

**THE EFFECT OF STORY FRAMES STRATEGY TOWARD THE  
SECOND YEAR STUDENTS' READING COMPREHENSION  
OF NARRATIVE TEXT AT STATE JUNIOR HIGH  
SCHOOL 1 RAMBAH HILIR  
ROKAN HULU**



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PEKANBARU  
1434 H/2013 M**

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Thesis

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(S.Pd.)



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## ABSTRACT

**Akil Isa (2013): The Effect of Using Story Frames Strategy toward the Second Year Students' Reading Comprehension of Narrative Text at State Junior High School 1 Rambah Hilir Rokan Hulu**

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. This problem was caused by some factors. For example, some of the students had difficulties in finding main idea from the reading text and had difficulties to analyze the reading text. So, the writer was interested in carrying out the research about this problem.

The objectives of this research were to find out students' reading comprehension by using conventional strategy, to find out students' reading comprehension by using Story Frames strategy, and to obtain the significant effect of using Story Frames strategy toward students' reading comprehension.

The type research was quasi-experimental research. The design based on pretests, posttests, and use of a control group was employed in this research. The subject of this research was the second year students at SMP N 1 Rambah Hilir Rokan Hulu. The object of this research was the effect of using Story Frames strategy. The population of this research was all of the second year students in the academic year of 2011/ 2012. The sample was chosen through quota sampling. One class was nominated as the experimental group and another one was the control group.

To analyze the data, the researcher used Independent t-test formula. The result of data analysis was that  $T_o$  was higher than  $t_{table}$ . In other word, there is a significant effect of using Story Frames strategy toward threading comprehension of the second year students a second year students' reading comprehension at SMP N 1 Rambah Hilir Rokan Hulu. Therefore, it can be concluded that students' reading comprehension taught by using Story Frames strategy was better than students' reading comprehension taught by using conventional strategy.

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Pekanbaru, July 18<sup>th</sup>, 2012  
The Writer

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## CHAPTER 1

### INTRODUCTION

#### A. The Background

Reading is one of the skills that should be mastered by the students in learning English. Reading is a complex process made up of several interlocking skills and processes<sup>1</sup>. In addition, reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation<sup>2</sup>. According to Kalayo and Ansyari, reading is an activity with a purpose<sup>3</sup>. The purpose of the reading will be achieved not only when the readers comprehend the reading text as well but also when the readers know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

Reading is one important way to improve the general language skills in English. Being able to master in reading is important for the students in Junior High School. Because with reading the students can gain knowledge, to communicate, to become informed, for entertainment, to instruct others, self-improvement and this list could go on and on<sup>4</sup>.

KTSP (School Based Curriculum) is the curriculum in Indonesia. The purpose of KTSP is to design curriculum which is based on educational

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<sup>1</sup>Karen Tankersley. *The Threads of Reading: Strategies for Literacy Development*. USA: Association for Supervision and Curriculum Development, 1952, p 2

<sup>2</sup>Diane Henry Leipzig. *What is Reading* .retrieved on February 20<sup>th</sup> 2012 from <http://www.readingrockets.org/article/352>

<sup>3</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 2

<sup>4</sup>Stanley St Jhon. *Why it is Important for People to be Able to Read* . Retrieved on February 21<sup>th</sup> 2012 from <http://www.helium.com/items/1726684-ability-to-read>

autonomy. This curriculum development indicates that the curriculum will train Indonesian human resources to adapt the challenges of social changes<sup>5</sup>.

In School Based Curriculum, there are two competences namely standard competence and basic competence which need to be mastered by the students, and these competences are stated in syllabus as guidance for teachers in arranging teaching and learning design or lesson plan. Each grade in Junior or Senior High School level has its competences. For second year students of Junior High School in the second semester, the standard competence in reading activity is to understand the meaning of a short simple essay form recount and narrative text to interact in environment around. Then there are three basic competences for the second year Junior High School in the second semester that must be mastered by the students. First, read aloud a simple short essay recount and narrative text acceptably utterance, stressing, and intonation that is interconnected with around the environment. Second, respond the meaning and rhetorical step of short simple essay accurately, fluently and acceptably of recount or narrative text to interact in daily life context. Third, respond the meaning and rhetorical step of short simple essay accurately, fluently and acceptably of to interact in daily life context.

Based on preliminary observation at State Junior High School 1 Rambah Hilir Rokan Hulu, reading has been taught, and the technique that used by the teacher is the teacher asks the students to read a whole of paragraph and answer the question given in a narrative paragraph. In fact, some of the students at State

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<sup>5</sup>Baharuddin .*Mengenal Dunia KTSP (Optimalisasi Peran KTSP di Lembaga Pendidikan*. retrieved on February 22<sup>th</sup> 2012 from <http://tarbiyah.uin-malang.ac.id/Jurnal-29-mengenal-dunia-ktsp-optimalisasi-peran-ktsp-di-lembaga-pendidikan.html>

Junior High School 1 Rambah Hilir still cannot answer the question correctly. The students still get many difficulties in reading activity and their difficulty in comprehending an English text make them slower in doing task given by the teacher. Furthermore, some of the students cannot reach the minimum standard of score (70) in doing the reading assessment. The symptoms of students' difficulties in reading activity can be seen from these phenomena:

1. Some of the students can not determine the main idea correctly.
2. Some of the students can not determine the information correctly.
3. Some of the students can not determine the reference correctly
4. Some of the students can not determine the inference correctly.
5. Some of the students can not determine the vocabulary correctly.
6. Some of the students can not determine the moral message of text correctly.

From the phenomena above, to improve students' reading comprehension in narrative text needs an appropriate strategy helping them to find out as solution for their problems. There is actually a strategy that can help students to improve their reading comprehension in narrative text called Story Frames Strategy. 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>6</sup>.

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<sup>6</sup>Wiesendanger, D Katherine. *Strategies for Literacy Education*. New Jersey Columbus Ohio: Merrill Prentice Hall, 2001, P.124

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.

Therefore, the writer is interested in carrying the research entitled: “The Effect of Story Frames Strategy toward the Second Year Students’ Reading Comprehension of Narrative Text at State Junior High School 1 Rambah Hilir Rokan Hulu”.

## **B. The Problem**

### **1. Identification of the Problem**

Based on the background of the problem, some students at the second year of State Junior High School 1 Rambah Hilir still get some problems in their reading comprehension. To make it clearer, the writer identifies the problem as follows:

- a. Why are some of students unable to determine the main idea correctly?
- b. Why are some of students unable to determine the information correctly?
- c. Why are some of students unable to recognize the reference word of the text correctly?
- d. Why are some of students unable to make the inference correctly?
- e. Why are some of students unable to determine the meaning of vocabulary in the text?

- f. Why are some of students unable to find out the moral message in the text?

## **2. The Limitation of the Problem**

Based on the identification of the problem above, some of the students cannot read the narrative text with good comprehension, the students get some difficulties in finding main idea from the reading text and difficulties to analyze the reading text, and the teaching technique used by the teacher do not give a good result. In here, it can be seen that the previous teaching technique ( conventional technique ) do not give better result. Therefore, the writer limit the problem on the teaching technique used by the teacher. The writer would try a new teaching strategy called Story Frames strategy and to find how far Story Frames strategy can give a significant effect toward reading comprehension of the second year students at SMP N 1 Rambah Hilir Rokan Hulu.

## **3. The Formulation of the Problem**

The formulation of problems of this research are formulated in the following questions:

- a. How is the students' reading comprehension of narrative text that is taught by using Story Frames strategy?
- b. How is the students' reading comprehension of narrative text that is not taught by using Story Frames strategy?

- c. Is there any significant effect of the students' reading comprehension in narrative text between the students who are taught by using Story Frames strategy and those who are not?

### **C. Reason of Choosing the Title**

The reason why the writer is interested in carrying out the topic above based on the several considerations:

- a. The writer is interested in carrying out this research in order to find out the effect of using Story Frames strategy toward students' reading comprehension.
- b. The topic is relevant to the writer as an English student of English Department of State Islamic University of Sultan Syarif Kasim Riau.
- c. As far as the writer concerned, this research title has never been investigated by any other researchers yet.

