

**THE EFFECT OF STORY FACE STRATEGY
ON STUDENTS' READING COMPREHENSION
OF NARRATIVE TEXT AT GRADE X SMA N 1
SIMANGUMBAN**



Thesis

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English Department*

Written By:

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STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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Assalamu'alaikum Warahmatullahi Wabarakatuh

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Thus we convey, hopefully it can be understood and for your attention thank you.

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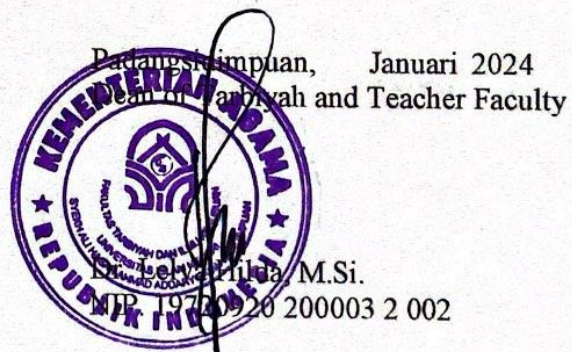
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ABSTRACT

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Comprehension of Narrative Text at Grade X SMA N 1
Simangumban

There are some problems that underly this research, they are: 1). The students are lack of vocabulary. 2). The students do not know about the text. 3). The students' reading comprehension narrative text is low. 4). The teacher seldom applies the strategy in teaching reading. This study aims to know the students' reading comprehension of narrative text before using story face strategy at X grade SMA Negeri 1 Simangumban, to know the students' reading comprehension of narrative text after using story face strategy at grade X SMA Negeri 1 Simangumban and to examine the significant effect of using story face strategy on reading comprehension of narrative text at X grade SMA Negeri 1 Simangumban. This research was done at X grade SMA Negeri 1 Simangumban. The kinds of this research is quantitative research experimental method. In this research, all of students of SMA Negeri 1 Simangumban at grade X were used as the population, were 88 students. The researcher has taken the sampling used random sampling with 44 students. This study used test (multiple choice) as an instrument. The researcher used independent sample T-test with using SPSS 29 version. The data were collected through reading narrative test by using multiple choice test and analyzed by using T-test formula to test hypotesis. The result of this research showed that the ability the students in reading narrative text before learning using Story Face Strategy is lower than after learning using Story Face Strategy. Forthe significant it shown by the result T-test. It shown that $t_{count} > t_{table}$. Therefore, alternative hypothesis (H_a) of this research was accepted, null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of Story Face Strategy on Students' Reading Narrative Text at Grade X SMA N 1 Simangumban.

Keywords: Story Face Strategy, Reading Narrative, Narrative Text

ABSTRAK

Nama : Devi Emelia Lumban Tobing
Nim : 1920300075
Judul Skripsi : Pengaruh Strategi Wajah Cerita Terhadap Pemahaman Membaca Teks Narasi Siswa Kelas X SMA N 1 Simangumban

Ada beberapa permasalahan yang mendasari penelitian ini, antara lain: 1). Siswa kekurangan kosa kata. 2). Siswa tidak mengetahui tentang teks tersebut. 3). Pemahaman membaca teks narasi siswa rendah. 4). Guru jarang menerapkan strategi dalam mengajar membaca. Penelitian ini bertujuan untuk mengetahui pemahana membaca teks narasi siswa sebelum menggunakan strategi story face di kelas X SMA Negeri 1 Simangumban, mengetahui pemahaman membaca teks narasi siswa setelah menggunakan strategi story face di kelas X SMA Negeri 1 Simangumban dan untuk mengetahui pengaruh yang signifikan penggunaan strategi story face pada membaca teks narasi di kelas X SMA Negeri 1 Simangumban. Penelitian ini dilakukan di kelas X SMA Negeri 1 Simangumban. Jenis penelitian ini adalah penelitian kuantitatif dengan metode eksperimen. Dalam penelitian ini seluruh siswa kelas X SMA Negeri 1 Simangumban dijadikan populasi, berjumlah 88 siswa. Peneliti mengambil sampel dengan menggunakan random sampling dengan jumlah 44 siswa. Penelitian ini menggunakan tes (pilihan ganda) sebagai instrumennya. Peneliti menggunakan uji Independent Sample T-test dengan menggunakan SPSS versi 29. Data dikumpulkan melalui pre-test dan post-test dalam membaca narasi teks dengan menggunakan tes pilihan ganda dan dianalisis dengan menggunakan rumus T-test mengetahui hipotesis. Hasil penelitian ini menunjukkan bahwa nilai rata-rata kelas eksperimen lebih tinggi dari nilai rata-rata kelas kontrol setelah pembelajaran dengan menggunakan Strategi Story Face. Selain itu, dilakukan uji- t, penelitian ini menemukan bahwa $t_{hitung} > t_{tabel}$. Dengan demikian, hipotesis alternatif (H_a) penelitian ini diterima, hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa terdapat pengaruh Story Face Strategy terhadap membaca teks narasi siswa di kelas X SMA N 1 Simangumban.

Kata Kunci : Strategi Wajah Cerita, Membaca Narasi, Teks Narasi

خلاصة البحث

الاسم : ديفي إمبليا لومبان توينج
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العنوان : تأثير استراتيجية وجه القصة على فهم قراءة النص الروائي لطلاب الصف العاشر في المدرسة الثانوية الحكومية ١ سيمانجومبان

قلة فهم الطلاب لقراءة النصوص الروائية. (٤) نادراً ما يطبق المعلمون الاستراتيجيات في تعليم القراءة. يهدف هذا البحث إلى تحديد فهم قراءة النصوص الروائية من قبل الطلاب قبل استخدام استراتيجية وجه القصة في الصف العاشر في المدرسة الثانوية الحكومية ١ في سيمانجومبان، فهم فهم قراءة النصوص الروائية من قبل الطلاب بعد استخدام استراتيجية وجه القصة في الصف العاشر في المدرسة الثانوية الحكومية ١ في سيمانجومبان، وتحديد التأثير الكبير لاستخدام استراتيجية وجه القصة على قراءة النصوص الروائية في الصف العاشر في المدرسة الثانوية الحكومية ١ في سيمانجومبان. تم إجراء هذا البحث في الصف العاشر في المدرسة الثانوية الحكومية ١ في سيمانجومبان. هذا النوع من البحث هو بحث كمي بأسلوب التجريب. في هذه الدراسة، تم اعتبار جميع الطلاب في الصف العاشر في المدرسة الثانوية الحكومية ١ في سيمانجومبان كمجموعة سكانية، وبلغ عددهم ٨٨ طالباً. قام الباحثون بأخذ عينات باستخدام عينة عشوائية إجمالي ٤٤ طالباً. استخدمت هذه الدراسة اختباراً (اختيار من متعدد) كأداة. استخدم الباحثون اختبار العينة المستقلة T-test باستخدام برنامج SPSS الإصدار ٢٩. تم جمع البيانات من خلال الاختبارات القبليّة والاختبارات التالية في قراءة النصوص الروائية باستخدام اختبار اختيار من متعدد وتحليلها باستخدام صيغة اختبار T لاختبار الفرضيات. أظهرت نتائج هذه الدراسة أن قدرة الطلاب على قراءة النصوص الروائية قبل التعلم باستخدام استراتيجية وجه القصة أقل من بعد التعلم باستخدام استراتيجية وجه القصة، كما يتضح من نتائج اختبار T. يشير هذا إلى أن $t_{count} > t_{table}$ وبالتالي، فإن الفرضية البديلة (H_a) لهذه الدراسة مقبولة، ويتم رفض الفرضية الصفرية (H_0) يمكن الاستنتاج من ذلك أنه يوجد تأثير لاستراتيجية وجه القصة على فهم قراءة النصوص الروائية للطلاب في الصف العاشر في المدرسة الثانوية الحكومية ١ في سيمانجومبان.

الكلمات الرئيسية: استراتيجية وجه القصة، قراءة الرواية، النص الروائي

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Padangsidimpuan, Januari 2024
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is one of international language. English is very important for learning in this area because English as an official international language and help to communicate with people from all around world and English is one of foreign language that taught Indonesia. Language learning is a process that involves both and individual a context the main elements. The context is the event and community where the language learner is struggling to achieve communicative goals through the mains of the target language. Learners experiences is another aspect that plays and important role in their language learning.

In English learning there are four aspects of language that student must to able, such as; listening, speaking, reading and writing skill. The first aspect is listening that can hear and listen some information by using ear. The second is speaking that response after hearing some information. The third writing and the last reading that is transaction between reader and writer from text. Among the four aspects, reading arguably the most essential aspects for reading. Reading is one of the four important skills in learning language, as every educator knows success in all educational contexts.¹ The important of reading, they are adding knowledge, improving understanding, getting imagination and creativity. These

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

importances of reading will be explained in the following paragraphs.

First, through reading people can add their knowledge. They know the knowledge not only about their subject but also they know the general knowledge. They know the whole of world just through reading. They can hold the world through reading. Second, people can improve understanding. The more they read, the more they understand one thing. For example; students confuse about their task, if they read more, they will be more understanding about it. Third, reading can add the people imagination and creativity. By reading, people can feel enjoy and happy.

Students must able to understand what they read to imagine it. Reading is comprehension. It is impossible, if people read the text but they don't understand the meaning of the text. They cannot take the idea from the text. Moreover, they don't know after they read it. So, reading does not just see the text but must comprehend the idea from the text.

Reading is very important, moreover for students. They must read to get success their study, but students of SMA N 1 Simangumban have problem in reading. The researcher also interviewed some students at grade X SMA N 1 Simangumban. The first, they are lack vocabulary and seldom to practice in reading. Then, reading activity is so bored because they can't understand the text. Next, the meaning of the word by word in the text is not appropriate with the whole of the sentence or paragraph. Based on the interviewed with the English teacher of SMA N 1 Simangumban the students reading comprehension is low.² The teacher

² Interview with Miss Novia Ritonga, English Teacher at Tenth grade SMA Negeri 1 Simangumban, Saturday, 12 Monday December 2022.

also seldom applies the strategy reading comprehension in teaching. The problems above will be explained in the following paragraph. The teacher also seldom applies the strategy reading comprehension in teaching. The problems above will be explained in the following paragraph.

First, the students are lack of vocabulary.³ To know the meaning of word in the text is the key word to understanding the text. Students can understand the text from the word that's including in the text. So, the problem is students doesn't master of vocabulary, they don't know the meaning of word in the text.

Second, the students do not know about the text.⁴ In doing the activity, students must enjoy the activity that makes them achieve to do the goal of activity. The problem is they can not enjoy reading activity. So, they can't understand the meaning of the text. Before reading, they have felt boring.

Last, the problem is not only from the students but also from the teacher, the teacher seldom applies the strategy in teaching reading.⁵ Teacher just command students to read the text and answer the question based on the text. Where as applying the strategy in teaching learning will make the learning is more active and effective. Like that in teaching reading. So, in this research the researcher tries to solve the students' difficulties in understanding the text then make them fun to understand it.

³ Intan Tambunan, An Interview to the Students Grade X SMA N.1 Simangumban, December 2, 2022.

⁴ Olivia Hutabarat, An Interview to the Students Grade X SMA N.1 Simangumban, December 2, 2022.

⁵ Dede Tambunan, An Interview to the Students Grade X SMA N.1 Simangumban, December 2, 2022.

From the some problem above, researcher divided two kinds of its problem. They were general problem and specific problem. The general problem was the students lack of motivation in reading narrative text and then the specific problem was they are lack vocabulary, the students do not know about the text, the teacher seldom applies the strategy in teaching reading.

The researcher has seen the difficulties that arise when some students in grade X SMA N 1 Simangumban 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 Linse⁶ 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 comprehension.⁷ 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 X SMA N 1 Simangumban when reading narrative text. As said by Brown

⁶ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill Companies Inc., 2005), p.69

⁷ Frank Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*, (New Jersey: Lawrence Erlbaum Associates Publishers, 2004), p.163

and Atkins⁸ 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 help 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 Stall⁹ 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 students' 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. This strategy functions like a story map, allowing students to visualize the important component of a narrative text, including setting, main character, problems, events, and resolution. It means that, story faces can be used through discovery and flexible howit.

⁸George Brown and Madeleine Atkins, *Effective Teaching in Higher Education*, (New York: Taylor & Francis e-Library, 2002) p.172

⁹ Klingner, J. K., Vaughn, S., & Boardman, A. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.79

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 Strategy on Students' Reading Narrative Text at Grade X SMA N 1 Simangumban".

B. The Identification of the Problem

Based on the background of problems above, there are some problems in students' reading Narrative Text at Grade X SMA N 1 Simangumban:

1. The students are lack of vocabulary.
2. The students do not know about the text.
3. The students' reading comprehension narrative text is low.
4. The teacher seldom applies the strategy in teaching reading.

C. The Limitation of the Problem

This research is limited to the low ability of students in reading class narrative text, because the problem is attempted to be solved by using a strategy for teaching reading. In this research which is limited to the story face strategy.

D. The Formulations of the Problem

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

1. How is students' reading comprehension of narrative text before learning by using Story Face Strategy at grade X SMA Negeri 1 Simangumban?
2. How is students' reading comprehension of narrative text after learning by using Story Face Strategy at grade X SMA Negeri 1 Simangumban?
3. Is there any significant effect of story face strategy to stories students' reading

comprehension of narrative text at grade X SMA N 1 Simangumban?

E. The Objectives of the Research

According to the formulation above, the purposes of this research as follow:

1. To know the students' reading comprehension of narrative text before using story face strategy at grade X SMA Negeri 1 Simangumban.
2. To know the students' reading comprehension of narrative text after using story face strategy at grade X SMA Negeri 1 Simangumban.
3. To examine the significant effect of using story face strategy on reading comprehension of narrative text at grade X SMA Negeri 1 Simangumban.

F. The Significances of the Problem

Based on the title, "The effect of story face strategy on students' reading comprehension of narrative text" is research intended to be useful for:

1. Teacher

The result of this research is expected to enrich the teachers' knowledge in terms of the teaching narrative text in using story face strategy.

2. The Students

The research expected to encourages students' motivation in reading comprehension of narrative text

3. Readers

This research will be usefull for readers as an additional references for teaching narrative text in the future and as comparison for using strategy in teaching English.

