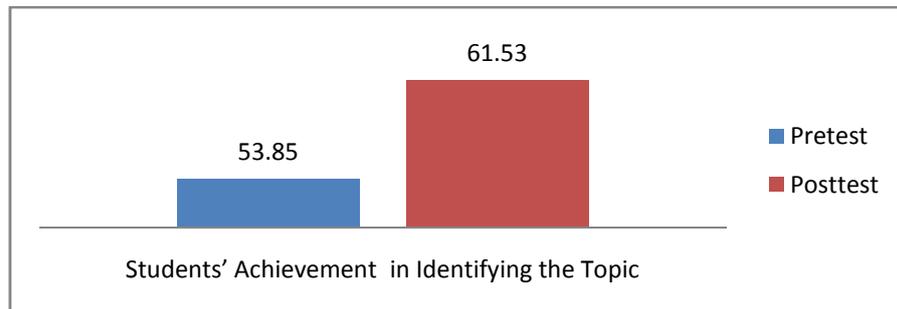
a. Students' Ability in Identifying the Topic

To see the effect of story face on students' ability in identifying the topic, the researcher presented the result of pretest and posttest into the following table and graph.

Table 4.7
Students' Score in Identifying the Topic in Pretest and Posttest

Student	Identifying the Topic	
	Pretest	Posttest
1	50	50
2	75	75
3	75	100
4	75	100
5	75	75
6	25	25
7	75	75
8	75	75
9	50	50
10	75	100
11	75	75
12	50	50
13	75	75
14	0	25
15	50	50
16	100	100
17	0	25
18	75	75
19	25	25
20	25	50
21	50	75
22	50	75
23	50	50
24	25	25
25	50	50
26	50	50
Total	1400	1600
Mean	53.85	61.53

Graph 4.3
Students' Achievement in Identifying the Topic



As it can be seen in Table 4.7 and Graph 4.3, the students' achievement of identifying the topic before being taught by using story face was 53.85. Then, after being taught by using story face, the students' achievement of identifying the topic increased become 61.53. It can be concluded from the result that story face could increase students' ability in identifying the topic of text.

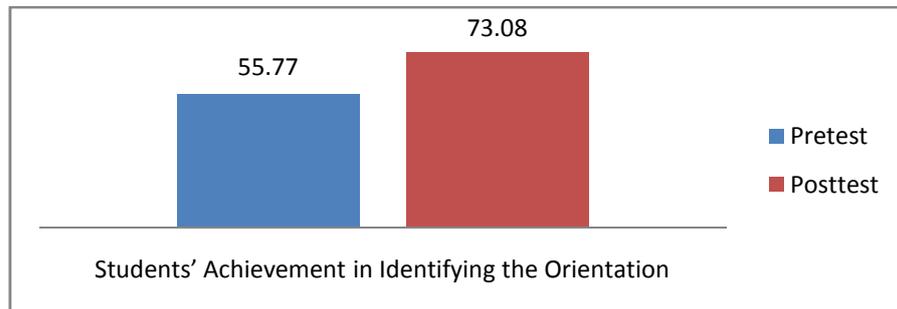
b. Students' Ability in Identifying the Orientation

To see the effect of story face on students' ability in identifying the orientation, the researcher presented the result of pretest and posttest into the following table and graph.

Table 4.8
Students' Score in Identifying the Orientation in Pretest and Posttest

Student	Identifying the Orientation	
	Pretest	Posttest
1	50	75
2	50	75
3	75	75
4	75	75
5	75	75
6	0	50
7	75	100
8	50	50
9	100	100
10	75	100
11	25	25
12	50	75
13	100	100
14	50	50
15	50	75
16	50	75
17	50	100
18	50	100
19	75	100
20	25	75
21	75	75
22	50	50
23	0	25
24	25	25
25	75	75
26	75	100
Total	1450	1900
Mean	55.77	73.08

Graph 4.4
Students' Achievement in Identifying the Orientation



As it can be seen in Table 4.8 and Graph 4.4, the students' achievement of identifying the orientation before being taught by using story face was 55.77. Then, after being taught by using story face, the students' achievement of identifying the orientation increased become 77.08. It can be concluded from the results that story face could increase students' ability in identifying the orientation in narrative text.

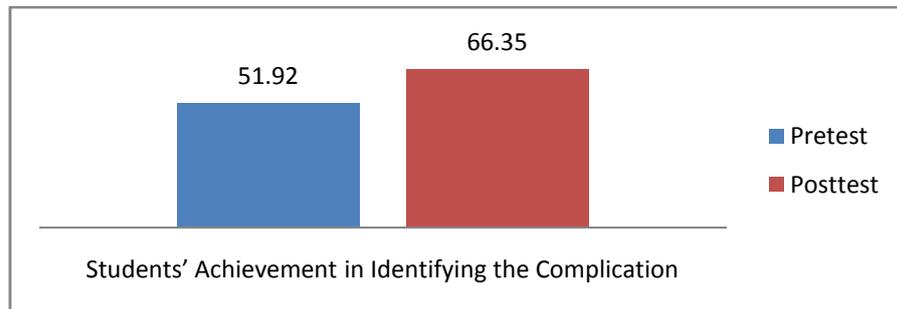
c. Students' Ability in Identifying the Complication

To see the effect of story face on students' ability in identifying the complication, the researcher presented the result of pretest and posttest into the following table and graph.