### **D. The Objectives and the Significance of the Research**

#### **1. The Objectives of the Research**

- a. To find out the students' reading comprehension in narrative text that is taught by using Story Frames strategy.
- b. To find out the students' reading comprehension that is not taught by using Story Frames strategy.

- c. To find out whether there is any significant effect of students' reading comprehension that is taught by using Story Frames strategy and those who are not.

## **2. The Significance of the Research**

Related to the objectives of the research above, the significance of the research are as follows:

1. To fulfill one of the requirements for the writer to complete undergraduate degree program at English Education Department of Education and Teachers Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
2. The research findings are to give the valuable input to the English teachers at State Junior High School 1 Rambah Hilir, Rokan Hulu especially and all English teachers generally as an attempt to improve the students' ability in reading comprehension.
3. Motivating students to improve their proficiency in reading comprehension, in order to give chances for the students to master English.

## E. The Definition of the Term

### 1. Effect

According to Richards effect is measure of the strength of one variable's effect on another or the relationship between two or more variables<sup>7</sup>.

In addition Hornby stated that effect is caused by somebody/ something; result<sup>8</sup>.

In this research, effect is defined as the result of teaching reading treated by story frames strategy.

### 2. Story Frames strategy.

Story Frame is a strategy that uses cloze procedures. Words that are key points within story are omitted. This strategy increase students' ability to apply context to improve comprehension, identification, and retelling skills<sup>9</sup>. Story frames in this research is seems like fill in the blank. The students complete the frames given by teacher independently using information that they get from reading the story. Story Frames may be used as a post reading activity, to test the students' comprehension of the story.

### 3. Reading Comprehension

According to Moreillon, comprehension is an important part of learning to activate and use background knowledge<sup>10</sup>. In this case, comprehension deals with reading. In this study, reading comprehension in narrative text is the capability of

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<sup>7</sup>Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics; Third Edition*. New York: Pearson Education, 2002, p. 175

<sup>8</sup>Oxford Dictionary. *Learner's Pocket Dictionary: Fourth Edition*. Oxford University Press.2009. p.138

<sup>9</sup>Wiesendanger, D Katherine. *Op. Cit.*, p. 124

<sup>10</sup>Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association, 2007, p. 21

the second year students of State Junior High School 1 Rambah Hilir in understanding or comprehending reading text.

#### 4. Narrative text

A narrative text is an imaginative story to entertain people<sup>11</sup>. Narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution.

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<sup>11</sup>Artono Wardiman et al. *English in Focus for grade VIII Junior High School ( SMP/ Mts)* .Pusat Perbukuan Departemen Pendidikan Nasional, 2008, p. 93

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. In this case, we can see that reading is very important skill that we have to learn it. We can enlarge our knowledge by reading. Furthermore, Kalayo and Ansyari state that reading is an activity with purpose. A person may read in order to gain information, to get enjoyment, and to enhance the knowledge of the language being read<sup>12</sup>. According to Moreillon, reading is making meaning from print and from visual information<sup>13</sup>. In addition, Ann Browne stated that reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print<sup>14</sup>.

According to Lems, reading is an interactive process that takes places between the text and the readers' processing strategies and background knowledge<sup>15</sup>. In addition, Brassels said that reading<sup>15</sup> is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain<sup>16</sup>. Moreover Reading is a complex process involving a network of cognitive actions

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<sup>12</sup>Kalayo Hasibuan. *op. cit.*. p. 114

<sup>13</sup>Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association, 2007, p. 10

<sup>14</sup>Ann Browne. *Developing Language and Literacy 3–8*. London: Paul Chapman Publishing, 2001, P. 27

<sup>15</sup>Kristin Lems. *Teaching Reading to English Language Learner*. New York: The Guildford Press, 2010, p.33

<sup>16</sup>Danny Brassell and Timothy Rasinsky. *Comprehension that Works: Taking Students beyond Ordinary Understanding to Deep Comprehension*. 5301 Oceanus Drive Huntington Beach: Shell Education, 2008, P. 15

that work together to construct meaning<sup>17</sup>. Moreover , Hasibuan also states that the text presents letters, words, sentences, and paragraphs that encode meaning<sup>18</sup>. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:

- 1) Linguistics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- 2) Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.
- 3) Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- 4) Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy).

Lems stated that, to read, we need to master a set of word level skills, they are: <sup>19</sup>

- 1) Bottom up skills.

Bottom up skills refer to the word level skill that are required for decoding. Bottom up skills argue the reader to construct the text from the smallest units (letters to words, phrases to sentence, etc) and becomes automatic that readers are not aware of how it operates. It means that the

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<sup>17</sup>Linda J Dorn. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland Maine: Stenhouse Publishers, 2005, P 6

<sup>18</sup>Kalayo Hasibuan. *op. cit.*, p. 115

<sup>19</sup>Kristin Lems, et al. *op. cit.*, p. 33-34

readers have to understand the passage by reading word by word to reach the whole understanding.

2) Top down skills.

Top down skills refer to the analytical and cognitive skills that are needed for comprehension. The readers use in concert with background knowledge to construct meaning from text. Top down skills argue that the readers bring a great deal of knowledge, expectations, assumption and questions to the text given a basic understanding of the vocabulary and check when new information appears. A reader has known about the passage so they just want to know if there is any new information in the passage.

In order to get successful in reading, there are some principles that students have to know it. Nunan stated three principles for teaching reading, they are as follows: <sup>20</sup>

a. Exploit the readers background knowledge

A reader's background knowledge can influence reading comprehension. Irwin also says that reading comprehension is viewed as the process of using one's own prior knowledge.<sup>21</sup> This background knowledge such as, life experiences, educational experiences, knowledge of how text can be organized rhetorically, knowledge of how one's first language works,

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<sup>20</sup>David Nunan. *Practical English Language Teaching*. New York: McGraww Hill, 2003, p. 74

<sup>21</sup>Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. New York: Prentice – Hall. 1986, p. 7

knowledge of how the second language works, and cultural background and knowledge.

b. Build a strong vocabulary base

Vocabulary is an important thing in order to make reading become successful. In order to comprehend a text, one must identify the words on the page and one must construct their meaning.<sup>22</sup> So to make the students understand about what the writer said in the text, students need to master more vocabularies.

c. Teach for comprehension

Comprehension is an essential part in order to make reading become successful. Nunan said that comprehension is understanding, meaning, and entertainment.<sup>23</sup> In this case, teacher has to teach students of how to derive as well as to analyze and synthesize what they have read as an essential part of the reading process.

Based on the explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and be challenged to response the ideas of the author.

## 2. Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading

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<sup>22</sup>Kristin Lems, et. al, *Teaching Reading to English Language Learners: Insights from Linguistics*. New York : The Guilford Press, 2010 , p. 148

<sup>23</sup>Caroline T. Linse and David Nunan. *Practical English Language Teaching Young Learners*. New York: McGraww Hill, 2005, p. 71

without understanding what has been read is useless. Kalayo Hasibuan states that the purpose of reading and the type of text determine the special knowledge, skills, and strategies that readers need to apply to achieve comprehension. Furthermore, Hirai stated that comprehension refers to how struggling readers “make sense” of the written page in any content<sup>24</sup>.

According to Linda, comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences<sup>25</sup>. Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy). While Tankersley pointed out that Comprehension is drawing meaning from words; it is the “essence of reading” , central both to academic and lifelong learning<sup>26</sup>. Moreover Tankersley also stated that comprehension is a process not a product. Reader filter understanding through the lens of their motivation, their knowledge, cognitive abilities and experience<sup>27</sup>. To comprehend, Catherine Snow stated that a reader must have a wide range capacities and abilities. They are<sup>28</sup>:

- 1) Cognitive Capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).
- 2) Motivation (a purpose for reading an interest in the content being read, and self-efficacy as the reader).