G. Definitions of Operational Variables

To avoid misunderstanding of researcher and reader in the title of the problem, researcher will give the definition from above background of operational variables as the follows:

1. Story Face Strategy (variable x)

Story Face is an adaptation of story mapping that also uses a visual framework for understanding, identifying, and remembering elements in reading narrative text.

2. Students' reading narrative text (variable y)

Students' reading narrative text is students are able to understand a narrative text by paying attention to social function, text structure, and linguistic elements and students can retell a narrative text in a short and simple manner, according to the context of its use.

H. Outline of the Thesis

In this research, the researcher will organize the systematic of the research into five chapters. Each chapter consist of sub chapter which detailed as follow: In chapter one, it consist of background of the problem, identification of problem, limitation of problem, formulation of problem. Objectives of the research, significances of the research, definition of operational variables and outline of the thesis.

In chapter two, theoretical description, consists of review of related findings, conceptual frame work, and hypothesis. In this research, researcher has hypothesis that the significant effect of story face strategy on students' reading comprehension

of narrative text at grade X SMA N 1 Simangumban. In chapter three, it consists of research methodology, consists of place and time of the research, research design, population and sample, instrument of research, validity and reliability instrument, procedure of the research, and technique of data analysis. In chapter four, the result of the research, consists of description of data, hypothesis testing, discussion of the research, and threats of research. The last, in chapter five consists of conclusion, suggestion and implication. Researcher gives conclusion and suggestion of the research to students and teacher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

To conduct this research, theories are needed to explain some concept and terms that applied in this research. Therefore the explanation below will minimize possible misunderstanding between the readers and the writer so, it very important to explained clearly.

1. Reading Narrative Text

a. Definitions of Reading

Reading originally is from root “read” +ing which become reading. It means to read by reading, people can conclude something that is intended. people can use a text as one of the ways to express their own.

According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹ Whereas, Lems et,al., said that reading is to process text meaning through some process of interaction with print. In line with that, reading is also defined as a process of understanding written texts. It is a complex activity that involves both perception and thought.

Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one spoken language.² Based on the

¹ David Nunan. *Practical English Langguage Teaching*, (New York: McGraw-Hill Companies, 2003), p. 68

² Kristin Lems, Leah D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners: Insights from Linguistics*, (New York: The Guilford Press, 2010), p. 65.

curriculum of Junior High School, definition of reading is the process of constructing and extracting meaning through interaction and engagement with print.³ It is a good way to find out about new ideas, facts, and experiences.

After some explanations above it can be concluded that reading is a fluent process that involves both perception and thought, making it a valuable tool for understanding written texts. Reading is the process of extracting meaning from a written or printed text to comprehend specific information from a text. Readers construct meaning as the readers interact with the written word in an exchange of ideas between themselves and the message in the text.

b. Purposes of Reading

The main goals of reading are to get and find information include content and meaning of the based on the purpose. Tarigan stated some goals of reading such us:

- 1) Reading is for identifying important information.
- 2) Reading is for main idea.
- 3) Reading is for finding the specific information.
- 4) Reading is for underlining the important information.
- 5) Reading is to classify the difficult word.
- 6) Reading is is to evaluate.

³ Departemen Pendidikan Nasional, Badan Standar Nasional Pendidikan Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus Mata Pelajaran Bahasa Inggris SMP. (Jakarta: Unpublished, 2013), pp. 13.

7) Reading is to compare or contrast.⁴

McDonough and Shaw quoted from William that usefully classified reading into:

- 1) Getting general information from the text
- 2) Getting specific information from the text
- 3) For pleasure or interest.⁵

So, researcher concludes the purposes of reading are to get or find the important information, finding specific information, and to evaluate reading. It have talked above that comprehension is ability to construct the language to take the information from the text. Reading for information usually used in reading task, it is probably seen an as type of reading ability. Readers read because they have to read. It included the materials which are classified as notifications, sciences, social studies, articles, newspaper, etc.

c. Assesments of Reading

Assessment is a mean to measure the progress of students' ability and comprehension of the material.⁶ Based on Nunan in order for assessment reading teachers should consider the following:

- 1) Be thoroughly familiar with developmental learning and curriculum.
- 2) Articulate a philosophy of assessment and evaluation.

⁴ Henry Guntur Tarigan, *Membaca Sebagai Sebuah Keterampilan Berbahasa*, (Bandung: Angkasa, 2005), p. 9.

⁵ Jo McDonough and Christopher Shaw, *Materialand Method in ELT: Teachers Guide*,(Massachusetts: Blackwell PublishingLtd,2002),p.102

⁶ O' Malley, J. Michael and Lorraine Valdez Pierce, *Authentic Assessment for English LanguageLearners*, (America: Addision-Wesley Publishing Company, 2004), p. 98

- 3) Know about and have experience collecting, recording, interpreting and analyzing multiple sources of data.
- 4) Be flexible and willing to try out multiple assessment procedures.
- 5) Be committed to understanding and implementing an approach to evaluation that informs students and directs instruction.⁷

There are some indicators in assessing students' reading, the indicators are students able to:

- a.) Identify the main idea of the text.
- b.) Identify the specific information of the text.
- c.) Identify the detail information of the text.
- d.) Understand the vocabulary from the text.⁸

There are many strategies that can be applied in testing reading comprehension. Such as: multiple choice, cloze, test, gap filling, information transfer, and so on. But in this research, researcher chooses the multiple choice questions are a common device for testing students text comprehension.

They allow tester to control the arrange of possible answers to comprehension questions, and to some extent to control the students' thought processes when responding.⁹ Multiple choice questions are the questions that has some options. In the options, there is one the correct answer.

Reading assessments are the tools and methods used by educators to

⁷ David Nunan, *Practical Language Teaching*, (New York: Mc Graw Hill Inc, 2003), p. 70.

⁸ Silabus, "Bahasa Inggris-Wajib SMA X", Kurikulum 2013, retrieved in www.jagobahasa.com on Saturday January 21 2023

⁹ Alderson, J. Charles, *Assessing Reading*. (South Africa: Cambridge University Press, 2001), p.211.

improve students learning. Administering a variety of assessments is an integral part of instruction and allows teachers to take an active role in making decisions about the goals of instruction and the content of learning. Multiple choice questions have many benefits for students in education. They have are not only efficient in time and assessment, but can also help students develop a variety of basic skills and provide rapid feedback.

d. Definitions of Narrative Text

Narrative text is type of text that tells a story or describes a sequence of events. According to Pardiyono, Narrative text is the type of the text which is very appropriate to recount past activities or events, which high light the problematic experience and resolution with the intention to amuse and often intended to give moral lessons to the reader.¹⁰ In addation, Harida said that narrative is any written English next in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience indifferent way.¹¹ It is made to separate an experience past time that problematic, entertain and give moral value to the readers.¹² Then, according to Butt et. al., “Narrative is to construct a pattern of events with a problematic or unexpected outcome that entertain and instructs the reader or listener”.¹³ So, narrative text is an event or moment that has occured in the past time.

¹⁰ Pardiyono. *Teaching Genre-Based Writing* (Yogyakarta: Andi Yogyakarta, 2007), p. 94.

¹¹ Eka Sustris Harida, “Improving Students’ Reading Narrative Text Comprehension Through Story Mapping Technique” Vol 05, no. 2 (July 2017). <http://jurnal.iain-padangsidempuan.ac.id/index.php/TZ>.

¹² Pardiyono, *Pasti Bisa! Teaching Genre – Based Writing*, (Yogyakarta: Penerbit Andi, 2007), p.102.

¹³ David Butt and et. al., *Using Functional Grammar*, (Sydney: MacQuarie University, 2003), p.217.

The basic purpose of narrative is to entertain, i.e. to gain and hold the reader's interest in a story. But narrative text may also seek to teach or inform, to embody the writer's reflections on experience, and perhaps most important to nourish and extend the reader's imagination. Similarly Pardiyono says that narrative text has purpose to amuse of entertain and gives good lesson to us and the other people who listen about narrative.¹⁴ According to Djuharie, the language element used in writing narrative text are noun, individual participant, past tense, conjunction, action verb and saying verb.¹⁵ Based on the above explanation, the researcher concludes that narrative text is a text which is aimed to entertain or amuse the reader.

Narrative text tells imaginative stories or real stories that are modified, and arranged through a sequence of events that occurred in the past. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to entertain, i.e. to gain and hold the reader's interest in a story but the most important to nourish and extend the reader's imagination.

e. Generic Structures of Narrative Text

According to Anderson and Anderson, narrative text provides the elements of narrative text they are consists of orientation, complication,

¹⁴ Pardiyono, *Teaching Genre- Based Writing*, (Yogyakarta: Andi OFFSET, 2007), P. 94.

¹⁵ Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: CV. Yrama Widya, 2007), p. 41.

sequence event, resolution and coda. Such as Table II.1:

Table II.1 Generic Structures of Narrative Text

No	Text Element	Content
1.	Orientation	This is the introductory part of the stories where the author tells the reader who is in the story, when the story takes place, and where the story is happening. Throughout this part, the reader can get the insight of what probably happens next in the story
2.	Complication	the part the author tells the chain of events in the story that influences what will happen in it. This is where the character plays their role. Many characters will be affected by some of the events happen in this part.
3.	Sequence of event	A narrative may present a series of event as the form of response from the characters to the complication of the story. It involves the character's feelings and what they do. That event is usually told in chronological order of with flashback. The point of view appears in this part.
4.	Resolution	In this part, the story reaches its end. This is where the problem is solved
5.	Coda	Usually coda is present at the last paragraph. Coda includes a moral or message to be learnt from the story. ¹⁶

From the explanation about the researcher conclude the generic structure of narrative text is the content of a text that consist of orientation, complecation, events, resolution and coda.

f. Language Features of Narrative Text

There are some language features in Narrative text, they are:

- 1) Certain nouns, pronouns, animals, and certain things in the story, such as maid, stepsisters, housework, etc.
- 2) Adjectives extending noun phrases, such as long black hair, two red apples, etc.

¹⁶ Mark Anderson & Kathy Anderson, *Text Type in English*, (South Yara: Macmillan Education Australia, 2003), p. 4.

- 3) Time connectives and conjunction to make events sequence, such as then, before that, soon, next, etc.
- 4) Adverbs and adverbial phrases to show location and time of events, such as here, in the mountain, happily ever after, etc.
- 5) Action verbs in past tense: stayed, climbed, jumped, etc.
- 6) Saying verbs indicating utterance such as said, told, promised, and thinking verbs identifying the thought, perception or feeling of the characters in the story, such as thought, understood, felt, seemed, etc.
- 7) The use of Past Tense.¹⁷

So, researcher concludes the language features of narrative text are to get or find the adjectives extending noun phrases, action verb in past tense, time connectives and conjunction. It has talked about that comprehension to construct the language to take the information from the text.

g. Example of Narrative Text

In this table below is an example of narrative text

Table II.2
Example of Narrative Text

No	Three Fishes	
1.	Orientation	Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some <u>gardening and fishing for his daily life.</u>
2.	Complication	One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish,

¹⁷ Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Pematang Siantar: GrahaIlmu, 2008), p. 74

No	Three Fishes	
		otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.
3.	Resolution	Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain.
4.	Coda	The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir. Because her husband did not keep his promise in the end it brought disaster to himself and others. ¹⁸

2. Story Face Strategy

a. Definitions of 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.

¹⁸ Admin Kampung Inggris, "Text Bahasa Inggris Cerita Legenda Danau Toba Lengkap", retrieved from <http://kampusinggris.online/narrative-text-danau-toba/amp/> at May 2023.

According to Klingner et.al.,¹⁹ 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 (see figure II.1). 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.

This strategy functions like a story map, allowing students to visualize the important component of a narrative text, including setting, main character, problems, events, and resolution. It means that, story face can be used through discovery and flexible howit. The "story face" is an adaption of story mapping that provides a visual framework for understanding, identifying, and remembering elements in narrative text.²⁰ So, from of explanation above, the researcher concluded that story face is story mapping by give a picture to make the students interest reading process. Story face helps students to find main of idea in every story. The students know setting, main characters, problems, events, and solution in every story students read.

¹⁹ Klingner, J. K., Vaughn, S., & Boardman, A. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.79

²⁰ Efriyani & Rina Susanti, "Teaching Reading In Narrative Text By Combining Mind's Eye With Story Face Strategy At Junior High School Students", <http://download.portugalgaruda.org>, on 21st January, Saturday, 15.30.

Based on these theories, the story face is a graphic organizer that aids students' comprehension of narrative text. It functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution. It means story face is graphic with function like a map for visual in narrative text with components are setting, main characters, problems, events, and solution. Story face helps students to visualize text to find main item in the text.

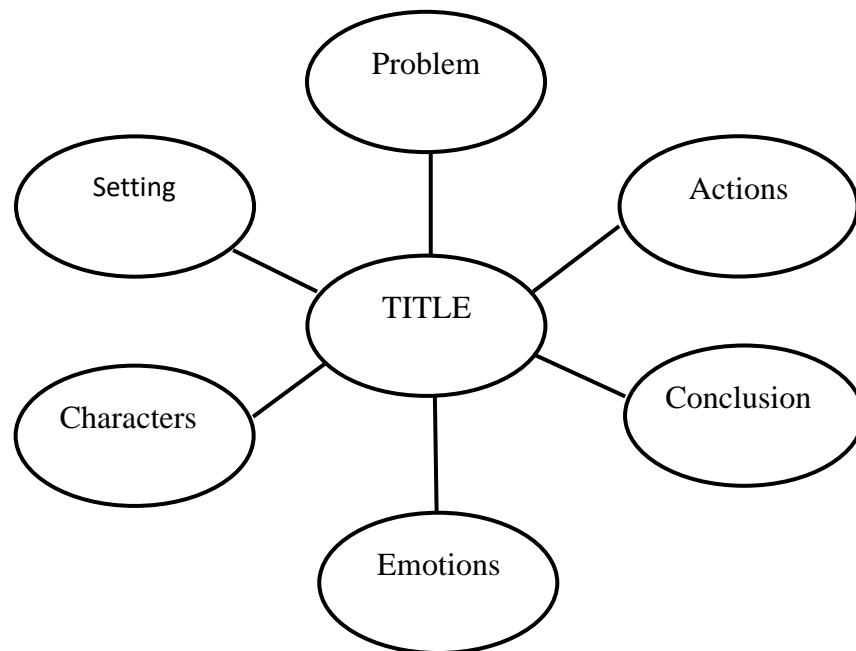


Figure II.1: Story Map with C-SPACE²¹

b. Procedures of Story Face Strategy

The teachers need to apply a teaching and learning strategy to help the students understand the text. After reading some literatures about how to

²¹ Klingner, J. K., Vaughn, S., & Boardman, A. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.80

implement story face in the classroom, the researcher found some procedures that contribute by English educators. According to Staal in Klingner et.al., that it looks like a story map; only it is shaped like a face.²² Staal provides example of “happy” and “sad” faces. We offer an adaptation of the happy version (for the sad face, the smile is upside down). Staal write that the Story Face is constructed by:

1. Making the eyes: two circles representing the setting and main character.
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.