Table 4.9
Students' Score in Identifying the Complication in Pretest and Posttest

Student	Identifying the Complication	
	Pretest	Posttest
1	25	75
2	50	75
3	75	75
4	25	25
5	75	75
6	75	75
7	50	75
8	25	50
9	75	75
10	75	100
11	0	75
12	50	50
13	75	75
14	25	50
15	50	50
16	25	50
17	25	25
18	75	100
19	50	50
20	25	75
21	75	75
22	75	75
23	75	100
24	25	25
25	100	100
26	50	50
Total	1350	1725
Mean	51.92	66.35

Graph 4.5
Students' Achievement in Identifying the Complication



As it can be seen in Table 4.9 and Graph 4.5, the students' achievement of identifying the complication before being taught by using story face was 51.92. Then, after being taught by using story face, the students' achievement of identifying the complication increased become 66.35. It can be concluded from the results that story face could increase students' ability in identifying the complication in narrative text.

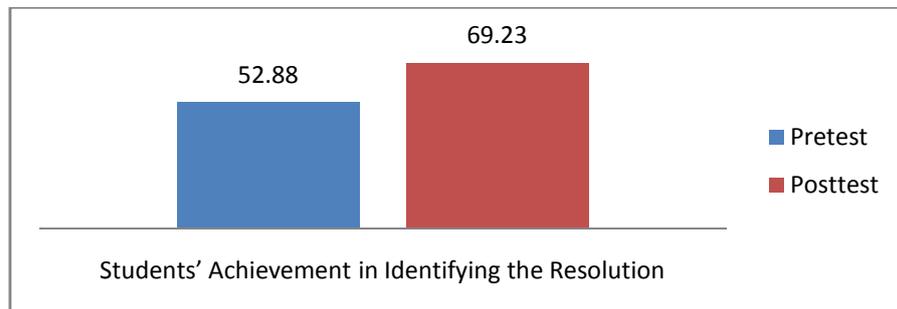
d. Students' Ability in Identifying the Resolution

To see the effect of story face on students' ability in identifying the complication, the researcher presented the result of pretest and posttest into the following table and graph.

Table 4.10
Students' Score in Identifying the Resolution in Pretest and Posttest

Student	Identifying the Resolution	
	Pretest	Posttest
1	75	100
2	75	100
3	75	75
4	50	75
5	25	50
6	25	25
7	50	100
8	75	75
9	75	75
10	75	100
11	50	50
12	75	100
13	75	100
14	50	50
15	50	75
16	50	75
17	25	25
18	75	100
19	0	25
20	100	100
21	50	75
22	25	50
23	50	50
24	50	50
25	25	25
26	25	75
Total	1375	1800
Mean	52.88	69.23

Graph 4.6
Students' Achievement in Identifying the Resolution



As it can be seen in Table 4.10 and Graph 4.6, the students' achievement of identifying the resolution before being taught by using story face was 52.88. Then, after being taught by using story face, the students' achievement of identifying the resolution increased become 69.23. It can be concluded from the results that story face could increase students' ability in identifying the resolution in narrative text.

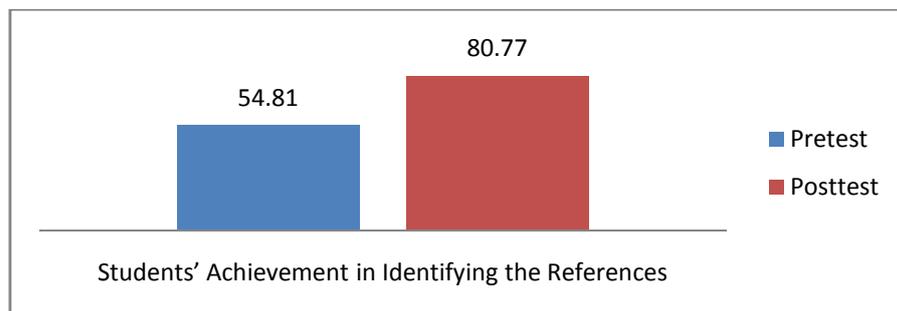
e. Students' Ability in Identifying the References

To see the effect of story face on students' ability in identifying the references, the researcher presented the result of pretest and posttest into the following table and graph.