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<sup>24</sup>Debra L. Cook Hirai, Irene Borego et al. *Academic Language/Literacy Strategies for Adolescents*. New York: Routledge, 2010, p. 76

<sup>25</sup>Linda. *op. cit.* , p .14

<sup>26</sup>Karen Tankersley. *Literacy Strategies for Grades 4-12: Reinforcing The Threads of Reading*. USA: Association for Supervision and Curriculum Department, 1952, p. 108

<sup>27</sup>Karen Tankersley. *op. cit.*, p. 24

<sup>28</sup>Catherine Snow and Chair. *Reading for Understanding Toward an Research and Development Program in Reading Comprehension*. Santa Monica, CA: RAND Reading Study Group, 2002, p. 11

- 3) Various types of knowledge, (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension).

### **3. The Factors that Influence Reading Comprehension**

Reading is a complex process that involves a network of cognitive actions, it works together to construct the meaning<sup>29</sup>. So, the students have to learn much about how to be good readers. Moreover, the students have to know some factors that influence reading comprehension. Dorn and Soffos said that there are some factors that influence reading comprehension such as a range of internal factors; they are perceptions, belief, motivation, and problem –solving strategies<sup>30</sup>. Carver also stated that there are three primary factors that influence reading comprehension. First, the relative difficulty of the textual material or passages involved. If the level of difficulty of the text is higher than the level of ability of the individual, so the Individual will get difficulty in reading comprehension. Second, the way in which the instructions are presented by the teacher. If the teacher gives clear instruction, reading activity will run well. Third, objective consequences. This will make students easy in their reading because they know what they are going to be required<sup>31</sup>.

While, Kahayanto in Mubarok also says that the factors that influence reading comprehension come from external and internal factors. External factors

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<sup>29</sup>Linda J Dorn and Carla Soffos. *Teaching for Deep Comprehension*. New York : Stenhouse Publishers, 2005, p. 6

<sup>30</sup>Dorn and Soffos. *loc. cit*

<sup>31</sup>Ronald P Carver. *The Causes of High and Low Reading Achievement*. Taylor and Francis: Lawrence Erlbaum, 2009, p. 27

are including reading material and teacher of reading, while, internal factors are including motivation and interest.<sup>32</sup>

Based on these experts opinion above, the writer concludes that there are some factors that influence reading comprehension; they include motivation, interest, materials, prior knowledge, and the purpose of reading. So being a good reader, students must attend to these factors.

#### 4. Reading Comprehension of Narrative Text

Narrative is storytelling whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us.<sup>33</sup> In addition, narrative text tells an imaginative story, although some narratives may be based on acts. Narratives are written in many different forms and each form has distinctive characteristics<sup>34</sup>. The purpose of narrative is to entertain and engage the reader in an imaginative experience. Some narratives also have other purpose, they may explain a phenomenon (myths and legends) or to teach a lesson (fables).

The generic structure of Narrative text<sup>35</sup> :

1. Orientation : It sets the scene and introduces the participants (it answers the question : who, when, what, and where).

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<sup>32</sup>Mubarok. "Effect of Pre- Question toward Reading Comprehension of the Second Year Student at Integrated Islamic Junior High School Arroyan At- Taqwa Pekanbaru" Pekanbaru: Unpublished Degree. 2009, p. 14-16

<sup>33</sup>John Langan, *College Writing Skills with Readings*. New York: McGraw Hill. 2001, p. 195

<sup>34</sup>Rigby Heinemann. *Writing Resource Book*. Western Australia: Advanced Press, 1999, p. 21

<sup>35</sup>Understanding Types of Text. *Kinds of Narrative*. retrieved on February 20<sup>th</sup> 2012 from <http://understandingtext.blogspot.com/2011/03/kinds-of-narrative.html>

2. Complication : Tell the problems of the story and how the main characters solve them.
3. Resolution : The crisis is resolved, for better or worse.

### **5. Story Frames Strategy**

Story Frames may be used as a post reading activity, to test learners' comprehension. Story Frames focus on the story structure rather than specific content. They employ a gap-filling procedure. Instead of only one word being left out of a sentence, key phrases or clauses are left out of a paragraph that summarizes the story or highlights some important aspects of the story<sup>36</sup>.

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>37</sup>.

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 Frames gives students an independent guide for organizing and remembering information about story<sup>38</sup>.

This strategy is an excellent strategy for the students who have difficulties with comprehension. It can be used with all grade levels, depending on students'

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<sup>36</sup>Aly Anwar Amer. *Teaching EFL/ESL Literature*. Retrieved from The Reading Matrix Vol.3. No.2, September 2003. P 67

<sup>37</sup>Leslie Anne Oja. *Using Story frames to Develop Reading Comprehension*. International Reading Association: USA , 1999, p. 129-130.

<sup>38</sup>Wiesendanger, D Katherine. *op. cit.*, P.126

need. It also provides an excellent cooperative learning activity. 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<sup>39</sup>.

The benefits of Story Frames strategy are<sup>40</sup>:

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.

Katherine D Wiesendanger also explained about the steps in doing the Story Frames strategy can be seen as follow<sup>41</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?

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<sup>39</sup>Wiesendanger, D Katherine. *op. cit.*, p. 124-127

<sup>40</sup>[http://www.siue.edu/MLTE/LA%20Modules%20DONE/story\\_frames.htm](http://www.siue.edu/MLTE/LA%20Modules%20DONE/story_frames.htm). retrieved on June 18<sup>th</sup> 2012

<sup>41</sup>Wiesendanger, D Katherine. *op.cit.*, p. 125

2. After reading the story and answering the questions, determine if the basic frame will work. If it 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.

Fowler also explained the procedures of Story Frames strategy, they are as follows<sup>42</sup>:

5. Read the story and identify the aspect on which you want to focus (e.g. plot, facts)
6. Sketch out a paragraph that addresses the type of information on which you want to focus

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<sup>42</sup>Ernest Balajthy and Sally Lipa Wade. *Struggling Readers: Assessment and Instruction in Grades k-6*. 2003, p 116-119

7. Take the completed paragraph and delete all words, phrases, and sentences, except those needed to maintain the purpose of the paragraph. Do not remove too much information, especially when introducing the concept of story frames
8. For later lesson, try your frame with other stories that are similar to the one for which the frame was intended. Modify the frame so that it can be used flexibly in different situation.
9. The teacher and students read the story or content selection
10. The teacher presents the story frames
11. The teacher and the students discuss possible responses to the first sentence of the story frame, then consider subsequent lines and discuss possible responses. The teacher directs the students to determine if the information being added to the story frames is related to the previous information and if it makes sense. Discussion continues as teacher and students move back and forth in the story frames to make as many connections as possible.
12. The teacher rereads the completed sections of the story frame to the students at each stage, so that they can hear and use prior information
13. After direct teaching and modeling has been conducted, students can begin to fill out story frames independently.

## B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting<sup>43</sup>. The following relevant researchers to this research project are:

### 1. Kelly Kuldaneke

She conducted a research for the master of arts degree entitled “ The Effect of Using Combination a Story Frames and Retelling Strategies with Learning Disabled Students to Build Their Comprehension Ability”. The subjects were given a pre and post comprehension test to determine if the strategies implemented were effective in developing student’s awareness of story structure as well as improving their literal and inferential comprehension skills. Throughout the study, the students appropriately used and applied such vocabulary, characters, problem and solutions. The results were so overwhelmingly positive and the mean difference significant below the 0.01 level, the hypothesis that no improvement in comprehension would occur rejected<sup>44</sup>.