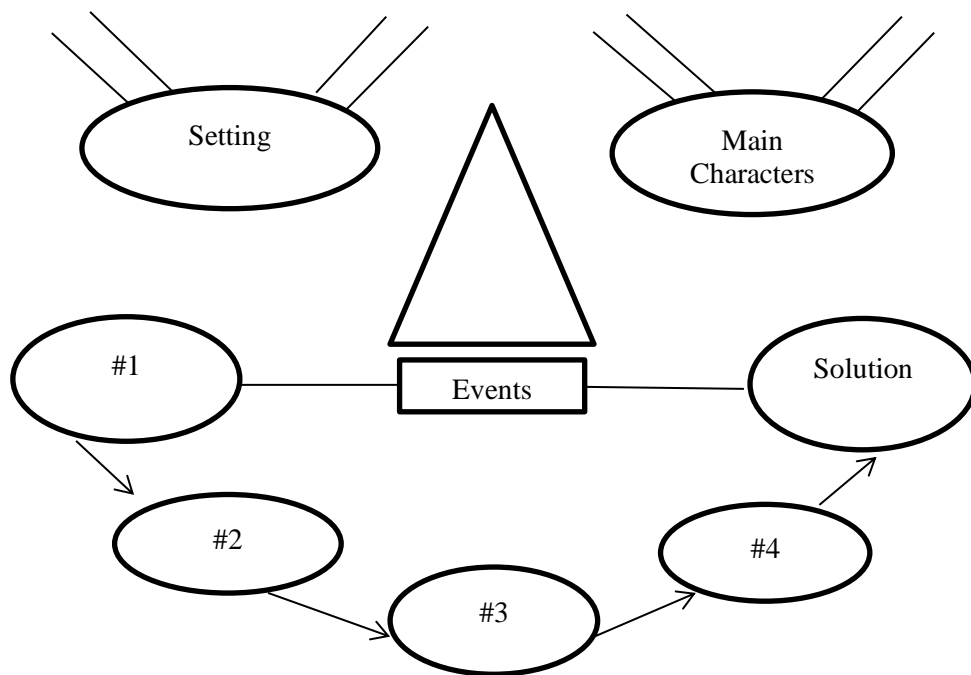


Figure II.2: The Shape of Story Face Strategy²³

²² Klingner, J. K., Vaughn, S., & Boardman, A. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.81

²³ Klingner, J. K., Vaughn, S., & Boardman, A. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.79

Hedgcock and Ferris²⁴ 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.

Besides that, Judi²⁵ 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
3. Number the ideas in the order they happened in the book
4. Record them on the story face.
5. Copy notes from the class story face

In this research the researcher designed and adopted Klingner's procedure as follow:²⁶

1. The teacher selects a narrative passage
2. The teacher prepares questions to lead students through the story face

²⁴ John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, (New York: Routledge, 2009), p. 301

²⁵ Moreillon Judi. Collaborative strategies for teaching reading comprehension : maximizing your impact, (Chicago: American Library Association, 2007), p.108.

²⁶ Klingner, J. K., Vaughn, S., & Boardman, A. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.79

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.

From the three procedures above the researcher uses the first procedure, It was according to Klingner et. al., The research used this procedures because this procedure more simple and enjoy to applicate in this class.

c. Advantages of Story Face Strategy

The advantages of reading through story face is teacher and students easier to find setting, main characters, problems, events, and a solution from the story. According to Stall in Harris and Graham that described several strengths of the story face strategy;

- a. It is easy to construct.

- b. It is easy to remember.
- c. It can guide retelling.
- d. It is collaboratively learned through discovery.
- e. It is flexible.²⁷

So, advantages of reading through story face are making it easier to determine the problem, topic, and solution in the story.

d. Teachers' Strategy in Teaching Narrative Text

Teacher strategy is intended as a teacher's effort in creating an environment system that enables the teaching process, the learning objectives that have been formulated can be achieved and succeeded.²⁸ So a teacher is required to have the ability to organize in general the components of learning. In the learning process requires a strategy in improving the performance of a teacher, because the teacher is the subject in implementing the learning strategy. The following is the teacher's strategy at grade X SMA N 1 Simangumban in teaching Narrative Text.

Teacher English at grade X SMA N 1 Simangumban use media in teaching reading in the class, there are teacher procedures in teaching reading²⁹:

1. Using questions the lighter to work on is:
 - a. Do you like to read stories?
 - b. What stories do you like?
 - c. What kind of text do you usually read?

²⁷ Karen R. Harris & Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Guildford Press, 2007), p. 75

²⁸ Irikawati, "Identifying Teacher's Strategies In Teaching Writing" 2, no. 2 (2017).

²⁹ Interview with Miss Novia Ritonga, English Teacher at Tenth grade SMA Negeri 1 Simangumban, Saturday, 12 Monday December 2022

2. The teacher displayed videos from you tube using LCD projector
3. The teacher guides students who have difficulties.

This strategy is the most common that the teacher do in the class. This also the strategy that must be developed by the teacher. This must be developed to make the learning more fun and the students easy to get the point of the material

e. Teaching Reading Narrative Text by Using Story Face Strategy

The use of story face strategy in teaching reading narrative text to help the teacher and students and the learning process. Make the learning process more interesting and fun, so that students are more active in learning. From several studies or theories above, researcher can change and conclude about teaching narrative text using the story face strategy³⁰. The researcher modified several activities in teaching reading narrative text using story face that can be applied in the classroom they are:

Table II.3
Teaching Reading Narrative Text by Using Story Face Strategy

Learning Activities	Teacher's Activities	Procedures
Pre-teacing	<ol style="list-style-type: none"> 1. Teacher and students greet each other 2. Read the prayer before starting to study and then check the attendance list 3. The teacher asks the students to stand up to warm up 4. Teacher prepare the strategy in learning process. 	Opening
While Teaching	<ol style="list-style-type: none"> 1. First of all, 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 	<ol style="list-style-type: none"> 1. The teacher selects a narrative passage 2. The teacher prepares questions to lead students

³⁰ Klingner, J. K., Vaughn, S., & Boardman, A. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.79

Learning Activities	Teacher's Activities	Procedures
	understand and to remember more about what they read	through the story face
	3. The teacher explains about narrative text and its elements	3. The teacher discusses the organization of a story by explaining that story has a beginning, middle, and an end
	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.	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. c. The end of the story tells how the character(s) solved the problem
	5. The teacher asks the students to read the text	5. The teacher and students read the story
	6. The teacher asks the students to sit in a group 7. The teacher asks the students to read the text with their partner	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
	8. The teacher gave assignment to the students with another text 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	7. The teacher and the students compare this story with other stories they have read

Learning Activities	Teacher's Activities	Procedures
Post teaching	1. The teacher gives feedback. 2. Teacher give the homework. 3. Teacher informs the next material and the teacher close the class.	Closing

B. Review of Related Research

Previous related finding is used to support argument in this research. Besides, it is also used as reference and comparison the research with the other research. There have been some finding related to this study. Some of them are:

The first is Bedrimiati, the research method which was used in this research is pre- experimental design. The research using pre-test and post-test in the collecting data. The result that t-test was bigger than t-table, that was $2.06 < 3.43 > 2.79$. The researcher said that students' reading comprehension increased significantly after the researcher implemented the use of story face when teaching narrative text. It can be proved from the result of pre-test and post-test.³¹ The conclusion of this thesis is the students' reading comprehension achievement increased significantly after the researcher implemented the story face when teaching narrative text.

The second is Mufidah and the research method which was used in this experimental research. The research using pre-test and post-test in the collecting data. The result that t-test was higher than t-table ($2.24 > 2.00$) it meansthat H_a was

³¹ Bedrimiati, "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", retrieved from <http://repository.uin-suska.ac.id/eprint/9462> at Maret 2023.

accepted and Ho was rejected.³² The conclusion of this thesis is teaching English is difficult, so to make the students interest teacher should use various strategy in learning process. The teacher can choose appropriate strategy according to the situation and topic. Teacher can use story face strategy to teach reading comprehension and makes students achievement improved.

The third is Firdaus and the research used a qualitative data to see significant improvement of the students in reading comprehension. The result of the test showed students' improvement in reading comprehension, in the first cycle was 60% and second cycle was 81%, so students reading score calculates improved 21%.³³ The conclusion is story face strategy can improve the ability of the students in reading comprehension.

The fourth is Aditya and the research used a qualitative data to see significant improvement of the students in reading comprehension. The result of this research showed that teaching reading using story mapping strategy improved students' reading comprehension ability.³⁴ It could be seen from the improvement from the result of the mean score in the pre-test and post-test. the gain was 12.37%,

³² Zahriyatul Mufidah, "The Effectiveness of Story Face in Teaching Reading Comprehension at X Grad SMK Batur Jaya 2 Ceper Klaten", retrieved from <http://eprints.iain.surakarta.ac.id/1835/1/ZAHRIYATUL%2520m.pdf&> at Maret 2023.

³³ Nabila Aulia Zakiya Firdaus, "Improving Students' Reading Comprehension in Narrative Text by Using Story Face Strategy at X-IPS 2 Grade Students of 12th State Senior High School Surabaya", retrieve from <http://erepository.uwks.ac.id/1557/1/NABILA%2520AULIA>, at Maret 2023.

³⁴ Desta Aditya, "Improving Students' Reading Comprehension Ability Through Story Mapping Strategy at SMA Negeri 1 Terusan Nunyai", retrieved from <http://digilib.unila.ac.id/26789/3/SCRIPT>, at Desember 2018.

from 58.76% in the pre-test up to 71.13% in the post-test. The data were analyzed by using t-test in which significances was determined by $p < 0.05$. the aspect of reading that improved the most was specific information; the gain was 16.8%. The conclusion of the thesis is story mapping strategy could improve the students reading comprehension ability and specific information as the aspect of reading that improved the most.

From the description above, the researcher can conclude that this strategy can improve the students' reading narrative text. Researchers believe that the story face can improve the students' reading narrative text. This story face strategy will also make students like narrative text lessons more.

C. Conceptual Framework

Story face strategy is by giving a picture to make the students interest reading process. According to Stall, Story Face Strategy is a strategy 4 which used graphic organizer as aid students' comprehension of narrative text. The successful of reading comprehension depend on many factors. One of them is how the teacher reading to the students. The suitable method is very important to teach reading.

Reading comprehension is mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the new idea that given by the writers. In this research the researcher interested to use Story Face Strategy to teach reading narrative text. In this research, the research will prove whether this strategy has an effect or not on students' reading narrative text.

The researcher used test in this research to prove this strategy. In

experimental class the researcher will teach narrative text using story face strategy, while in control class using teachers' strategy. So that in post-test it will be known whether this strategy has an effect or not on students' reading narrative text. Based on the above, conceptual framework can be seen from the figure below:

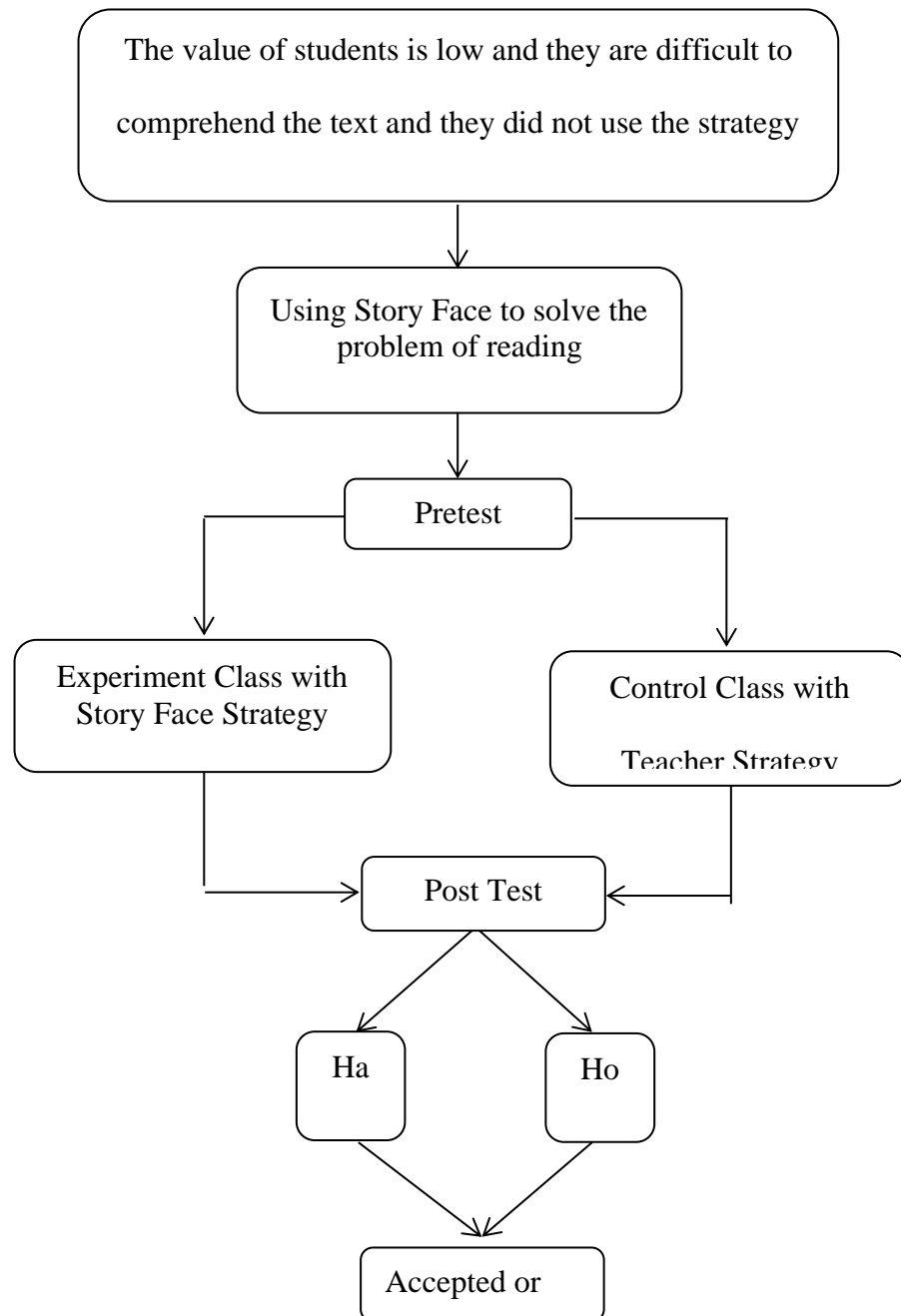


Figure II.3. The Picture of the Research Process

D. Hypothesis

Based on the theories and framework, the hypothesis was as ; There is a significant effect of Story Face on Students's Reading Comprehension of Narrative Text at Grade X SMA N 1 Simangumban.

