



**THE EFFECT OF STORY FACE
ON READING COMPREHENSION OF NARRATIVE TEXT
AT X GRADE STUDENTS SMA NEGERI 1 NAGA JUANG
MANDAILING NATAL**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as
Partial Fulfillment of Requirement for the Degree of Graduate
of Islamic Education (S. Pd) in English*

Written By :

SERI DEVI
Reg. Number.14 203 00134

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

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SERI DEVI
Reg. No. 14 203 00134



ADVISOR I

Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002

ADVISOR II

Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**

Term : Munaqosyah

Padangsidimpun, May 2019

a.n. **SERI DEVI**

Item : 6 (six) exemplars

To:

**Dean Tarbiyah and Teacher Training
Faculty**

In-
Padangsidimpun

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **SERI DEVI** entitled "**The Effect of Story Face on Reading Comprehension of Narrative Text at X Grade SMA N 1 Naga Juang Mandailing Natal**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd.) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpun.

Therefore, we hope that the thesis will soon be examined by the thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpun. Thank you.

Wassalamu 'alaikumwr.wb.

Advisor I



Eka Sustris Harida, M.Pd.
NIP.19750917200312 2 002

Advisor II



Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : SERI DEVI
Registration Number : 14 203 00134
Faculty/Department : Tarbiyah and Teacher Training Faculty/ English
Education Department
The title of the Thesis : THE EFFECT OF STORY FACE ON READING
COMPREHENSION OF NARRATIVE TEXT AT
X GRADE STUDENTS SMA N 1 NAGA JUANG
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Padangsidimpuan, 31 May 2019
Declaration Maker



SERI DEVI
Reg. Num.14 203 00134

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Name : SERI DEVI
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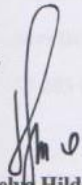
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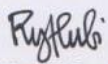
EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : SERI DEVI
Reg. No : 14 203 00134
Faculty/Department : Tarbiyah and Teacher Training Faculty/English
Departement
Thesis : The Effect of Story Face on Reading Comprehension of
Narrative Text at X Grade Students SMA N 1 Nag
Juang Mandailing Natal

Chief,

Secretary,

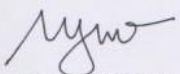

Dr. Lelya Hilda, M. Si.
NIP. 19720920 200003 2 002



Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

Members,


Dr. Lelya Hilda, M. Si.
NIP. 19720920 200003 2 002


Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001


Yusni Sinaga S.Pd, M.Hum
NIP. 19700715 2005014 2 010


Eka Sustris Harida, M. Pd
NIP. 19750917 200312 2 002

Proposed :
Place : Padangsidempuan
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STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jln. H.T. Rizal Nurdin Km. 4,5Sihitang Fax. 24022 KodePos: 22733
Phone (0634) 22080 Fax (0634) 24022

LEGALIZATION SHEET

**Title of Thesis : THE EFFECT OF STORY FACE ON READING COMPREHENSION
OF NARRATIVE TEXT AT X GRADE STUDENTS SMA N 1 NAGA
JUANG MANDAILING NATAL**

Written By : Seri Devi

Reg. Num. : 14 203 00134

The thesis has been accepted as apartial fulfillment of the requirement for graduate the
degree of education (S.Pd) in English.

Padangsidimpuan, Juni 2019
DEAN,



Dr. Lely Hilda, M. Si
NIP.19720920 200003 2 002

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Padangsidempuan, 24 April 2019
Researcher

SERI DEVI
Reg. No. 14 203 00134

Name : Seri Devi
Reg. Number : 14 203 00134
Faculty : Tarbiyah and Teacher Training
Department : English Education (TBI-4)
Title of Thesis : The Effect of Story Face on Reading Comprehension in Narrative Text at X Grade Students SMA N 1 Naga Juang Mandailing Natal

ABSTRACT

This research describes about the effect of Story Face on Reading Comprehension in Narrative Text at X Grade Students SMA N 1 Naga Juang Mandailing Natal. There were some problems of the students in this research: 1) the students are lack vocabulary, 2) the students feel the reading activity is so bored, 3) the meaning of the word by word in the text in the text not appropriate with the whole of the sentence or paragraph, 4) the students reading comprehension is low, 5) the teacher never applies the strategy in teaching reading. Therefore, the objective of this research was to find out the significance effect of Story Face on Reading Comprehension in Narrative text at X Grade student SMA N 1 Naga Juang Mandailing Natal.

The kind of this research was experimental strategy. The population of this research was x grade students SMA N 1 Naga Juang Mandailing Natal which the total was 110 students. This research used MIA-1 and MIA-2 as the sample that consist of 44 students that is 22 in experimental and 22 students in control class. Instrument of this research was test with multiple choices. To analyze the hypothesis research used t-test formula.