### 2. Nurul Novianik

She conducted a research for the master of arts degree entitled “improving students vocabulary through story telling using puppets at the six year of SDN 1 Sunggingan Miri, Kabupaten Sragen”. In this research, the writer taught vocabulary through story telling using puppet. There were three cycles of action,

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<sup>43</sup>M. Syafi’I S. *From Paragraph to a Report. A Writing of English for Academic Purpose*. Pekanbaru: LBSI, p. 122

<sup>44</sup>Kelly Kuldaneke. *The Effect of Using Combination a Story Frames and Retelling Strategies with Learning Disabled Students to Build Their Comprehension Ability*. Kean University. unpublished ,May, 1998

with each cycle consisted of planning, performing puppet show, observing, and reflecting. The result of the study showed that after the writer conducted the action, the students' vocabulary mastery is higher than before. It can be seen from the result of both observation of the students' activities during the action and the mean of written test in every action. In general the writer concludes that teaching vocabulary through story telling using puppet can encourage the students' ability in mastering vocabulary. The result of the test shows that the mean of the students' vocabulary after the teacher does the action is 8.84 that belong to very good category and the mean of students' vocabulary mastery before the teacher did the action is 6.57 that belong to fair category. The increasing of mean score is 2.27. It means that the implementation of teaching vocabulary through story telling using puppet is effective to improve the students' vocabulary<sup>45</sup>.

### **C. The Operational Concept**

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept.<sup>46</sup> There are two variables used in this research. There is a variable X that refers to

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<sup>45</sup>Nurul Novianik. *Improving Students Vocabulary Through Story Telling Using Puppets at The Six Year of SDN 1 Sunggingan Miri, Kabupaten Sragen*. Universitas Muhammadiyah Surakarta, 2008) unpublished

<sup>46</sup>M. Syafi'IS, " *From Paragraph to a Research Report : A Writing of English for Academic Purposes*", Pekanbaru, Lembaga Bimbingan Belajar Syaf Intensif (LBSI), 2007, p. 122

the effect of Story Frames Strategy and variable Y that refers to Students' reading comprehension. Therefore, variable X is as independent and Y is as dependent.

The indicators of variable X ( Story Frames strategy ) are as follow<sup>47</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.

The indicators of variable y (reading comprehension) are as follows<sup>48</sup>:

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<sup>47</sup>Wiesendanger, D Katherine. *op. cit.*, p.125

1. The students are able to find out main idea of narrative text
2. The students are able to identify information of narrative text
3. The students are able to identify reference of narrative text
4. The students are able to make inference of narrative text
5. The students are able to find out the meaning of vocabulary in narrative text
6. Students are able to find out the moral message of narrative text

#### **D. The assumption and Hypothesis**

##### 1. The Assumption

In this study, the writer assumes that the students who are taught by using Story Frames strategy will have better reading comprehension achievement. Furthermore, the better implementations of Story Frames strategy in reading subject, the better students' reading comprehension.

##### 2. The Hypothesis

H<sub>a</sub>: There is significant effect of Story Frames strategy toward the second year students' reading comprehension of narrative text at State Junior High School 1 Rambah Hilir Rokan Hulu.

H<sub>o</sub>: There is no significant effect of Story Frames strategy toward the second year students' reading comprehension of narrative text at State Junior High School 1 Rambah Hilir Rokan Hulu.

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<sup>48</sup>Judith Wespahl Irwin. *Teaching Reading Comprehension Processes*. New Jersey: Loyola University of Chicago, 1986, p. 3

## CHAPTER III

### THE RESEARCH METHOD

#### A. The Research Design

The method of this research is quasi experimental research. According to Jhon W Creswell experiment is testing an idea (practice) to determine whether it influences an outcome or dependent variable<sup>49</sup>. The purpose of quasi-experimental research is to get information through some assumptions from the true experiment which is impossible to control or manipulate the entire relevant variables. In this design, the writer used two classes as the sample; a control group and an experimental group. Both groups took a pre-test and post-test. Only the experimental group received the treatment by using Story Frames strategy.

Before doing the treatment, the writer gave pre-test to all of the samples. Pre-test given in order to find out the students' reading comprehension before implementing Story Frames strategy. Then the teacher taught reading materials and continued by applying Story Frames strategy for experimental group and without using Story Frames strategy for control group. After eight meetings, both of groups were given post-test to find out the effect of using Story Frames strategy to improve students' reading comprehension.

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<sup>49</sup>Jhon W Creswell. *Educational Research: planning, conducting, and evaluating Quantitative and Aualitative Research*. New Jersey: Pearson Education,2008, p. 299

## **B. The Location and the Time of the Research**

The research was conducted at the second year students of State Junior High School Rambah Hilir Rokan Hulu. The research was done 4 weeks, starting from 23 May until 23 June 2012.

## **C. The Subject and the Object of the Research**

The subject of the research was the second year students of State Junior High School 1 Rambah Hilir Rokan Hulu, and the object of the research was The Effect of Story Frames Strategy toward the Second Year Students' Reading Comprehension of Narrative Text at State Junior High School 1 Rambah Hilir Rokan Hulu".

## **D. The Population and the Sample of the Research**

The population of this research was the second year students of of State Junior High School 1 Rambah Hilir Rokan Hulu in 2011-2012 academic years. It has three classes. The total population of this research was 88 students. Then, the writer used Quota sampling. Quota sampling was the researcher chooses some of the populations to be sample of the research based on the researcher's selection. The more important is the number of the sample can be representative correctly<sup>50</sup>. The writer took VIII A as an experimental class and VIII B as a control class. The specification of the population can be seen on the table below:

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<sup>50</sup>Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta, 2006, p. 141

**Table III.1**  
**The Population of the Research**

No	Class	Population
1	VIII A	30
2	VIII B	30
3	VIII C	28
Total Population		88

### **E. The Technique of Collecting Data**

In order to get the data of this research, the writer used test as the techniques of collecting data. The test is distributed to measure the students' reading comprehension. The writer used pre-test and post-test to the experimental class and control class in order to know the effect of using Story Frames strategy toward students' reading comprehension in narrative text of the second year students at State Junior High School 1 Rambah Hilir Rokan Hulu. The type of the test is multiple choice item requires the student to select a correct answer out of a number options<sup>51</sup>. Before giving pre-test and post-test, the writer gave try out to the students, and they were not included as sample in this research. The general description of the tests was:

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<sup>51</sup>Elena Sohamy. *A Practical handbook in Language Testing for the Second Language Teacher*, Israel: Tel-Aviv University, 1985, p. 38

**Table III.2**  
**Blueprint of Test**

<b>No</b>	<b>Question Indicators</b>	<b>Material</b>	<b>Question Number</b>	<b>Sources</b>
1	The students are able to find out main idea of the text	- Cinderella - Babu and the Lion	1 , 11	"Soal Bahasa Inggris Kelas VIII" and Reading text books
2	The students are able to identify information of the text	- Cinderella - Babu and the Lion	2, 3, 12,13, 14,	
3	The students are able to identify reference of the text	- Cinderella - Babu and the Lion	4, 5, 15, 16	
4	The students are able to make inference of the text	- Cinderella - Babu and the Lion	6, 17	
5	The students are able to find out the meaning of vocabulary in the text	- Cinderella - Babu and the Lion	7, 8, 9, 18, 19	
6	Students are able to find out the moral message of the text	- Cinderella - Babu and the Lion	10, 20	

After the students did the test, the writer took the total score from the result of the reading comprehension test. The classification of the students' score will be shown below:<sup>52</sup>

**Table III.3**  
**The Classification of Students' Score**

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

## **F. The Validity and Reliability of the Test**

### **1. Validity**

Every test, whether it is short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill in which it is intended to measure.

Before the test was given to the sample of this research, the test was tried out to 25 students of the second year students. The purpose of try out was to obtain validity and reliability of the test. The test is said to be valid if it measures accurately what it is intended to measures<sup>53</sup>. It was determined by finding the difficulty level of each item.