CHAPTER III

RESEARCH OF METHODOLOGY

A. The Place and Time of the Research

The researcher was conducted at SMA N 1 Simangumban. The location is on Jl. Tarutung/Sipirok Kec. Simangumban, North Sumatera. This research started from December 2022 up to December 2023.

B. The Research Design

The kinds of this research is quantitative research in experimental method, with a true experimental design in which pre-test and post-test control groups are designed. Experimental classes are classes taught using story face strategy as therapy, and control classes are classes taught using conventional strategies.

This means that two classes are selected and pre-tests are performed to know the general conditions of the two classes, then a post-test is given, and test result compared to determine the differences in the effect of treatments in the experimental class. In this research, researcher gave the Pre-test before giving the treatment and gave the Post-test after giving the treatment to experimental class and control class. It can be seen from the following table:

Table III.1
Experimental and Control Class

Class	Pre-test	Treatment	Post-test
Experimental Class	√	√	√
Control Class	√	X	√

C. The Population and Sample

1. Population

In this research, all of students of SMA Negeri 1 Simangumban at grade X were used as the population. The population used in this research was all of the students at grade X of SMA N 1 Simangumban. They consist of 4 grades. It can be seen from the table below:

Table III.2
The Population of the Grade X Students

No.	Class	Number of Students
1.	X-A	22
2.	X-B	22
3.	X-C	22
4.	X-D	22
	Total	88

2. Sample

In this research, researcher used cluster random sampling technique. To know how a social gathering or prize draw is carried out. Random sampling taking the sample by using lottery. First, prepare 4 small papers and write the name of the grades. Then, the lottery was put into a box and shaken randomly. After that, the paper that will be taken was two papers. So, the sample that taken by randomly were X-A and X-B. The students of X-A that consistof 22 students is namely experimental class and then the students of X-B that consist of 22 students is namely control class. So, the total sample in this research were 44 students. It can be seen in the table below:

Table III.3
The Sample of the Research

No.	Grade	Number
1.	Experimental Class X-A	22
2.	Control Class X-B	22
	Total	44

D. The Instrument of the Research

The research must have an instrument because is very important to guarantee for taking valid data. The instrument in this research was test. The test was multiple choice questions with 50 questions, 25 questions in pre-test and 25 questions in pos-test before validity. Then, the researcher took 40 questions which was 20 for pre- test and 20 for post-test after vaidity. The test were pre-test given before treatment and post-test given after treatment. In evaluation reading the students reading comprehension in narrative text, there are some indicators.

Table III.4
Indicator of Reading Narrative Text for Pre-Test

No.	Indicators	Items	No. Items	Score	Total
1.	The students are able to identify setting of the text	4	7,8,14,18	5	20
2.	The students are able to identify main character of the text	4	15,13,19	5	20
3.	The students are able to identify problem of the text	4	1,6,9,10,1 6	5	20
4.	The students are able to identify events of the text	4	2,4,5,11	5	20
5.	The students are able to identify solution of the text	4	1,3,11,20	5	20
	Total Score	20			100

Post test is a test that do after the experiment. The purpose of post-test is to know the students ability in reading comprehension.

Table III.5
Indicator of Reading Narrative Text for Post-Test

No.	Indicators	Items	No. Items	Score	Total
1.	The students are able to identify setting of the text	4	7,8,15,17	5	20
2.	The students are able to identify main character of the text	4	12,13,14,19	5	20
3.	The students are able to identify problem of the text	4	6,9,16,18	5	20
4.	The students are able to identify events of the text	4	2,4,5,11	5	20
5.	The students are able to identify solution of the text	4	1,3,11,20	5	20
	Total Score	20			100

The questions used after validation are 20 questions for post-test.

E. The Validity Instrument

1. Validity

In this research, the researcher used item validity to establish validity test. A valid instrument is the extent to which an instrument measures what must be measured. Actually, item validity is the degree to which a test measure an intended. The instrument in this research was test. The test was 50 items of multiple choice questions that would use for pre- test and post- test. From validity test in pre-test there were unvalid questions on number 1,8,10,15 and 22. On post-test were 5,6,15,19 and 23. The researcher took 40 questions which was 20 for pre- test and 20 for post-test after validity. The validity result can be seen in appendix 6.

2. Reliability of the test

Reliability is also need in this research for make sure the test. Reliability is the extent to which measuring device is consistent in measuring whatever it

measures. The instrument become reliable when the instrument of the research is believable to use as an instrument of collecting data. The reliability of the test can be found by using K-R 20 formula.

F. The Procedures of the Research

In completing the data, the next step of this research is collecting the data. The function of data collecting data was determine the result of the researcher. In collecting data the researcher used some steps, They were:

1. Pre-test

The pre-test is conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean scores of the story face strategy group and conventional group before the researcher give treatment to the experimental group. In this case, the researcher uses some steps. They were:

1. The researcher prepares the test 20 items.
2. The researcher distributes the paper of the test to students of experimental class and control class.
3. The researcher explains what students to do
4. The researcher gives the time to students to answer the questions.
5. The students answer the question.
6. The students collect their paper test to the researcher.
7. The researcher checks the answer of students and fine the meanscore of experimental and control class.

2. Treatment

The treatment requires the researcher to apply the strategy. Researcher must provide narrative text material to students. The way to teach both classes is in different ways. In experimental class, researchers conducted teaching by using story face strategy. Meanwhile, in control class used in a teacher's way. Here is the steps of the treatment by using story face strategy in teaching narrative text:

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.

3. Post-test

After giving treatment, the researcher conducted a post-test which the different test with the pre-test, and has not been conducted in the previous of the research. This post-test was the final test in the research, especially measuring, whether was an effect or not. The researcher has some procedure. There were:

- 1). The researcher prepares the test 20 items.
- 2). The researcher distributes the paper of the student of experimental class and control class
- 3). The researcher explains what students to do
- 4). The researcher gives the time to students to answer the question.
- 5). The students answer the question
- 6). The students collect their paper test to researcher
- 7). The researcher checks the answer of students and finds the mean score of control and experimental class.

G. Technique of Data Analyzing

The researcher applied a statistical calculation called a simple regression formula to analyze the data. The regression formula is used to determine whether or not the story face strategy has a substantial effect on students' reading narrative text. The SPSS 29 version is used to statistically analyze the data.

1) Normality Test

The function of normality test is to know whether the data of research is normal or not. The normality test is a test for determining if the research's data of sample taken was representative or not, so that the research conclusions drawn from a number of samples can be accounted for. The hypothesis for normality test is formulated as follows:

H_0 =The data is normally distributed

H_a =The data is not normally distributed

The significant level chosen in analyzing the score of $F_{calculated}$ through using SPSS 29. version is 5% or 0.05. Statistically the hypothesis is:

$H_0: F_{calculated} > F_{0.05}$ or $significant_{calculated} > significant \alpha (0.05)$

$H_a: F_{calculated} < F_{0.05}$ or $significant_{calculated} < significant \alpha (0.05)$

Table III.6
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.92662152
Most Extreme Differences	Absolute	.156
	Positive	.156
	Negative	-.077
Test Statistic		.156
Asymp. Sig. (2-tailed)		.088 ^c

From the data above can be seen that the significance is 0.088. It means $0.088 > 0.05$. H_0 is accepted and H_a is rejected. So, the data is normal.

2). Homogeneity Test

Homogeneity test is used to find homogeneity of the variances of each class. If the both of classes are same the variant or not. The researcher used test of

homogeneity of variances with using SPSS 29 version.

Table III.7
Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
.328	1	42	.570

Based on the table above, it showed that variance between groups based on mean have significance 0.570. It means $\text{sig} > \alpha = 0.05$. $0.570 > 0.05$. The data in both of groups are homogenous.

3) Hypothesis Test

The research used T-test to investigate the hypothesis. The researcher used independent Sample T-test with using SPSS 29. can be seen from the mean score The result. The mean score would be show whether there is the differences between mean score of control class and mean score of experimental class that means the strategy useful or not. The researcher should make the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table} . If $t_{count} > t_{table}$ means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), mean while if $t_{count} < t_{table}$ means alternative hypothesis is rejected, null hypothesis is accepted (there is no significant effect).

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the result of research. It talks about the effect of story face strategy on students' reading narrative text. The data using pre test and post test had been calculated. The hypothesis of this study evaluated with t- test. The description of the data is as follows:

A. Description of Data

1. The Students' Reading Narrative Text Before Using Story Face Strategy

a. Data Description of Pre-test at Control Class

Class X-B was as control class in this research. Based on the students' reading test in pre-test, the students' score was seen as follows:

Table IV.1
The Score of Pre-test in Control Class

No	Data Description	Control Class
1.	The Lowest Score	25
2.	The Highest Score	70
3.	Mean	35
4.	Median	45
5.	Modus	45
6.	Std. Deviation	11.25

Based on table above, it may be concluded that data got from control class can be described as; the lowest score was 25. On the other hand, the high score was 70, mean was 35 and median from the score was 45. Besides, modus from the score in control class was 45 then, standard deviation was 11.25.

Then, the calculation of the frequency distribution of the students' score as follow:

Table IV.2
Data Distribution Frequency (Pre-test) Control Class

No	Interval	Mid-Point	Control Class	
			Frequency	Percentages
1	25 – 32	28.5	3	13.64%
2	33 – 40	36.5	8	36.36%
3	41 – 48	44.5	4	18.18%
4	49 – 56	52.5	5	22.72%
5	57 – 64	60.5	1	4.54%
6	65 – 70	67.5	1	4.54%
Total Score			22	100%

From the table above, the students' score in control class between 25 – 32 was 3 students (13.64%), class interval between 33 – 40 was 8 students in the percentage (36.36%). Then, class interval between 41 – 48 was 4 students (18.18%), interval class between 49 – 56 consisted of 5 student in percentage (22.72%). Class interval between 57 – 64 was 1 student in percentage (4.54%). Class interval between 65 – 70 was 1 student in percentage (4.54%).

In order to get description of the data clearly and completely, pre-test value of experimental class is presented in the form of histogram and can be seen at figure as follows:

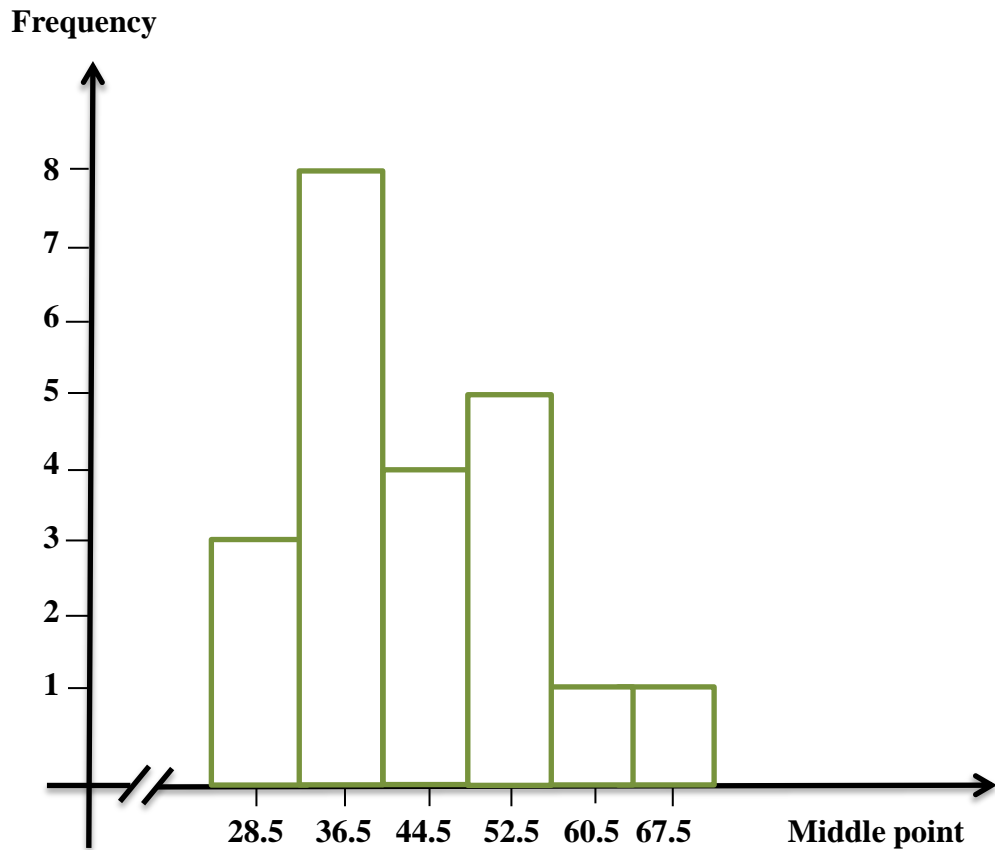


Figure IV.1 Data Description of Pre- test at Control Class

In the figure, it is seen that the highest score in reading it can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of cotrol class in shown that the highest in middle point 44.5 was 4 students.

b. Data Description of Pre-test at Experimental class

In pre-test of experimental class, the researcher calculated the result which had been got by the students in answering reading test. The score of pre-test experimental class can be seen in table as follows:

Table IV.3
The Score of Pre-test in Experimental Class

No	Data Description	Experimental Class
1.	The Lowest Score	25
2.	The Highest Score	65
3.	Mean	49.09
4.	Median	50
5.	Modus	50
6.	Std. Deviation	8.949

Based on table above, it may be concluded that data got from experimental class can be described as; the lowest score was 25. On the other hand, the high score was 65 mean was 49.09 and median from the score was 50. Besides, modus from the score in experimental class was 50 then, standard deviation was 8.949. Then the calculation of the frequency distribution of the students' score as follow:

Table IV.4
Data Distribution Frequency (Pre-test) in Experimental Class

No	Interval	Mid-Point	Control Class	
			Frequency	Percentages
1.	25 – 31	28	2	9.09 %
2.	32 – 38	38	0	0%
3.	39 – 45	42	6	27.27%
4.	46 – 52	49	7	31.81 %
5.	53 – 59	56	4	18.18%
6.	60 – 65	63	3	13.63%
Total Score			22	100%

From the table above, the students' score in experimental class between 25 – 31 was 2 students (9.09%), class interval between 32 – 38 was 0 students in the percentage (0%). Then, class interval between 39 – 45 was 6 students (27.27%), interval class between 46 – 52 consisted of 7 students in percentage (31.81%). Class interval between 53 – 59 was 4 students in percentage (18.18%). Class interval between 60 – 65 was 3 students in percentage (13.63%).