Table 4.11
Students' Score in Identifying the References in Pretest and Posttest

Student	Identifying the References	
	Pretest	Posttest
1	50	50
2	75	75
3	0	25
4	25	75
5	50	75
6	25	75
7	100	100
8	25	50
9	50	75
10	75	100
11	0	25
12	75	100
13	50	100
14	75	75
15	50	75
16	100	100
17	50	75
18	75	100
19	50	100
20	50	75
21	50	100
22	75	100
23	50	75
24	25	100
25	75	100
26	100	100
Total	1425	2100
Mean	54.81	80.77

Graph 4.7
Students' Achievement in Identifying the References



As it can be seen in Table 4.11 and Graph 4.7, the students' achievement of identifying the references before being taught by using story face was 54.81. Then, after being taught by using story face, the students' achievement of identifying the references increased become 80.77. It can be concluded from the results that story face could increase students' ability in identifying the references in narrative text.

C. Data analysis

1. Hypothesis Testing

To test the hypothesis means to see whether the mean score of pretest and posttest are significantly different or not. To do that, the researcher used test of significance as suggested by Gay and Airasian. But, firstly the researcher needed to create a calculation table as below.

Table 4.5
The Calculation Table

Student	Pre (X_1)	Post (X_2)	D	D^2
1	50	70	20	400
2	65	80	15	225
3	60	70	10	100
4	50	70	20	400
5	60	70	10	100
6	30	50	20	400
7	70	90	20	400
8	50	60	10	100
9	70	75	5	25
10	75	100	25	625
11	30	50	20	400
12	60	75	15	225
13	75	90	15	225
14	40	50	10	100
15	50	65	15	225
16	65	80	15	225
17	30	50	20	400
18	70	95	25	625
19	40	60	20	400
20	45	75	30	900
21	60	80	20	400
22	55	70	15	225
23	45	60	15	225
24	30	45	15	225
25	65	70	5	25
26	60	75	15	225
Sum ()	1400	1825	425	7825
Mean	53.85	70.19	16.35	300.96

As it can be seen in table 4.5, the sum of difference (ΣD) was 425. Then, the square of the sum of difference ($(\Sigma D)^2$) was 7825. Moreover, the mean of difference (\bar{D}) was 16.35. Next, the researcher calculated the t test by substituting the correct number for each symbol in the formula below:

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 + \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{16.35}{\sqrt{\frac{7825 + \frac{(425)^2}{26}}{26(26-1)}}$$

$$t = \frac{16.35}{\sqrt{\frac{7825 + \frac{180625}{26}}{26(25)}}$$

$$t = \frac{16.35}{\sqrt{\frac{7825 + 6947.12}{650}}}$$

$$t = \frac{16.35}{\sqrt{\frac{14772.12}{650}}}$$

$$t = \frac{16.35}{\sqrt{22.73}}$$

$$t = \frac{16.35}{4.77}$$

$$t = 3.43$$

The result showed that there was a degree of difference between the mean score of pretest and posttest as much as **3.43**. This result could be interpreted to find out whether story face had significant effect on improving students' reading comprehension of narrative text.

2. Interpretation to the Hypothesis

To give the interpretation to the hypothesis by using the result of t test, firstly the researcher looked for the degrees of freedom (df). The Gay and Airasian's suggested formula to count it was $df = N - 1$. The number of participants in the research was 26, so $df = 26 - 1 = 25$. Then, the researcher looked for the critical value of $df = 25$ in the T-table, and it was found in the T-table that $t_{t,ts.5\%} = 2.06$ and $t_{t,ts1\%} = 2.79$. Next, the researcher compared them with the result of t test. The last result, t test result was bigger than t_t , that was $2.06 < 3.43 > 2.79$. Consequently, the writer confidently stated that the alternative hypothesis (H_a) was accepted. Therefore, the null hypothesis (H_o) was rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research has been investigated the effect of story face on students' reading comprehension of narrative text. At the end of this research, the researcher could answer the first research question "How is students' reading comprehension of narrative text before being taught by using story face?". The result of pretest showed that eight students were categorized as having good comprehension. Then, twelve students were categorized as having fair comprehension. Unhappily, six students were categorized as having poor comprehension.

As the answer of the second research question, "How is students' reading comprehension of narrative text after being taught by using story face?", the result of posttest showed that fourteen students were categorized as having good comprehension. Moreover, eight students were categorized as having fair comprehension. Happily, none of the students was categorized as having poor comprehension.

Then, the primary aim of this research was to find out the effect of story face on students' reading comprehension of narrative text. The researcher could find the answer of this third research question from the data analysis that had been discussed in the previous chapter. The researcher found that t test result was bigger than t_t , that was $2.06 < 3.43 > 2.79$. With regard to this finding, the researcher could conclude that students' reading

comprehension increased significantly after the researcher implemented the use of story face when teaching narrative text. In other words, story face had significance effect on improving students' reading comprehension of narrative text.

B. Suggestion

In relation to the conclusion above, the researcher proposed some suggestions for English teachers when teaching reading for narrative text genre. The suggestions were as follows:

1. It is suggested to every English teacher to give a try or expand the use of story face for teaching reading in the genre of narrative text.
2. It is suggested to other English teachers to investigate the use of story face for other language teaching issues e.g. writing, listening, etc. and at different levels of education.

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