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<sup>52</sup>Suharsimi arikunto. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2009, p. 245

<sup>53</sup>Arthur Hughes. *Testing for Language Teacher. 2<sup>nd</sup> edition*. New York : Cambridge University Press. 2003 p. 26

The formula of item difficulty is as follows:<sup>54</sup>

$$P = \frac{B}{JS}$$

Where

P : index of difficulty or facility value

B : the number of correct answer

JS : the number of examinees or students

The standard level of difficulty used is  $< 0.30$  and  $> 0.70$ . it means that an item is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is less than 0.30 ( the item is too difficult) and over than 0.70 ( the item is too easy). The proportion of correct is presented by “ P”, whereas the proportion of incorrect is presented by “q”. The calculation of item difficulty can be seen from the following table:

**Table III.4**  
**The students are able to find out main the idea of the text**

Variable	find out main idea of the text		N
Item no.	1	11	25
Correct	16	17	
P	0.64	0.68	
Q	0.36	0.32	

Based on the table above, the item numbers of question for finding out main idea of the text are 1 and 11. It shows that the proportion of correct answer

<sup>54</sup> Suharsimi Arikunto . *op. cit.*, p.209

to find out main idea of the test item number 1 is 0.64, item number 11 that shows the proportion correct answer is 0.68. The total correct answer for find out main idea of the text is 0.66. Then, based on standard level of difficulty “p” is 0.30 and 0.70. So, the items of difficulties for finding out main idea of the text are accepted.

**Table III.5**  
**Students are able to identify information of the text**

Variable	Identifying information of the Text					N
Item no.	2	3	12	13	14	25
Correct	14	12	17	11	14	
P	0.56	0.48	0.68	0.44	0.56	
q	0.44	0.52	0.32	0.56	0.44	

Based on the table above, the item numbers of question for identifying information of the text are 2, 3, 12, 13, 14. It shows that the proportion of correct answer for identifying information of the test item number 2 is 0.56, the proportion of correct answer for test item number 3 is 0.48, the proportion of correct answer for test item number 12 is 0.68, the proportion of correct answer for test item number 13 is 0.44, the proportion of correct answer for test item number 14 is 0.56. The total correct answer for identifying information of the text is 0.68. Then, based on standard level of difficulty “p” is 0.30 and 0.70. So, the items of difficulties for identifying information of the text are accepted.

**Table III.6**  
**Students are able to identify reference of the text**

Variable	Identifying reference				N
Item no.	4	5	15	16	25
Correct	14	15	16	12	
P	0.56	0.6	0.64	0.48	
q	0.44	0.4	0.36	0.52	

Based on the table above, the item numbers of question for identifying reference of the text are 4, 5, 15, 16. It shows that the proportion of correct answer for identifying reference of the test item number 4 is 0.56, the proportion of correct answer for test item number 5 is 0.6, the proportion of correct answer for test item number 15 is 0.64, the proportion of correct answer for test item number 16 is 0.52. The total correct answer for identifying reference of the text is 0.57. Then, based on standard level of difficulty “p” is 0.30 and 0.70. So, the items of difficulties for identifying reference of the text are accepted.

**Table III.7**  
**Students are able to make inference of the text**

Variable	Making inference		N
Item no.	6	17	25
Correct	12	12	
P	0.48	0.48	
Q	0.52	0.52	

Based on the table above, the item numbers of question for making inference of the text are 6 and 27. It shows that the proportion of correct answer for making inference of the test item number 6 is 0.48, the proportion of correct answer for test item number 17 is 0.48. The total correct answer for making inference of the text is 0.48. Then, based on standard level of difficulty “p” is 0.30 and 0.70. So, the items of difficulties for making inference of the text are accepted.

**Table III.8**  
**Students are able to find out the meaning of vocabulary in the text**

Variable	Finding the meaning of vocabulary					N
Item no.	7	8	9	18	19	25
Correct	13	12	14	12	13	
P	0.52	0.48	0.56	0.48	0.52	
q	0.48	0.52	0.44	0.52	0.48	

Based on the table above, the item numbers of question for finding the meaning of vocabulary of the text are 7, 8, 9, 18 and 19. It shows that the proportion of correct answer for finding the meaning of vocabulary of the test item number 7 is 0.52, the proportion of correct answer for test item number 8 is 0.48, the proportion of correct answer for test item number 9 is 0.56, the proportion of correct answer for test item number 18 is 0.48, the proportion of correct answer for test item number 19 is 0.52. The total correct answer for finding the meaning of vocabulary of the text is 0.51. Then, based on standard

level of difficulty “p” is 0.30 and 0.70. So, the items of difficulties for finding the meaning of vocabulary of the text are accepted.

**Table III.9**  
**Students are able to find out the moral message of the text**

Variable	Finding the moral message		N
Item no.	10	20	25
Correct	12	12	
P	0.48	0.48	
Q	0.52	0.52	

Based on the table above, the item numbers of question for finding the moral message of the text are 10 and 20. It shows that the proportion of correct answer finding the moral message of the test item number 10 is 0.48, the proportion of correct answer for test item number 20 is 0.48. The total correct answer for finding the moral message of the text is 0.48. Then, based on standard level of difficulty “p” is 0.30 and 0.70. So, the items of difficulties for finding the moral message of the text are accepted.

## 2. Reliability

Reliability is a criterion that can judge the quality of the test. Shohamy says that Reliability refers to the extent to which the test is consistent in its score

and it gives us an indication of how accurate the test scores are.<sup>55</sup> It is clear that reliability is used to measure the quality of the test scores, and a test is consistent.

There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selecting for testing.
- b. The administration of the test, clearly this is an important factor in deciding reliability.

There are some formulas used in finding the reliability of instrument, they are including Spearman- Brown formula, Flanagan formula, Rulon formula, Hoyt formula, K- R 20 formula, and K- R 21 formula.<sup>56</sup> From all of these formula, the writer used K- R 20 formula as follow:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \Sigma pq}{V_t} \right)$$

Where:

$r_{11}$  = Reliability of instrument

$k$  = Total of question

$V_t$  = Variance total ( the square of standard deviation )

$p$  = the proportion of the students who are correct in answering item divided with the total number of the students

$q$  = the proportion of the students who are incorrect in answering item divided with the total number of the students

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<sup>55</sup>Elana Shohamy, *Practice Handbook in Language Testing for Second Language Teacher*. New York: Tel-Aviv University, 1985, p. 70

<sup>56</sup>Suharsimi Arikunto, *Prosedure Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta, 2006, p. 180

Based on the data, the writer got:

$$K = 20$$

$$V_t = 18.43$$

$$\sum pq = 4.8352$$

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \sum pq}{V_t} \right)$$

$$r_{11} = \left( \frac{20}{20-1} \right) \left( \frac{18.43 - 4.8352}{18.43} \right)$$

$$= 1.0526 \times 0.7377$$

$$= 0.776503$$

Knowing the reliability of the test,  $r_{11}$  must be compared with  $r$  product – moment.  $r_{11}$  must be higher than  $r_t$ , on the other hand  $r_{11} > r_t$ . While, on the statistical above, the score of reliability of the test is 0.78. Then,  $r_t$  at 5% grade of significance is 0.396. While in the level of significance 1% is 0.505. Knowing the  $r_t$ , it can be seen at appendix 11. So, it can be concluded that  $0.396 < 0.776 > 0.505$ . on the other word, the instrument is reliable because the value of  $r_{11}$  is higher than  $r_t$ .

### G. The Technique of Analyzing Data

The technique of data analysis used in this research is T-test formula. The writer uses formula in Hartono as follows<sup>57</sup>:

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<sup>57</sup>Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar, 2009, p. 208

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

$t_o$  = The value of t – obtained

$M_x$  = Mean score of experimental sample

$M_y$  = Mean score of control sample

$SD_x$  = Standard deviation of experimental class

$SD_y$  = Standard deviation of control class

## CHAPTER IV

### THE DATA PRESENTATION AND THE DATA ANALYSIS

#### A. The Description of Research Procedure

The purpose of the research was to obtain the students' reading comprehensions taught by using Story Frames strategy and not taught using Story Frames strategy, and to know whether there is significant effect of the students' reading comprehension that is taught by using Story Frames strategy and those who are not. The data were obtained from the students' post test scores of experimental and control class. Before taking the data from the sample, the writer tried one of the second class in order to prove whether the test was reliable or not. The result found in the try out was 0.776. It means that the test was high reliable. Then, the writer gave pre-test to the experimental class ( VIII A) and the control class ( VIII B). The writer asked the students to answer some questions based on the text given; the test was about narrative text. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of questions and text of narrative to test students' reading comprehension for the post-test of experimental class and control class. The result of reading test was evaluated by concerning six components, namely:

- a. Students are able to find out main idea of the text
- b. Students are able to identify information of the text
- c. Students are able to identify reference of the text

- d. Students are able to make inference of the text
- e. Students are able to find out the meaning of vocabulary in the text
- f. Students are able to find out the moral message of the text

The data of this research were gotten from the score of students' of experimental class and control class. All of data were collected through the following procedures:

1. In Both classes (experimental and control group), students were asked to answer the questions based on the narrative text given
2. The format of the test was multiple choice

The test was composed of 20 items. The final score was analyzed by using the following formula<sup>58</sup>:

$$\text{Final score} = \frac{\text{Total Correct Answer}}{\text{Total Questioner}} \times 100$$

## **B. The Data Presentation**

### **a) The Data Presentation of Reading Comprehension (Variable Y)**

#### **1. Students Reading Comprehension Taught by Using Story Frames Strategy**

There were 20 items of reading comprehension test given to the respondents in this research. From the pre-test, the lowest score was 45 and the highest score was 75. The data were obtained from the research by using SPSS 16 software. The

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<sup>58</sup>Anas Sudijono. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada, 2008, p. 32

data descriptions of pre-test reading comprehension test in experimental group are follows:

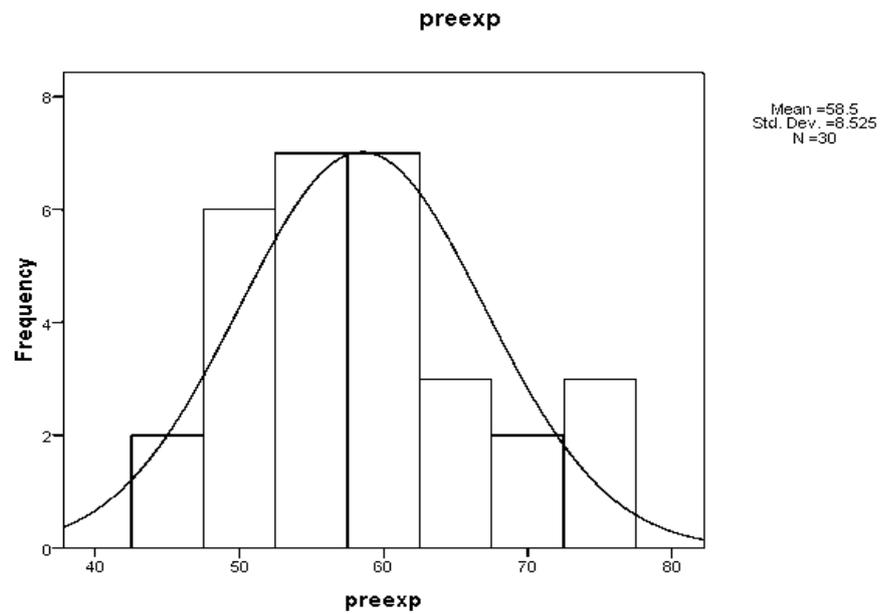
**Table IV.1**  
**The Frequency Distribution of Reading Comprehension Test (Pre-test) in Experimental Class**

		Preexp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	2	6.7	6.7	6.7
	50	6	20.0	20.0	26.7
	55	7	23.3	23.3	50.0
	60	7	23.3	23.3	73.3
	65	3	10.0	10.0	83.3
	70	2	6.7	6.7	90.0
	75	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen that there are 30 respondents. In interval 45, the frequency is 2 students (6.7%), the frequency of interval 50 is 6 students (20%), the frequency of interval 55 is 7 students (23.3%), the frequency of interval 60 is 7 students (23.3%), the frequency of interval 65 is 3 students (10%), the frequency of interval 70 is 2 students (6.7%), the frequency of interval 75 is 3 students (10%)

To determine more about the pre-test of experimental class result given to the 30 respondents of the second year at State Junior High School 1 Rambah Hilir Rokan Hulu, the writer explains it at the following histogram:

### Histogram IV.1 The Result of Experimental Class Pre-test



Then, for the post-test of the experimental class, there were also 20 items of reading comprehension. From the post-test, the lowest score was 55 and the highest score was 85. The data were obtained by using the SPSS 16 Software. The data description of post-test of reading comprehension in experimental class is as follows:

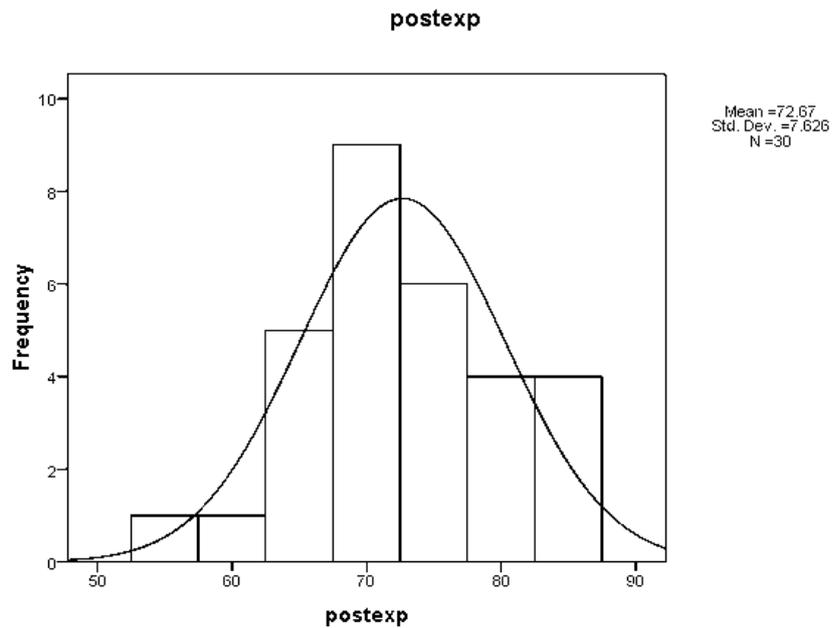
**Table IV.2**  
**The Frequency Distribution of Reading Comprehension Test ( Post-test) in**  
**Experimental Class**

		<b>Postexp</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.3	3.3	3.3
	60	1	3.3	3.3	6.7
	65	5	16.7	16.7	23.3
	70	9	30.0	30.0	53.3
	75	6	20.0	20.0	73.3
	80	4	13.3	13.3	86.7
	85	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen that there are 30 respondents. In interval 55, the frequency is 1 student (3.3 %), the frequency of interval 60 is 1 student (3.3%), the frequency of interval 65 is 5 students (16.7%), the frequency of interval 70 is 9 students (30.0%), the frequency of interval 75 is 6 students (20.0%), the frequency of interval 80 is 4 students (13.3%), the frequency of interval 85 is 4 students (13.3%)

To determine more about the post-test of experimental class result given to the 30 respondents of the second year at State Junior High School 1 Rambah Hilir Rokan Hulu, the writer explains it at the following histogram:

**Histogram IV.2**  
**The Result of Experimental Class post-test**



The writer then also classifies the post-test result of the experimental class of the respondents of the second year at State Junior High School 1 Rambah Hilir Rokan Hulu to know the category of the students' reading comprehension score. The classification of experimental class' reading comprehension can be seen from the following table:

**Table IV.3**  
**The Classification of Experimental Class Reading Comprehension Score of**  
**The Second Year Junior High School 1 Rambah Hilir Rokan Hulu**

No	Categories	Score	Frequency	Percentage
1	Very good	80-100	8	26.66%
2	Good	66-79	15	50%
3	Enough	56-65	6	20%
4	Less	40-55	1	3.33%
5	Fail	30-39	-	-
Total			30	100%

Based on the table above, it can be seen that there are 5 categories for students' reading comprehension of experimental class. The frequency of very good category is 8 students (26.67%), the frequency of good category is 15 students (50%), the frequency of enough category is 6 students (20%), the frequency of less category is 1 student (3.33%), and no students are categorized into fail category. The table shows that the highest percentage of students' classification of reading comprehension is 50%. Thus the majority of the students in the experimental class are classified as "good".