In order to get description of the data clearly and completely, pre-test value of experimental if it is presented in the form of histogram can be seen at figure as follows:

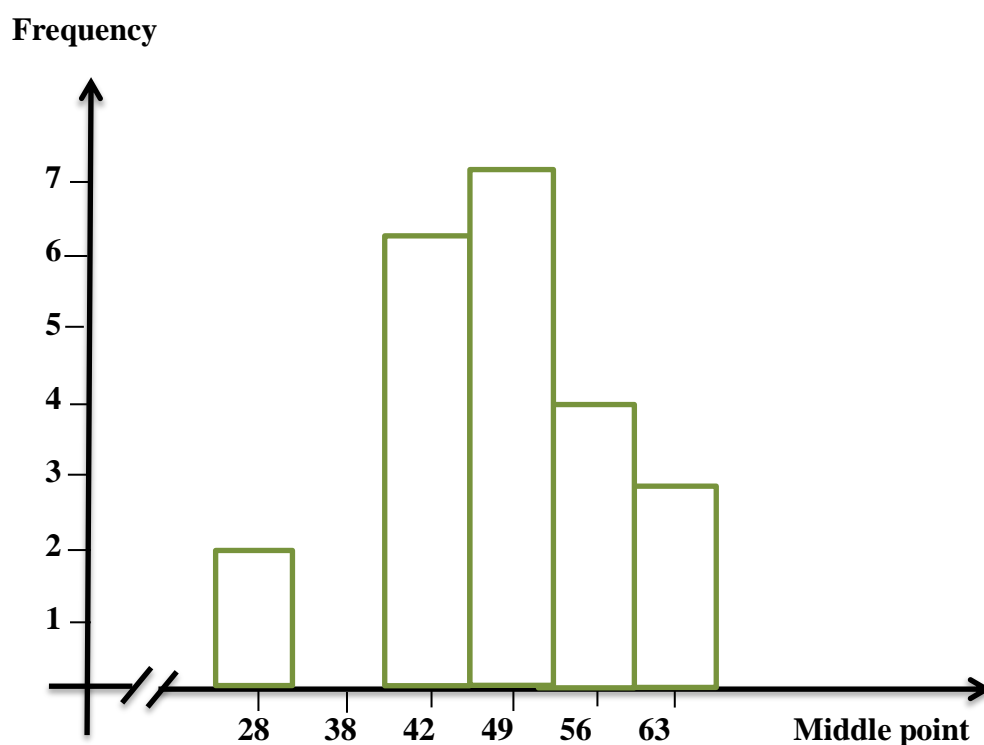


Figure IV.2 Description Data of Pre- test of Experimental Class

The figure 2 described the students score based on the interval classes. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of experimental class in show that the highest in middle point 49 was 7 students and the lowest score in middle point 28 was 2 students.

2. The Students' Reading Narrative Text After Using Story Face Strategy

a. The Post-Test Score of Control Class

In post- test of control class, the researcher calculated the result which had been got by the students in answering reading test. The data of post- test control

class can be seen in table as follows:

Table IV.5
The Score of Post-test in Control Class

No	Data Description	Control Class
1.	The Lowest Score	25
2.	The Highest Score	65
3.	Mean	44.54
4.	Median	47.5
5.	Modus	50
6.	Std. Deviation	13.26

Based on table above, it may be concluded that the data got from control class can be described as; the lowest score was 25. On the other hand, the high score was 65 mean was 44.54 and median from the score was 47.5. Besides, modus from the score in experimental class was 50 then, standard deviation was 13.26. Then the calculation of the frequency distribution of the students' score as follow:

Table IV.6
Data Distribution Frequency (Post-test) in Control Class

No	Interval	Mid-Point	Control Class	
			Frequency	Percentages
1.	25 – 32	28.5	5	22.72%
2.	33 – 40	36.5	5	22.72%
3.	41 – 48	44.5	1	4.54%
4.	49 – 56	52.5	6	27.27%
5.	57 – 64	60.5	3	13.63%
6.	65 – 72	68.5	2	9.09%
Total Score			22	100%

From the table above, the students' score in control class between 25 – 32 was 5 students (22.72%), class interval between 33 – 40 was 5 students in the percentage (22.72%). Then, class interval between 41 – 48 was 1 student (4.54%), interval class between 49 – 56 consisted of 6 students in percentage (27.27%).

Class interval between 57 – 64 was 3 students in percentage (13.63%). Class interval between 65 – 72 was 2 students in percentage (9.09%).

In order to get description of the data clearly and completely, Post test value of experimental class if it is presented in the form of histogram can be seen at figure as follows:

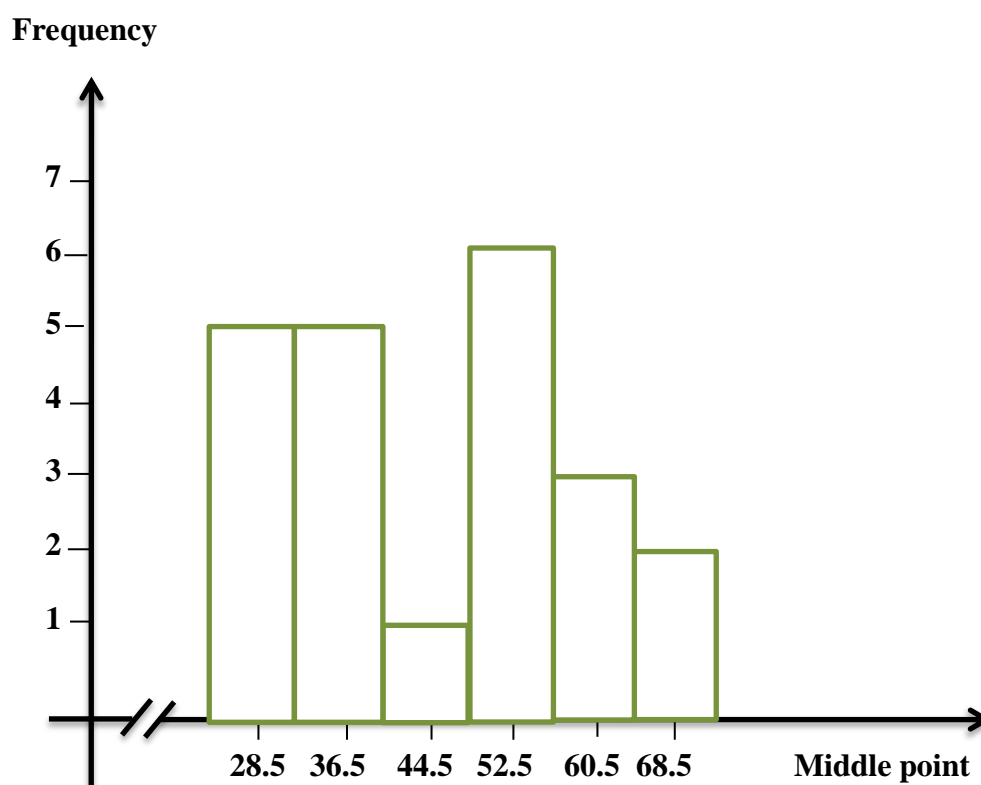


Figure IV.3 Data Description of Post-test at Control Class

The figure 4 described the students' score based on the interval classes. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of control class in post- test shown that the highest in middle point 52.5 was 6 students and the lowest score in middle point 44.5 was one student.

b. The Post Test Score of Experimental Class

In post- test of experimental class, the researcher calculated the result which had been got by the students in answering reading test. The data of post- test experimental class can be seen in table as follows:

Table IV.7
The Score of Post-test in Experimental Class

No	Data Description	Experimental Class
.	The Lowest Score	60
.	The Highest Score	90
.	Mean	77.27
.	Median	77.5
.	Modus	75
.	Std. Deviation	6.86

Based on table above, it may be concluded that the data got from experimental class can be described as; the lowest score was 60. On the other hand, the high score was 90, mean was 77.27 and median from the score was 77.5. Besides, modus from the score in control class 75. Then, standard deviation was 6.86. Then the calculation of the frequency distribution of the students' score as follow:

Table IV.8
Data Distribution Frequency of (Post-test) at Experimental Class

No	Interval	Mid-Point	Control Class	
			Frequency	Percentages
1.	60 – 64	62	1	4.54%
2.	65– 69	67	0	0%
3.	70 – 74	72	4	18.18%
4.	75 – 79	77	6	27.27%
5.	80 – 84	82	6	27.27%
6.	85 – 90	87	5	22.72%

From the table above, the students' score in experimental class between

60 – 64 was 1 students (4.54%), class interval between 65– 69 was 0 student in the percentage (0%). Then, class interval between 70 – 74 was 4 students (18.18%), interval class between 75 – 79 consisted of 6 students in percentage (27.27%). Class interval between 80 – 84 was 6 students in percentage (27.27%). Class interval between 85 – 90 was 5 students in percentage 22.72%.

In order to get description of the data clearly and completely, post test value of experimental class if it is presented in the form of histogram can be seen at figure as follows:

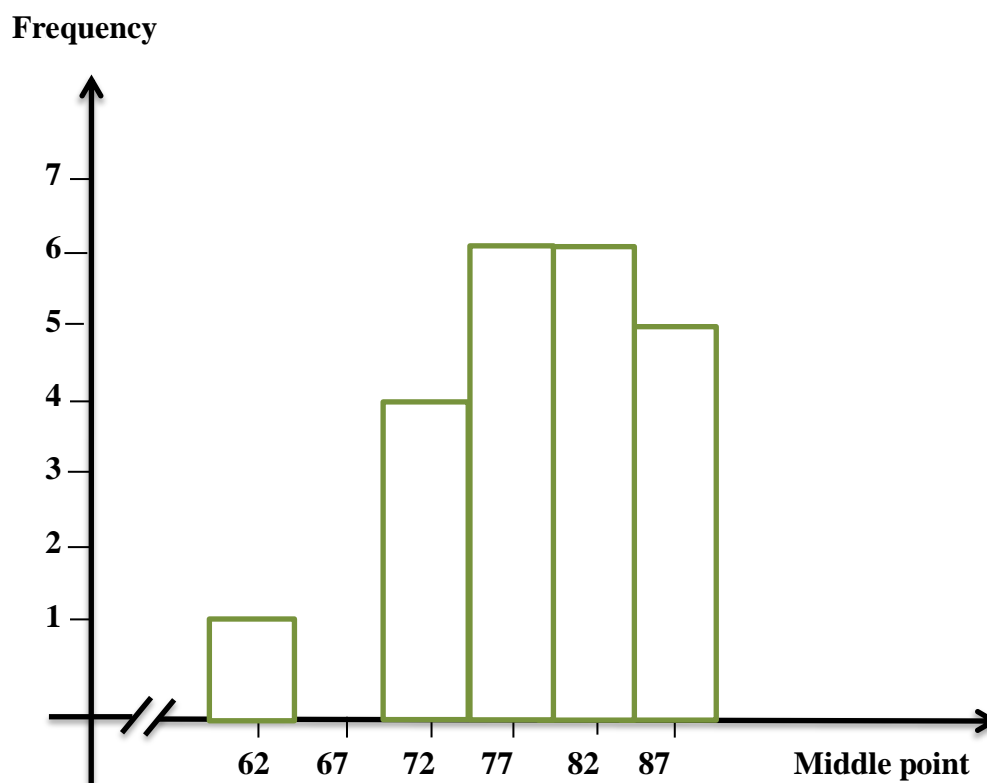


Figure IV.4 Data Description of Post- Test at Experimental Class

The figure 4 described the students score based on the interval classes. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of experimental class in post- test shown that the

highest score in middle point 72 and 82 was 6 students and the lowest score in middle point 62 was 1 student.

3. Description of score in Experimental Class and Control Class

In comparing the samples used, the research interpreted the paired samples t-test by using SPSS v.29 version as below:

Table IV.9
Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test control class	43.64	22	11.253	2.399
	Pre-test experimental	49.09	22	8.949	1.908
Pair 2	Post-test control class	55.23	22	5.871	1.252
	Post-test experimental	77.27	22	6.853	1.461

Based on the table IV.9, it can be seen that summary of the result of reading statistic of the two sampels, namely the pre-test and post-test scores both in experimental class and control class. The mean score in pre-test experimental class was 43.64 and 77.27 was in post-test experimental class. Meanwhile, the mean score in pre-test control class was 43.64 and 55.23 was post-test control class. The participant consisted of 22 students for experimental class and 22 students for control class.

Then Standard Deviation in pre-test experimental class was 8.949 and 6.853 post-test experimental class. Standard Deviation in pre-test control class was 11.253 and 5.871 in post-test control class. Because the mean score in pre test was lower then post test, it means descriptively there is the different mean score.

B. Hypothesis Test

The researcher has know the data normal and homogen. It means the researcher has to choose the next hypothesis. If the data is normal and homogeny so, that the researcher has to use the parametric statistic such as independent sample t-test. The researcher independent sample t-test with using SPSS V.29 examine the hypothesis. The result can be seen from the mean score.

Before using the strategy (pre-test) in experimental class, mean score was 49.09 and after using the strategy in experimental class (post-test), mean score was 77.27. To see the effect on students' reading narrative text the researcher would present the data analyze on the table below:

Table IV.10
Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Experimental	22	77.27	6.853	1.461
	Control	22	55.23	5.871	1.252

The table above shows that both samples have 22 students for experimental class and 22 students for control class. The mean of experimental class improvement was 72.27 and mean control class 55.23 improvement was 55.23. Standard deviation for the experimental class was 6.853 and while for control class was 5.871. It means there is a different point on students' reading narrative text after using story face strategy. For significance (2-tailed) can be seen:

Table IV.11
Independent Sample Test

T-test for Equality of Means										
Equal Variances assumed	.328	.570	11.458	42	.001	.001	22,045	1.924	18.163	25.928
Equal Variances not assumed			11.458	41.033	.001	.001	22,045	1.924	18.160	25.931

Based on the table above, it can be seen that t_{count} is 11.4578 and t_{table} is 1.680. It means that $t_{count} > t_{table}$ (11.458 > 1.680). So, H_a is accepted. It is “there is a significant effect of Story Face Strategy on Students’ Reading Narrative Text at Grade X SMA N 1 Simangumban”. In this case, gain of mean score in pre-test and post-test in control class and experimental class can be seen in the table below:

Table IV.12
Gain of Score in Experimental Class and Control Class

	Pre-Test	Post-Test	Enhancement	Gain Score
Experimental Class	49.09	77.27	28.18	16.59
Control Class	43.64	55.23	11.59	

Based on the table above, the mean score for experimental class pre-test was 49.09 post-test was 77.27. The enhancement between pre-test and post-test in experimental class was 28.18. The mean score for control class pre-test was 43.64 and post-test was 55.23. The enhancement between pre-test and post-test in control class was 11.59. The totality from 28.18-11.59 was 16.59. It can be concluded that story face strategy significantly effect on students’ reading narrative text.

C. Discussion

Based on the definition of Story Face Strategy the researcher concluded that Story Face Strategy can help students in reading narrative text and enjoy learning process. Analysis of the data, the researcher discussed the result of this research on The Effect of Story Face Strategy on Students' Reading Narrative Text at Grade X SMA N 1 Simangumban where. The mean score of experimental class after using Story Face Strategy was 77.27 and mean score of control class by using teacher's strategy was 55.23 . In another hand reading by using teacher's strategy is less effective in teaching reading narrative text because, score class experimental higher than control class from that it show the story face strategy more effective than teacher's strategy in teaching reading narrative text.

Based on above result, the researcher compared the researcher's result with the related finding. Stall state story face is an adaptation of story mapping that provides a visual frame work for understanding, identifying, and remembering elements in narrative text.¹ By understanding, the frame work, the students will remember with the content of the text. When the sudents read the text the students will be easy to understanding the text.² So, it has proven that story face was suitable to teach reading comprehension.

Based on the related findings, the first script Bedrimiati, the researcher said that students' reading comprehension increased significantly after the researcher

¹ 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

² Esteves Whitten & Woodrow , *Success Proven Tool and Strategies for School and Classroom*, (Minneapolis : Free Spirit Publishing , 2009).

implemented the use of story face when teaching narrative text. It can be proved from the result of pre-test and post-test.³ The conclusion of this thesis is the students' reading comprehension achievement increased significantly after the researcher implemented the story face when teaching narrative text. The difference is that the previous research was in junior high school while this thesis research was in senior high school.

The second, Zahriyatul Mufidah, the research using pre-test and post-test in the collecting data. The result that t-test was higher than t-table ($2.24 > 2.00$) it means that H_a was accepted and H_o was rejected.⁴ So previous research and this research have the same results that t-test was higher than t-table ($11.458 > 1.680$). The difference is that the previous research was in junior high school while this thesis research was in senior high school. The conclusion of this thesis is teaching English is difficult, so to make the students interest teacher should use various strategy in learning process. The teacher can choose appropriate strategy according to the situation and topic. Teacher can use story face strategy to teach reading comprehension and makes students achievement improved.

Based on explanation above, the researcher concluded using Story Face Strategy can be applied for all of subjects and suitable in teaching reading narrative text. It can be concluded that the using Story Face Strategy gave the effect on students' reading narrative text especially students at grade X SMA N 1

³ Bedrimiati, "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", retrieved from <http://repository.uin-suska.ac.id/id/eprint/9462> at November 2018

⁴ Zahriyatul Mufidah, "The Effectiveness of Story Face in Teaching Reading Comprehension at X Grad SMK Batur Jaya 2 Ceper Klaten", retrieved from <http://eprints.iain.surakarta.ac.id/1835/1/ZAHRIYATUL%2520m.pdf> & at December 2018

Simangumaban. So, Story Face Strategy has given the effect to the research that has been done by the researcher.

D. Threats of the Research

The researcher found the threats of the research as follows:

1. The students were not serious in answering the pre-test and post-test. Some of them still did not do it by them selves.
2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to theirfriends and some of them did something outside teachers' rule. So, it made them cannot get the teacher's explanation well and gave the impact to the post-test answer.
3. The students were too enthusiastic in following Story Face Strategy and it made them be not followed the rule.

CHAPTER V

CONCLISION AND SUGGESTIONS

A. Conclusion

Based on the result of the research and calculation of the data that had described in the previous chapter, the researcher got the conclusions as follows:

1. Before using story face strategy, students' reading comprehension was unsatisfied. The mean score of pre-test for the experimental class that used story face strategy was 49.09. It can be classified to less category.
2. After using story face strategy, the mean score of experimental class was higher than before using story face strategy. The mean score of post-test for the experimental class was 77.27. It can be categorized to good category.
3. There is the significant effect of story face on students' reading comprehension of narrative text at grade X SMA N 1 Simangumban. The result found that $t_{count} > t_{table}$ (11.458 > 1.680). It means H_a is accepted and H_o is rejected.

B. Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant effect of story face strategy on students' reading narrative text at grade X SMA N 1 Simangumban and those who are taught without using story face strategy. Moreover, this research implies that the use of story face strategy is needed in teaching reading narrative text. Considering the conclusions drawn above, it implies that the use of story face strategy is capable to promote the

improvement on students' reading narrative text in which it can be seen from the progress on the students' reading scores after given a treatment using story face strategy.

It is expected that the teachers are highly recommended to utilize story face strategy on the teaching of reading narrative text. Students are motivated and enjoyed in learning reading process when they are taught using story face strategy. Therefore, it implies that the use of story face strategy can keep students' interest and help them to understand and interpret their ideas.

In summary, the use of story face strategy during the research can improve the students' achievement in their reading narrative text ability. Therefore, the application of story face strategy needs to be applied continuously in teaching reading. It is because the use of story face strategy can be effective strategy to help the students practice readings and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

C. Suggestion

After finishing the research, the researcher got much information in information in English teaching and learning process. Therefore, the researcher has some suggestions as follow:

1. From the first conclusion it can be seen that the students' score was satisfied.

So, the researcher suggests to the English teacher of SMA N 1 Simangumban to apply the innovative strategy such as Story Face Strategy. It also can be supported by choosing right media and good class management.

2. From the second conclusion, it can be seen that the experimental class which was taught by Story Face Strategy got the improvement on mean score from 49.09 to 77.27, meanwhile the control class which was taught by got the improvement of mean score from 43.64 to 55.23. So, the researcher suggests to the English teacher of SMA N 1 Simangumban to use these strategy in teaching English, because the students will be more active and seriously in learning English.
3. From the last conclusion, it can be seen that score of experimental class was higher than control class. The researcher suggests to use Story Face Strategy to other classes or in different grade, even in another schools, because the improvement that has been made by using this strategy. Besides, the teacher and the other researcher who wants to apply this strategy are hoped to manage the class well during the application of story face strategy so the students' can be follow the rule of Story Face.

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I. Identify

1. Name : Devi Emelia Lumban Tobing
2. Reg. Number : 1920300075
3. Place/Birthday : Pasanggrahan 19 Januari 2000
4. Gender : Female
5. Child to : Third from 4 siblings
6. Civics : Indonesia
7. Marital Status : Single
8. Religion : Islam
9. Address : Pasanggrahan kec. Simangumban Tapanuli Utara
10. Phone Number : 082272646234
11. Email : devitobing127@gmail.com

II. Parents

1. Father
 - a. Name : Suryadi Lumban Tobing
 - b. Job : Farmer
 - c. Address : Pasanggrahan kec. Simangumban Tapanuli Utara
 - d. Phone Number : 082272646252
2. Mother
 - a. Name : Esteria Situmorang
 - b. Job : Farmer
 - c. Address : Pasanggrahan kec. Simangumban Tapanuli Utara
 - d. Phone Number : 082304143244

III. Educational Background

1. Elementary School : SDN 173247 Aeksyah (2012)
2. Junior High School : SMPN 1 Simangumban (2015)
3. Senior High School : SMAN 1 Simangumban (2018)
4. Collage : UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan (2023)

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental Class

Satuan Pendidikan : SMA N 1 Simangumban

Kelas/Semester : X/II

Mata Pelajaran : Bahasa Inggris

Topik : Narrative Text

Skill : Reading

Alokasi Waktu : 4 x 45 menit

A. Tujuan Pembelajaran

Melalui strategy story face peserta didik diharapkan mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narasi dengan tepat sesuai dengan konteks penggunaannya.

B. Kompetensi Awal

Peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung unsur struktur yang telah dipelajari dan kosakata yang familiar secara mandiri, mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks.

C. Media Pembelajaran

1. Media: lembar kerja siswa
2. Alat/ Bahan: Spidol, papan tulis
3. Sumber Belajar: Buku Paket Bahasa Inggris SLTA/SMA kelas X dan Internet

D. Metode Pembelajaran

1. Story Face Strategy

E. Materi

Contoh narrative text :

Legend of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. His name is Toba. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

1. Fungsi sosial : Untuk menghibur pembaca sehingga harapannya pembaca merasa terhibur saat atau setelah membaca teks tersebut
2. Struktur text : Orientation, complication, resolution, dan reorientation.
3. Unsur Kebahasaan : Menggunakan kongjungsi waktu atau time conjunction, contohnya after, as soon as, then. Menggunakan karakter spesifik atau specific character, contohnya Aladin, Rafunzel, Cinderella dan lain-lain.
4. Tata Bahasa : Menggunakan past tense, contohnya dengan menggunakan verb 3 seperti said, told, got, found dan lainnya.

F. Langkah- Langkah Kegiatan Pembelajaran

Kegiatan awal (15 menit)

1. Greeting up
2. Read the player
3. Warming up
4. Mengecek presensi siswa
5. Menghubungkan materi pembelajaran yang akan dilakukan dengan kehidupan sehari-hari peserta didik.

6. Guru menyiapkan strategi dalam proses pembelajaran

Kegiatan Inti (60 Menit)

1. Pertama, guru memberikan teks narrative text kepada siswa
2. Guru memberi tahu siswa bahwa mereka akan mempelajari bagian-bagian dari sebuah narrative text dan story face strategy akan membantu mereka untuk memahami dan mengingat lebih banyak tentang apa yang mereka baca
3. Guru menjelaskan tentang teks naratif dan unsur-unsurnya
4. Guru membantu siswa untuk memahami bagaimana unsur-unsur tersebut saling berhubungan. Misalnya, beri tahu siswa bahwa mengidentifikasi tema memerlukan mempelajari karakter utama, dan cara karakter utama menyelesaikan atau tidak menyelesaikan masalah.
5. Guru meminta siswa untuk membaca teks tersebut
6. Guru meminta siswa duduk berkelompok
7. Guru meminta siswa membaca teks tersebut bersama pasangannya
8. Guru memberikan tugas kepada siswa dengan teks lain
9. Guru meminta siswa melengkapi wajah sebagai berikut:
 - a. Tokoh utama dan peristiwa besar
 - b. Latar dan peristiwa besar kedua
 - c. Permasalahan dan peristiwa ketiga
 - d. Hasi cerita dan peristiwa keempat

Kegiatan akhir (15 menit)

1. Memeriksa jawaban siswa
2. Meminta salah satu siswa untuk menyimpulkan materi hari ini.
3. Menyimpulkan materi.
4. Menyampaikan materi pembelajaran pertemuan berikutnya
5. Menutup pemebelejaran dan salam.

G. Penilaian

1. Sikap
2. Keterampilan
3. Pengetahuan

Guru Bahasa Inggris kelas X

Peneliti

Novia Sari Ritonga SP.d,Gr

Devi Emelia Lumban Tobing

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class

Satuan Pendidikan : SMA N 1 Simangumban

Kelas/Semester : X/II

Mata Pelajaran : Bahasa Inggris

Topik : Narrative Text

Skill : Reading

Alokasi Waktu : 4 x 45 menit

A. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks narasi dengan tepat.
2. Peserta didik dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar.
3. Peserta didik dapat mengidentifikasi pesan moral dengan tepat
4. Peserta didik dapat menyusun teks naratif dengan kreatif.

B. Kompetensi Awal

Peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung unsur struktur yang telah dipelajari dan kosakata yang familiar secara mandiri, mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks.

C. Media Pembelajaran

Media pembelajaran yang dibutuhkan pada saat belajar antara lain:

1. LKPD
2. Alat Tulis
3. Android
4. Laptop

D. Metode Pembelajaran

Project based learning, tugas kelompok, tugas mandiri, diskusi

E. KOMPONEN INTI

1. Pemahaman Bermakna

Mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

2. Pertanyaan Pemantik

- a) *Do you like to read stories?*
- b) *What stories do you like?*
- c) *What kind of text do you usually read?*

3. Persiapan Pembelajaran

- a) Memposting materi tentang Definisi Narrative Text, Fungsi Social Narrative Text, Jenis-jenis Narrative Text, Generic Structure, Bagian-bagian Narrative Text, dan Language Features.
- b) Memposting contoh Narrative Text.
- c) Membuat pertanyaan yang harus dijawab oleh siswadi Google Classroom.