## **2. Students Reading Comprehension that is Taught Without using Story Frames Strategy**

There were 20 items of reading comprehension test given to the respondents in this research. From the pre-test , the lowest score was 45 and the highest score was 75. The data was obtained from the research by using SPSS 16 software. The data descriptions of pre-test reading comprehension test in the control class are as follows:

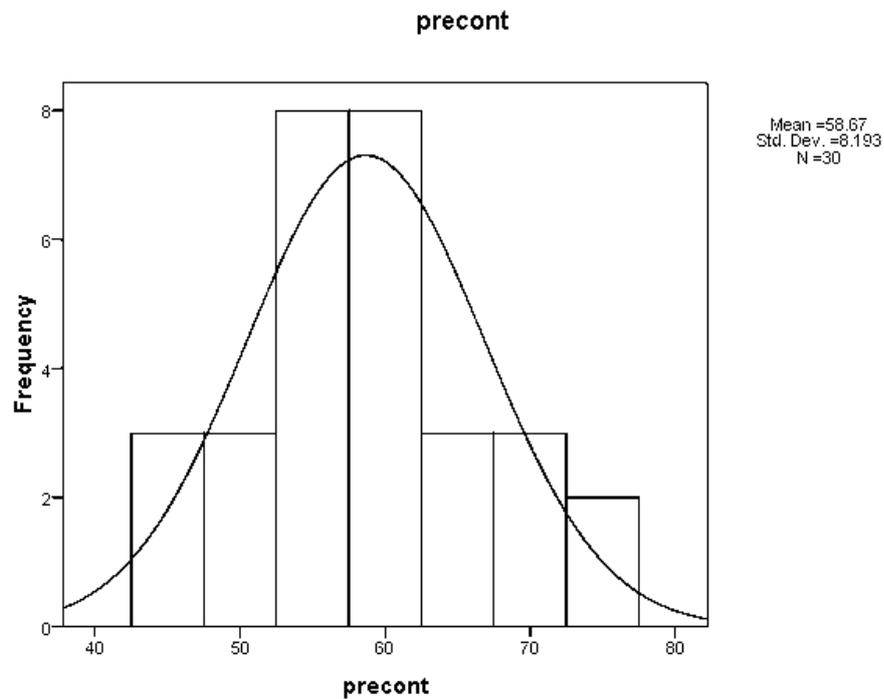
**Table IV.4**  
**The Frequency Distribution of Reading Comprehension Test ( Pre-test) in**  
**Control Class**

		Precont			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	3	10.0	10.0	10.0
	50	3	10.0	10.0	20.0
	55	8	26.7	26.7	46.7
	60	8	26.7	26.7	73.3
	65	3	10.0	10.0	83.3
	70	3	10.0	10.0	93.3
	75	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen that there are 30 respondents. In interval 45, the frequency is 3 students (10.0 %), the frequency of interval 50 is 3 students (10.0%), the frequency of interval 55 is 8 students (26.7%), the frequency of interval 60 is 8 students (26.7%), the frequency of interval 65 is 3 students (10%), the frequency of interval 70 is 3 students (10.0%), the frequency of interval 75 is 2 students (6.7%)

To determine more about the pre-test of control group result given to the 30 respondents of the second year at State Junior High School 1 Rambah Hilir Rokan Hulu, the writer explains it at the following histogram:

**Histogram IV.3**  
**The Result of Control class pre-test**



Then, for the post-test of the control class, there were also 20 items of reading comprehension. From the post-test, the lowest score was 55 and the highest score was 80. The data were obtained by using the SPSS 16 Software. The data descriptions of post-test of reading comprehension in control class are as follows:

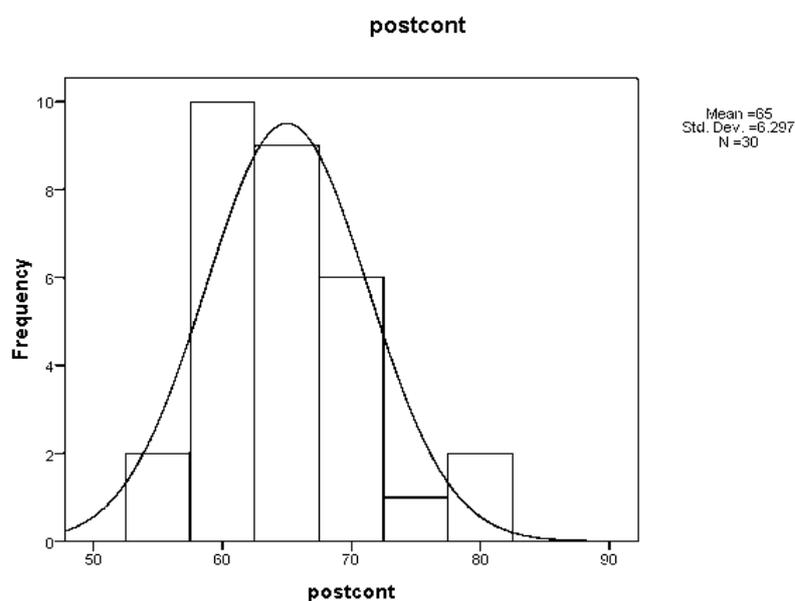
**Table IV.5**  
**The Frequency Distribution of Reading Comprehension Test ( Post-test) in**  
**Control Class**

<b>Postcont</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	6.7	6.7	6.7
	60	10	33.3	33.3	40.0
	65	9	30.0	30.0	70.0
	70	6	20.0	20.0	90.0
	75	1	3.3	3.3	93.3
	80	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen that there are 30 respondents. In interval 55, the frequency is 2 students (6.7 %), the frequency of interval 60 is 10 students (33.33%), the frequency of interval 65 is 9 students (30.0%), the frequency of interval 70 is 6 students (20.0%), the frequency of interval 75 is 1 students (3.3%), the frequency of interval 80 is 2 students (6.7%).

To determine more about the post-test of control group result given to the 30 respondents of the second year at State Junior High School 1 Rambah Hilir Rokan Hulu, the writer explains it at the following histogram:

**Histogram IV.4**  
**The Result of Control Class Post-test**



The writer then also classifies the post-test result of the control class of the respondents of the second year at State Junior High School 1 Rambah Hilir Rokan Hulu to know the category of the students' reading comprehension score. The classification of control class' reading comprehension can be seen from the following table:

**Table IV.6**  
**The Classification of Control Class Reading Comprehension Score of The Second year Junior High School 1 Rambah Hilir Rokan Hulu**

No	Categories	Score	Frequency	Percentage
1	Very good	80-100	2	6.67%
2	Good	66-79	7	23.33%
3	Enough	56-65	19	63.33%
4	Less	40-55	2	6.67%
5	Fail	30-39	-	-
Total			30	100%

Based on the table above, it can be seen that there are 5 categories for students' reading comprehension of the control class. The frequency of very good category is 2 students (6.67%), the frequency of good category is 7 students (23.33%), the frequency of enough category is 19 students (63%), the frequency of less category is 2 student (6.67%), and there is no students who is categorized into fail category. The table shows that the highest percentage of students' classification of reading comprehension is 63.33%. Thus the majority of the students in control class are classified as "enough".