4. Kegiatan Pembelajaran:

Tahapan	Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru menyampaikan tujuan pembelajaran yang ingin dicapai.2. Guru menyampaikan pertanyaan pemantik.3. Mengaitkan kejadian sehari-hari dengan materi.	15 Menit

Tahapan	Kegiatan	Alokasi Waktu
	4. Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari.	
Kegiatan Inti	<p>Mulai dari Diri</p> <p>1. Menggunakan pertanyaan pemantik untuk dikerjakan yaitu:</p> <ol style="list-style-type: none"> a. Do you like to read stories? b. What stories do you like? c. What kind of text do you usually read? <p>2. Peserta didik menyimak video dari youtube yang ditampilkan oleh guru di LCD proyektor (https://youtu.be/KH6Yal5GrIA)</p> <p>3. Peserta didik menggali konsep tentang Definisi Narrative Text, Jenis-jenis Narrative Text.</p> <p>Eksplorasi Konsep</p> <p>4. Peserta didik mendapatkan pemaparan secara umum tentang Narrative di berikan oleh guru melalui slide presentasi</p> <p>Ruang Kolaborasi</p> <p>5. Peserta didik diberikan kesempatan untuk melakukan studi pustaka (browsing dan atau mengunjungi perpustakaan) guna mengeksplorasi:</p> <ol style="list-style-type: none"> a. Definisi dari Narrative Text b. Fungsi Sosial Narrative c. Bentuk kalimat Simple Past Tense <p>Refleksi Terbimbing</p> <p>6. Peserta didik diminta melaporkan hasil studinya dan kemudian bersama-sama dengan dibimbing oleh guru mendiskusikan Definisi Narrative Text dan Fungsi Social Narrative text.</p> <p>Demonstrasi Kontekstual</p>	60 Menit

Tahapan	Kegiatan	Alokasi Waktu
	7. Peserta didik diminta mengerjakan soal latihan Elaborasi Pemahaman 8. Guru membimbing siswa yang mengalami kesulitan dan Siswa bisa bertanya jika ada kesulitan	
Penutup	Koneksi Antar Materi 1. Peserta didik bersama guru menyimpulkan hasil diskusi untuk pembelajaran hari ini. 2. Guru memberikan penjelasan jawaban atas pertanyaan yang ada. 3. Peserta didik menulis rangkuman berdasarkan arahan dari guru. Aksi Nyata 1. Guru memberikan tugas mencari contoh lain yang ada di sekitar yang berkaitan dengan materi. 2. Guru memberikan motivasi.	15 menit

G. Penilaian

1. Sikap
2. Keterampilan
3. Pengetahuan

Guru Bahasa Inggris kelas X

Peneliti

Novia Sari Ritonga SP.d,Gr

Devi Emelia Lumban Tobing

Appendix 3

INSTRUMENT PRE-TEST

READING TEST

Name :
Class :
Instructions :

Read the story carefully and answer the question below. Each one is followed by several questions about it. The questions are 1-20 items you choose the one answer, a, b, c, d, to each question, give mark (X) on the best your answer.

The following text is for questions 1 – 15

Legend of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. His name is Toba. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

1. What can we learn from the text above?
 - a. We must obey our parents
 - b. We must not break our promise
 - c. We must not eat our father's meal
 - d. We must go fishing to find a golden fish

2. What is the complication in paragraph 3?
 - a. The mother started crying, felt sad that her husband had broken his promise.
 - b. His daughter would help bringing lunch to her father out in the fields.
 - c. His daughter was so hungry and she ate his father's lunch.
 - d. The man shouted and be furious

3. What is the general purpose of the text?
 - a. to describe a particular thing
 - b. to give information about how something
 - c. to amuse or entertain the reader
 - d. to tell about past event

4. Finally, what did happen to the man?
 - a. He sunk
 - b. He turned into a lake
 - c. He turned into a fish
 - d. He turned into an island

5. Why did the daughter ran home?
 - a. Because she got fish
 - b. Because her mother called her
 - c. Because her father called her
 - d. Because his father said that her mother was a fish

6. Why did her mother crying?
 - a. Because her daughter
 - b. Because her soon
 - c. Because her husband
 - d. Because her husband told her son that her mother was a fish

7. Which one of the following statements is false about Toba?
 - a. He lived in a simple hut in a farming field
 - b. He married a fish
 - c. He has a daughter
 - d. He lived in West Sumatera

8. Where did she run told by her mother?
 - a. To the River
 - b. To the Sea
 - c. To the Lake
 - d. To the Hills

9. . Toba was angry to his daughter because?
 - a. His daughter was hungry
 - b. His daughter did not run
 - c. His daughter did not come

d. His daughter eat his lunch

10. Why she told her daughter to run up the hills?

- a. To pick up her father
- b. To pick up the fish
- c. To hide
- d. To save herself

11. What was her mother praying after she told her daughter to run?

- a. Pray for the safety of her daughter
- b. Pray for the safety of her husband
- c. Pray for her village
- d. Pray for a big earthquake followed by non-stop pouring rain

12. What happened after she prayed?

- a. She turned into a fish
- b. The man became the island of Samosir
- c. The whole area got flooded and became Toba Lake
- d. Her daughter run

13. Who did the man fall in love with?

- a. To the Goldfish
- b. To the Pricess
- c. To his wife
- d. To his Woman

14. Where did that man live

- a. He lived in a simple hut
- b. In a simple hut
- c. On the Village
- d. North Sumatera

15. What did the man do other than fishing?

- a. Farming
- b. Gardening
- c. Fishing
- d. Fisherman

The following text is for questions 16 – 20

Cinderella

In a village, there lived a happy family consisting of father, mother, and a girl named Cinderella. One day, something sad happened to the family, where Cinderella's mother died, and finally her father remarried to a widow who already had two daughters.

Cinderella's father works outside the village and always leaves Cinderella with her stepmother and stepsister. Stepmother and stepsister being treated like a slave. Cinderella very sad and hope her father soon go home.

One day, the court officials announcement that the palace prince was doing a contest looking for the empress. So, all the girls were invited to come to the palace. Cinderella's stepsister was busy decorating herself with fancy dresses and jewelry to go to the party.

Cinderella is sad because she was not allowed to come, and she doesn't have a good clothes. But it turns out Cinderella's sadness is known to the fairy mother, finally the fairy mother bewitching Cinderella's tattered clothes into a beautiful dress. And also the mice became bodyguards while the pumpkin in Cinderella's kitchen turned into a chariot. But the fairy advised that the magic power would disappear at exactly 12 o'clock at night.

Arriving at the palace all the girls looked at Cinderella's envy because they were beautiful and graceful, the prince invited Cinderella to dance. Until Cinderella forgot that it was almost 12.00, finally the palace clock chimed and Cinderella was shocked and ran from before the prince, but the glass shoes were released one. And right, all returned to the beginning, except for the glass shoes that the prince and cinderella still held.

Finally, the prince is looking for the girl who dances with him, and searches for every house that has a daughter, until he comes to Cinderella's house, even though her stepmother tells Cinderella to hide but the prince finds out. Finally Cinderella marries the prince and lives in the palacOnce upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Everyday, Cinderella went out to her mother's grave, and wept, and she remained pious and good .When winter came, the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought with her into the house two daughters, who were beautiful and fairy of face but vile and black of heart. Since then a bad time for the poor step-child began.

16. The story above tells about

- a. Snow White
- b. Sleeping Beauty
- c. Dwarfs
- d. Cinderella

17. The first paragraph is the . . . of the story

- a. Complication
- b. Reorientation
- c. Orientation
- d. Resolution

18. How many stepsister did Cinderella have?

- a. Tree stepsisters
- b. Four stepsisters

- c. Five stepsisters
- d. Six stepsisters

19. Who owns the glass shoes?

- a. Stepsister
- b. Stepmother
- c. Cinderella
- d. Fairy mother

20. Finally Cinderella must be a foreign

- a. Princess
- b. Daughter
- c. Cousin
- d. Queen

Appendix 4

INSTRUMENT POST-TEST

READING TEST

Name :

Class :

Instructions :

Read the story carefully and answer the question below. Each one is follow by

several questions about it. the questions are 1-25 items you choose the one answer, a, b, c, d, to each questions, give mark (X) on the best your answer.

The following text is for questions 1 – 15

The legend of Tangkuban Perahu

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

1. What is the moral of the story above?
 - a. Be honest
 - b. Kill dogs for mother
 - c. Work hard
 - d. Build boats

2. What is the complication in paragraph 4?
 - a. He went hunting with Tumang
 - b. He killed Tumang
 - c. Dayang Sumbi wanted to have deer's heart
 - d. He killed deer

3. What is the general purpose of the text?
 - a. To describe a particular thing
 - b. To give information about how something
 - c. To amuse or entertain the reader
 - d. To tell about past event

4. Finally, what did happen to the boat?
 - a. The boat turned upside down
 - b. The boat was ready to be built
 - c. Genie and spirits ready to build a boat
 - d. The boat was destroyed

5. Why was Sangkuriang angry?

- a. Because Genie and spirits left Sangkuriang alone
 - b. Because Dayang Smbi
 - c. Because Dayang Sumbi kept watching on him
 - d. Because Dayang Sumbi gave very difficult condition
6. Why did Dayang Sumbi not want to marry Sangkuriang?
- a. It was impossible for them to marry
 - b. She knew that Sangkuriang was his son
 - c. Sangkuriang killed Tumang
 - d. Dayang Sumbi did not love Sangkuriang
7. Which one of the following statements is false about Sangkuriang?
- a. He was the son of Dayang Sumbi
 - b. He was the son of Tumang
 - c. He married Dayang Sumbi
 - d. He killed Tumang
8. Where did Sangkuriang meet Dayang Sumbi?
- a. In the village
 - b. On the lake
 - c. In the city
 - d. On the mountain
9. Why Dayang Sumbi was so angry that she could not control her emotion to her son?
- a. Because Sangkuriang liked hunting very much
 - b. Because Sangkuriang killed Tumang
 - c. Because Sangkuriang could not find any deer
 - d. Because Sangkuriang left her
10. The boat kicked by Sangkuriang became?
- a. Mount really looks like an upside down boat
 - b. Takuban Perahu
 - c. Mounth Tangkuban Perahu
 - d. Big Takuban
11. After she hit Sangkuriang, Sangkuriang..
- a. Sangkuriang cried
 - b. Sangkuriang runned
 - c. Sangkuriang Sangkuriang left her mother in sadness
 - d. He apologized
12. Who married Tumang?
- a. Genie
 - b. Spirits
 - c. Sangkuriang
 - d. Dayang Sumbi

13. Where did Dayang Sumbi got eternal beauty from?
- God
 - Tumang
 - Sangkuriang
 - Deer
14. What did Dayang Sumbi like before marrying Tumang?
- Deer
 - Deer heart
 - Tumang
 - Weaving a cloth
15. Where did the legend of tangkuban perahu happen?
- Nort Sumatra
 - West Java
 - West Sumatra
 - Nort Java

The following text is for questions 16 – 20

Snow White

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant. Snow White grew very beautiful and one day a Prince riding by, saw her at work and fell in love with her.

The queen was beautiful too, and every day she asked her Magic Mirror, “Who is the fairest in the land?” and the mirror always answered, “You are the fairest one of all”. But one day the mirror answered Snow White was the fairest in the land, and in a rage the queen gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

The Huntsman had a kind heart and couldn't do the deed so told her to run away. She fled into the woods where Seven little dwarfs lived. Their house was small and strange. Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep.

When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. The Queen discovered where Snow White was living and disguising herself as a witch, took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy. The Prince took Snow White to his palace where they were married and lived happily ever after.

16. The king remarry because ?

- a. The queen
- b. Snow white
- c. The queen died
- d. Price

17. Where did Snow run away?

- a. She fled into the woods
- b. Five dwarf lived
- c. To the snow
- d. To the snow white

18. "one day the mirror answered"..

- a. "You are the fairest one of all"
- b. Snow White was the fairest in the land
- c. You are very beautiful
- d. Snow White very beautiful

19. She promised to cook and look after them. Who is "She" in Paragrah 4?

- a. The queen
- b. Dwarf
- c. Hunter
- d. Prince

20. After the price came, and found Snow White he ...

- a. Smiled
- b. He leaned over and kissed her
- c. Sat up with a smile
- d. She opened her eyes

The following text is for questions 21 – 30

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby.

When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the

woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him

21. What separated between one village to another a long time ago in the New Territories ?

- a. Another village
- b. Mountains
- c. Forests
- d. Hills

22. Who was Ah Tim ?

- a. The young woman's brother
- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son

23. Who walked in front when they were in the forest ?

- a. Ah Tm
- b. The woman
- c. The woman's son
- d. Her brother's nephew

24. How could the wolves catch Ah Tim ?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried

25. The woman gave her son to the wolves because

- a. She loved her nephew than her son.
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy

26. What did the villagers bring sticks for ?

- a. For the weapon to beat the wolves
- b. To bring the woman's nephew
- c. For the fire woods.
- d. For play

27. " all men in the village fetched thick stick ... " The word " fetched" has a similar meaning to :

- a. Received
- b. Caught
- c. Got
- d. Hit

28. From the passage we learn that the villages were

- a. Located in one huge area
- b. Situated in a large district
- c. Separated by untamed jungles.
- d. Wild and unsafe

29. The brother let her son go with his aunt as she left home because

- a. Ah Tim wanted to see the wolves
- b. His aunt wanted him to come long
- c. Ah Tim was bored to live with his parents
- d. Ah Tim would be a guardian for them

30. What is the purpose of the writer by writing the story above ?

- a. To describe the danger of the villages
- b. To entertain the readers of the story
- c. To tell the villagers' relationship
- d. To explain how important a relative is

The following text is for questions 31 – 35

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

31. Where does the story take place?

- a. Indonesia
- b. Brazil
- c. Puerto Rico
- d. New York

32. From the text we learn that...
- We have to follow others
 - We have to respect pet owner
 - We have to imitate others
 - We are not allowed to force others
33. Which statement is false according to the text?
- Catano was the name of the city where the parrot came from
 - The man got angry at the parrot
 - The parrot couldn't say Catano
 - The man killed the parrot
34. "It was very, very smart". The underlined word "It" refers to...
- The chicken
 - The man
 - The city
 - The bir
35. Who killed the chicken?
- A man
 - Catano
 - Bird
 - Fourth chicken

The following text is for questions 36 – 40

The Legend of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Banterang screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, "Banyu... Wangi... Banyuwangi!" This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

36. What is the purpose of the text ?

- a. To describe
- b. To entertain
- c. To explain
- d. To tell the reader

37. Who is name of the king invaded the kingdom of Klungkung ?

- a. Agung Bagus Mantra
- b. Made Surati
- c. Raden Banterang
- d. Prabu Menak Prakoso

38. Where place Made Surati and Agung Bagus Mantra hide ?

- a. In the kingdom
- b. In palace
- c. In the cave
- d. In the jungle

39. What kingdoms were attacked by Prabu Menak and his army?

- a. Klungkung
- b. Banyuwangi
- c. Majapahit
- d. Sriwijaya

40. What is the name of the child Prabu Menak ?

- a. Made Surati
- b. Agung Bagus Mantra
- c. RadenBanterang
- d. King Klungkung

Appendix 5

TABLE TEST VALIDITY

For Pre-test

NO	Mp	Mt	SD	P	Q	$r_{pbi} = \frac{M_P - M_T}{SD_T} \sqrt{\frac{p}{q}}$	r1 on 5 % on significant	Interpretation
1	15.51	15.5	3.98	0.8	0.2	0	0.334	Unvalid
2	17.83	15.5	3.98	0.7	0.3	0.87	0.334	Valid
3	16.07	15.5	3.98	0.7	0.3	0.36	0.334	Valid
4	17	15.5	3.98	0.7	0.3	0.55	0.334	Valid
5	16.42	15.5	3.98	0.6	0.4	0.37	0.334	Valid
6	16.09	15.5	3.98	0.6	0.4	0.33	0.334	Valid
7	16.44	15.5	3.98	0.7	0.3	0.34	0.334	Valid
8	15.16	15.5	3.98	0.7	0.3	0.12	0.334	Unvalid
9	17.35	15.5	3.98	0.5	0.5	0.46	0.334	Valid
10	15.76	15.5	3.98	0.6	0.4	0.07	0.334	Unvalid
11	18.05	15.5	3.98	0.5	0.5	0.64	0.334	Valid
12	16.42	15.5	3.98	0.5	0.5	0.33	0.334	Valid
13	16.35	15.5	3.98	0.7	0.3	0.46	0.334	Valid
14	17	15.5	3.98	0.5	0.5	0.37	0.334	Valid
15	15.63	15.5	3.98	0.5	0.5	0.03	0.334	Unvalid
16	16.94	15.5	3.98	0.5	0.5	0.36	0.334	Valid
17	17.06	15.5	3.98	0.5	0.5	0.39	0.334	Valid
18	16.58	15.5	3.98	0.5	0.5	0.37	0.334	Valid
19	16.40	15.5	3.98	0.6	0.4	0.36	0.334	Valid
20	17.09	15.5	3.98	0.6	0.4	0.46	0.334	Valid
21	16.22	15.5	3.98	0.6	0.4	0.33	0.334	Valid
22	15.5	15.5	3.98	0.6	0.4	0	0.334	Unvalid
23	17.11	15.5	3.98	0.5	0.5	0.40	0.334	Valid
24	16.44	15.5	3.98	0.7	0.3	0.34	0.334	Valid
25	16.58	15.5	3.98	0.8	0.2	0.54	0.334	Valid

RELIABILITY

Reliability Test

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{\sum s_i^2 - \sum pq}{s_t^2} \right)$$

$$r_{11} = \left(\frac{34}{34-1} \right) \left(\frac{15.9-4.72}{13.9} \right)$$

$$r_{11} = (1.03)(0.70)$$

$$r_{11} = 0.72$$

TABLE TEST VALIDITY

For Post-test

NO	Mp	Mt	SD	P	Q	$r_{pbi} = \frac{M_P - M_T}{SD_T} \sqrt{\frac{p}{q}}$	r1 on 5 % or significant	Interpretation
1	12.84	12.61	3.62	0.9	0.1	0.54	0.334	Valid
2	13.94	12.61	3.62	0.5	0.5	0.36	0.334	Valid
3	16.41	12.61	3.62	0.5	0.5	0.33	0.334	Valid
4	15.56	12.61	3.62	0.6	0.4	0.43	0.334	Valid
5	12.83	12.61	3.62	0.1	0.9	0.19	0.334	Unvalid
6	7.25	12.61	3.62	0.1	0.9	-0.45	0.334	Unvalid
7	14.58	12.61	3.62	0.5	0.5	0.54	0.334	Valid
8	14.09	12.61	3.62	0.7	0.3	0.60	0.334	Valid
9	13.61	12.61	3.62	0.7	0.3	0.40	0.334	Valid
10	11.36	12.61	3.62	0.8	0.2	0.76	0.334	Valid
11	14.13	12.61	3.62	0.6	0.4	0.49	0.334	Valid
12	14.21	12.61	3.62	0.6	0.4	0.52	0.334	Valid
VV	13.51	12.61	3.62	0.7	0.3	0.36	0.334	Valid
14	13.36	12.61	3.62	0.3	0.7	0.40	0.334	Valid
15	11.11	12.61	3.62	0.3	0.7	-0.25	0.334	Unvalid
16	13.83	12.61	3.62	0.4	0.6	0.34	0.334	Valid
17	14.63	12.61	3.62	0.3	0.7	0.34	0.334	Valid
18	14.27	12.61	3.62	0.5	0.5	0.45	0.334	Valid
19	0	12.61	3.62	0	0	0	0.334	Unvalid
20	12.77	12.61	3.62	0.8	0.2	0.40	0.334	Valid
21	13.35	12.61	3.62	0.8	0.2	0.40	0.334	Valid
22	20.39	12.61	3.62	0.6	0.4	2.56	0.334	Valid
23	10.75	12.61	3.62	0.2	0.8	-0.255	0.334	Unvalid
24	13.32	12.61	3.62	0.8	0.2	0.38	0.334	Valid
25	13.03	12.61	3.62	0.9	0.1	0.33	0.334	Valid

RELIABILITY

Reliability Test

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{\sum s_i^2 - \sum pq}{s_t^2} \right)$$

$$r_{11} = \left(\frac{34}{34-1} \right) \left(\frac{13.11-4.5}{13.11} \right)$$

$$r_{11} = (1.03)(0.67)$$

$$r_{11} = 0.69$$

Table t (NILAI-NILAI DALAM DISTRIBUSI t)

dk	α untuk uji dua pihak (two tail test)					
	0.50	0.20	0.10	0.05	0.02	0.01
	α untuk uji satu pihak (one tail test)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.486	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.703
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.403
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.165
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.178	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.160	2.624	2.977
15	0.690	1.341	1.753	2.145	2.623	2.947
16	0.689	1.337	1.746	2.132	2.583	2.921
17	0.688	1.333	1.740	2.120	2.567	2.898
18	0.688	1.330	1.743	2.110	2.552	2.878
19	0.687	1.328	1.729	2.101	2.539	2.861
20	0.687	1.325	1.725	2.093	2.528	2.845
30	0.683	1.310	1.697	2.042	2.457	2.750
40	1.303	1.684	2.021	2.423	2.704	3.307
42	1.302	1.682	2.018	2.418	2.698	3.296
50	1.299	1.676	2.009	2.403	2.678	3.261
80	1.292	1.664	1.990	2.374	2.639	3.195
100	1.290	1.660	1.984	2.364	2.626	3.174

Table r (NILAI-NILAI r PRODUCT MOMENT)

N	Taraf Signifi		N	Taraf Signif		N	Taraf Signif	
	5 %	1%		5%	1%		5%	1%
3	0.997	0.999	20	0.444	0.561	37	0.325	0.418
4	0.950	0.990	21	0.433	0.549	38	0.320	0.413
5	0.878	0.959	22	0.423	0.537	39	0.316	0.408
6	0.811	0.917	23	0.413	0.526	40	0.312	0.403
7	0.754	0.874	24	0.404	0.515	41	0.308	0.398
8	0.707	0.834	25	0.396	0.505	42	0.304	0.393
9	0.666	0.798	26	0.388	0.496	43	0.301	0.389
10	0.632	0.765	27	0.381	0.487	44	0.297	0.384
11	0.602	0.735	28	0.374	0.478	45	0.294	0.380
12	0.576	0.708	29	0.367	0.470	46	0.291	0.376
13	0.553	0.684	30	0.361	0.463	47	0.288	0.372
14	0.532	0.661	31	0.355	0.456	48	0.284	0.368
15	0.514	0.641	32	0.349	0.449	49	0.281	0.364
16	0.497	0.623	33	0.339	0.436	50	0.279	0.361
17	0.482	0.606	34	0.334	0.430	60	0.254	0.330
18	0.468	0.590	35	0.329	0.424	70	0.235	0.306
19	0.456	0.575	36	0.325	0.418	80	0.220	0.286

Appendix 6

The Score Pre-Test at Control Class

No	The Name of Students (n)	Score	Total Score
1	AR	7	35
2	NR	9	45
3	FS	11	55
4	NAF	9	45
5	FWS	8	40
6	WL	5	25
7	BS	9	45
8	HS	9	45
9	EN	5	25
10	BS	7	35
11	MS	12	60
12	MSS	8	40
13	AG	10	50
14	HSL	6	30
15	AYP	10	50
16	ASG	7	35
17	AM	14	70
18	JT	8	40
19	DT	7	35
20	LR	11	55
21	WRG	11	55
22	FN	9	45

Appendix 7

The Score of Post-Test at Control Class

No	The Name of Students (n)	Score	Total Score
1	AR	8	40
2	NR	8	40
3	FS	7	35
4	NAF	10	50
5	FWS	10	50
6	WL	5	25
7	BS	12	60
8	HS	5	25
9	EN	7	35
10	BS	11	55
11	MS	12	60
12	MSS	9	45
13	AG	11	65
14	HSL	7	35
15	AYP	10	50
16	ASG	6	30
17	AM	13	65
18	JT	10	50
19	DT	6	30
20	LR	10	50
21	WRG	12	60
22	FN	5	25

Appendix 8

The Score Pre-Test at Experimental Class

No	The Name of Students (n)	Score	Total Score
1	YH	13	65
2	YS	6	30
3	RHG	10	50
4	VC	10	50
5	NE	9	45
6	MS	10	50
7	JS	12	60
8	ZS	12	60
9	RS	5	25
10	MS	9	45
11	LS	9	45
12	LPS	11	55
13	IN	10	50
14	FM	10	50
15	NN	9	45
16	DS	9	45
17	MLR	10	50
18	NR	11	55
19	WS	10	50
20	MCP	9	45
21	AG	11	55
22	FS	11	55

Appendix 9

The Score of Post-Test at Experimental Class

No	The Name of Students (n)	Score	Total Score
1	YH	17	85
2	YS	14	70
3	RHG	15	75
4	VC	14	70
5	NE	16	80
6	MS	16	80
7	JS	14	70
8	ZS	15	75
9	RS	18	90
10	MS	15	75
11	LS	16	80
12	LPS	16	80
13	IN	13	85
14	FM	17	85
15	NN	15	75
16	DS	16	80
17	MLR	15	75
18	NR	17	85
19	WS	15	75
20	MCP	16	80
21	AG	14	70
22	FS	12	60

Appendix 10

THE RESULT OF NORMALITY (Shapiro-Wilk)

Class	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-Test Experimental	.888	22	.017
Post-Test Experimental	.942	22	.219
Pre-Test Control	.968	22	.675
Post-Test Control	.894	22	.022

Appendix 11

THE RESULT OF HOMOGENEITY

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1	1	42	.570
	Based on Median	1	1	42	.538
	Based on Median and with adjusted df	1	1	40.447	.538
	Based on trimmed mean	.327	1	42	.570

Appendix 12

Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test control class	43.64	22	11.253	2.399
	Pre-test experimental	49.09	22	8.949	1.908
Pair 2	Post-test control class	55.23	22	5.871	1.252
	Post-test experimental	77.27	22	6.853	1.461

Appendix 13

Hypothesis Test

Group Statistic					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Experimental	22	77.27	6.853	1.461
	Control	22	55.23	5.871	1.252

Independent Sample Test

t-test for Equality of Means										
	F	Sig	T	Df	Significance		Means Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					One Side p	Two Side dp			Lower	Upper
Equal Variances assumed	.328	.570	11.458	42	.001	.001	22,045	1.924	18.163	25.928
Equal Variances not assumed			11.458	41.033	.001	.001	22,045	1.924	18.160	25.931

Appendix 14

CALCULATION OF GAIN SCORE

Gain of Score in Experimental Class and Control Class

	Pre-Test	Post-Test	Enhancement	Gain Score
Experimental Class	49.09	77.27	28.18	16.59
Control Class	43.64	55.23	11.59	

Appendix 15

Picture 1. Pre-Test in Experimental Class





Picture 2. Pre-Test in
Experimental Class



Picture 3. Giving
Intruccion



Picture 4. Treatment



Picture 5. Treatment
(Explain about the
Story Face Strategy)

Picture 6. Treatment (Explain about the Story Face Strategy)



Picture 7. Treatment (Explain about the Story Face Strategy)

Picture 8. Post Test in Control Class



Picture 9. Researcher with Teacher's at X SMA N 1 Simangumban.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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15 November 2023

Lampiran : -

Hal : **Izin Penelitian**
Penyelesaian Skripsi.

Yth. Kepala SMA N 1 SIMANGUMBAN

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Devi Emelia Lumban Tobing

NIM : 1920300075

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Program Studi : Tadris Bahasa Inggris

Alamat : Desa Pasanggrahan, Kec. Simangumban Jae,
Kab. Tapanuli Utara

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Story Face Strategy on Student's Reading Narrative Text at Grade X SMA N 1 Simangumban"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik

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Hal : Pemberian Izin Penelitian Penyelesaian Skripsi

Kepada

Yth. : Dekan Fakultas Ilmu Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary
di
Padangsidempuan

Dengan hormat,

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri syekh Ali Hasan Ahmad Addary Padangsidempuan No : B-6516/Un.28/E.1/TL.00.9/11/2023 tentang Izin Penelitian Penyelesaian Skripsi, atas nama :

Nama : DEVI EMELIA LUMBAN TOBING
NPM : 1920300075
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris

Maka dengan ini Kepala SMAN 1 Simangumban memberikan izin kepada mahasiswa tersebut diatas untuk melaksanakan Penelitian di SMA Negeri 1 Simangumban.

Demikian surat ini kami sampaikan untuk dapat dipergunakan seperlunya.



KEPALA SMA NEGERI 1 SIMANGUMBAN
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