### 3. The Homogeneity of the Test

The homogeneity of the test was obtained from the result of standard deviation of pre-test in experimental and control class. The data of mean and deviation for both classes was obtained by using SPSS 16 Software. The Mean and Standard deviation of both classes can be seen as follow:

**Table IV.7**  
**The Mean and Standard Deviation of Pre-test in**  
**Experimental and Control Class**

	Mean	Std. Deviation
Preexp	58.50	8.525
Precont	58.67	8.193

Then, the writer input the square value of standard deviation ( $SD^2$ ) into the formula as follows:<sup>59</sup>

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<sup>59</sup>Mubarok. 2009. "Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan at Taqwa Pekanbaru". Unpublished, p. 38

$$F_o = \frac{Sb^2}{Su^2}$$

$$F_o = \frac{8.525^2}{8.193^2} = \frac{72.6756}{67.1252} = 1.08$$

Based on the statistical above, it can be seen that F obtained is 1.08. Then, determining homogeneity of the test,  $F_o < F_t$ . F table is compared by getting the degree of freedom (df). Getting “df”, the writer used the following formula:

$$F = (N1-1), (N2-1)$$

$$F = (30-1), (30-1)=(29), (29)$$

It means that  $N1 = 29$  and  $N2 = 29$ . Therefore, to look the F table, the writer looks the value of N1 and N2 at F table. N1 value is in the vertical column and N2 value is in horizontal column. The value of  $N1=29$  and  $N2=29$  is 1.85 at the level of significance 0.05 and the value of  $N1=29$  and  $N2=29$  is 2.41 at the level of significance 0.01. Therefore,  $1.85 > 1.08 < 2.41$ . In other word,  $F_{obtained} < F_{table}$  and the test result is homogeny for both classes.

## C. Data Analysis

### 1. The Data Analysis of Reading Comprehension (variable Y)

To determine the students' reading comprehension who were taught by using Story Frames Strategy and the students who were not taught by using Story Frames Strategy, the writer took the data from the result of post test from both classes. The data were obtained by using SPSS 16. The data mean, median, and standard deviation from the post test of the experimental class and the control class can be seen from the following table:

**Table IV.8**  
**Mean, Median, and Standard Deviation of Post-test in Experimental and Control Class**

	Mean	median	Std. Deviation	
Post-test of experimental class	72.67	70	7.626	
Post test of control class	65.00	65	6.297	

Then, the mean of post test from experimental and control class is classified in order to determine the category of students' reading comprehension.

The classification table can be seen as follows:

**Table IV.9**  
**The Classification of Students' Score**

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Based on the table above, the mean of post-test of experimental class is 72.67. It means that the student's reading comprehension taught by using story frames strategy is categorized into good level. While for the mean of post test of control class is 65. It means that the students' reading comprehension that is not taught by using story frames strategy is categorized into enough level.

## **2. The Data Analysis of the Difference of the Students' Reading Comprehension Between the Students who are Taught by Using Story Frames Strategy and Who are not**

In this part, the writer shows the pre-test, post test and the gain of the experimental class and also the control class. The data were taken from 30 respondents of the experimental class and 30 respondents of the control class. The data can be seen from at the following table:

**Table IV.10**  
**Students' Reading Comprehension Score**

No	Respondents	Experimental Class		Gain	Control Class		Gain
		Pretest	Post test		Pre test	Post test	
1	Student 1	60	70	10	50	60	10
2	Student 2	65	70	5	60	60	0
3	Student 3	70	75	5	65	65	0
4	Student 4	50	65	15	45	55	10
5	Student 5	55	65	10	50	70	20
6	Student 6	70	85	15	55	75	20
7	Student 7	75	80	5	60	70	10
8	Student 8	50	65	15	75	80	5
9	Student 9	65	75	10	55	60	5
10	Student 10	50	55	5	45	60	15
11	Student 11	55	65	10	60	55	-5
12	Student 12	75	85	10	75	80	5
13	Student 13	75	80	5	60	65	5
14	Student 14	60	70	10	55	65	10
15	Student 15	55	85	30	55	60	5
16	Student 16	65	85	20	65	65	0
17	Student 17	60	80	20	60	70	10
18	Student 18	60	80	20	70	65	-5
19	Student 19	55	70	15	45	70	25
20	Student 20	50	60	10	60	65	5
21	Student 21	55	75	20	55	60	5
22	Student 22	45	75	30	65	65	0
23	Student 23	55	70	15	55	60	5
24	Student 24	60	70	10	55	60	5
25	Student 25	55	75	20	55	65	10
26	Student 26	60	75	15	70	65	-5
27	Student 27	60	70	10	50	60	10
28	Student 28	50	70	20	70	70	0
29	Student 29	45	70	25	60	60	0
30	Student 30	50	65	15	60	70	10
Total		$\sum = 1755$	$\sum = 2180$	$\sum = 425$	$\sum = 1760$	$\sum = 1950$	$\sum = 190$

From the table above, the calculation of total score of experimental class in pre-test is 1755 and the total score of experimental class in post-test is 2180.

The gain of the experimental class is 425. While the calculation of total score of

control class in pre-test is 1760 and the total score of control class in post-test is 1950. The gain of control class is 190. To determine the data analysis of the difference of the students' reading comprehension in narrative text between the students who are taught by using Story Frames strategy and those who are not, the writer then used t-test by using SPSS 16. The data of t-test can be seen from the table below:

**Table IV.11**  
**The Result of t-test**

Group Statistics					
	control	N	Mean	Std. Deviation	Std. Error Mean
experiment	1	30	72.67	7.626	1.392
	2	30	65.00	6.297	1.150

The output of group statistics shows that the mean of the post-test of the experimental class is 72.67 and the mean of post-test of the control class is 65.00, and N (the number of case) is 30 for the experimental class and 30 for the control class. The standard deviation for experimental class is 7.626 and the standard deviation for control class is 6.297.

**Table IV.12**  
**Independent Sample Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Exp	Equal variances assumed	1.913	.172	4.246	58	.000	7.667	1.806	4.052	11.281
	Equal variances not assumed			4.246	55.996	.000	7.667	1.806	4.049	11.284

From the table above, the output of independent sample test shows that the t-test result is 4.246, df is 58, significant is 0.000, mean difference is 7.667, standard error is 1.806, the lower difference interval is 4.052 and the upper difference interval is 11.281.

There are two ways that can be done in interpreting  $t_o$ . They are as follows:

1. By comparing  $t_o$  (t-obtained) to t table. From  $df = 58$ , it is found that the level of significant of 5% is 2.00 and the level of significant of 1% is 2.65. It means that null hypothesis ( $H_o$ ) is rejected., while the alternative hypothesis ( $H_a$ ) is accepted.

2. By orienting the number significant. If probability is  $>0.05$ , null hypothesis ( $H_0$ ) is accepted. If probability is  $< 0.05$ , alternative hypothesis ( $H_a$ ) is accepted.

Based on the score of t-obtained gathered from SPSS, it shows that  $t_o$  is higher than t table. The finding of  $t_o$  is 4.246, while the significant of 5% is 2.00, and the level of significant of 1% is 2.65. It can be read that  $2.00 < 4.246 > 2.65$ . Thus, the writer can conclude that  $H_a$  is accepted and  $H_0$  is rejected. In other word, there is significant effect of using Story Frames strategy toward the Second Year Students' Reading Comprehension of Narrative Text at State Junior High School 1 Rambah Hilir Rokan Hulu.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Reading is one of the skills in which students should master it in learning English. After analyzing the data, the writer decided that there are three conclusions of this research based on the objectives of the research:

1. The students' reading comprehension who are taught by using Story Frames strategy of the second year at State Junior High School 1 Rambah Hilir Rokan Hulu was categorized into good level.
2. The students' reading comprehension who are not taught by using Story Frames strategy of the second year at State Junior High School 1 Rambah Hilir Rokan Hulu was categorized into enough level.
3. Students who are taught by using Story Frames strategy was better than students who are not taught by using Story Frames strategy. It concluded that Story Frames strategy gives significant effect toward reading comprehension of the second year students at State Junior High School 1 Rambah Hilir Rokan Hulu.

## **B. Suggestion**

Considering the effect of using Story Frames strategy toward students' reading comprehension, the writer would like to give some suggestion as follows:

- 1) Suggestions for the teacher:
  - a. It is recommended to teacher to use Story Frames strategy in teaching and learning process of reading comprehension.
  - b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.
  - c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted, because the conducive condition in teaching would become one asset to carry the success of material to be taught.
- 2) Suggestion for the students:
  - a. The students should try to understand the use of Story frames strategy in reading text.
  - b. The students should pay more attention to the lesson that has been explained by the teacher.
  - c. The students must be creative to select kinds of reading text in order to comprehend more the text and in order to diminish boredom in learning English, especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher that has the same topic as this study.

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