Based on the data it found that reading comprehension was better after using story face. It could be seen from mean score of experimental class before treatment was 64.81 after treatment was 67.36. Then, the score of experimental class was better than control class which control class for post-test has 62.59. Based on the calculation of t-test, the researcher found that $t_{count} = 2.4096$ and $t_{table} = 1.681$. It means $t_{count} > t_{table}$ ($2.4096 > 1.681$). So, the researcher concluded that hypothesis was accepted that there was the significant effect of story face on reading comprehension in narrative text at x grade students SMA N 1 naga juang mandailing natal.

Key Words: Story Face, Reading Comprehension, and Narrative Text

Nama : Seri Devi
Nim : 14. 203. 00134
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI-4)
Judul Skripsi : Pengaruh Cerita Wajah dalam Pemahaman Membaca Siswa pada Teks Narasi di Kelas X SMA N 1 Naga Juang Mandailing Natal

ABSTRAK

Penelitian ini menjelaskan tentang pengaruh cerita wajah dalam pemahaman membaca siswa pada teks narasi di kelas X SMA N 1 Naga Juang Mandailing Natal. Ada beberapa masalah siswa dalam penelitian: 1). siswa lemah dalam kosa kata, 2). kegiatan membaca itu membosankan, 3). arti kata demi kata dalam teks tidak sesuai dengan keseluruhan kalimat atau paragraf, 4). pemahaman membaca siswa rendah, 5). guru tidak pernah menerapkan strategi dalam mengajar membaca. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan dari cerita wajah pada pemahaman membaca siswa pada teks narasi di kelas X SMA N 1 Naga Juang Mandailing Natal.

Jenis penelitian ini adalah strategi eksperimen. Populasi dalam penelitian ini adalah siswa kelas X SMA N 1 Naga Juang Mandailing Natal yang berjumlah 110 siswa. Penelitian ini menggunakan MIA-1 and MIA-2 sebagai sampel yang terdiri dari 44 siswa yaitu 22 di kelas eksperimen dan 22 di kelas kontrol. Instrumen dari penelitian ini adalah tes dalam bentuk pilihan berganda. Untuk menganalisis hipotesis penelitian menggunakan t-test.

Berdasarkan data ditemukan bahwa pemahaman membaca lebih baik setelah menggunakan story face. Hal itu dapat dilihat dari nilai rata-rata kelas eksperimen sebelum perlakuan adalah 64.81 setelah perlakuan 67.36. Kemudian nilai kelas eksperimen lebih baik dari pada kelas kontrol yang mana kelas kontrol 62.59. berdasarkan kalkulasi dari t-test, peneliti menemukan bahwa $t_{hitung} = 2.4096$ dan $t_{table} = 1.681$. Itu artinya $t_{hitung} > t_{table}$ ($2.4096 > 1.681$). Jadi, peneliti menyimpulkan bahwa hipotesisnya diterima yang mana ada pengaruh yang signifikan dari cerita wajah dalam pemahaman membaca siswa pada teks narasi di kelas X SMA N 1 Naga Juang Mandailing Natal.

Kata Kunci: Story Face, Pemahaman Membaca, dan Teks Narasi.

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CHAPTER I

INTRODUCTION

A. Background of the Problems

English has many function. One of them as stated in the 2004 curriculum that English is means for the students to develop science, technology, culture and art and the final objective of teaching and learning process is the students are expected to master the four skills of the language: listening, speaking, reading and writing. Teaching and learning will be sucessif they are supported by some factors such as the method that is used in teaching English, completeness of teaching facilitation, interesting media and condition of school environment.

It is clearly stated in the curriculum that the object of English Teaching is improving students in the four skills of language namely: listening, speaking, reading and writing. In teaching process, especially in teaching reading the students must be able to read and to understand the content of reading, because it is item obligatory base on their curriculum was the students were able to read and understand reading text. Reading is one of the four important skills in learning language, as every educator knows. Among the four skills, reading arguably the most essential skill for success in all educational contexts.¹ The important of reading, they are adding knowledge, improving understanding, getting

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

imagination and creativity. These 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. They must able to understand what they read to imagine it. So, reading does not just see the text but must comprehend the idea from the text. 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.

Reading is very important, moreover for students. They must read for success their study, but students of SMA N 1 Naga Juang have problem in reading. 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 Naga Juang Mandailing Natal the students reading comprehension is

low.² The teacher also never applies the strategy reading comprehension in teaching. The problems above will be explained in the following paragraph.

First, the students are lack vocabulary. 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 feel reading activity is so bored. In doing the activity, students must enjoy the activity that makes them achieve to do the goal of activity. The problem is they can't enjoy the reading activity. So, they can't understand the meaning of the text. Before reading, they have felt boring.

Third, the meaning of the word by word in the text is not appropriate with the whole of the sentence or paragraph. Students see the meaning of word in dictionary. They mean the text word by word. So, in understanding the whole of the text is not appropriate with the meaning of word by word.

Last, the problem is not only come from the students but also come from the teacher. The teacher never applies the strategy in teaching reading. 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

²Interview with Miss Minda Sari, English Teacher at Eleventh grade SMA Negeri 1 Naga Juang, Saturday, 25 Agustus 2018.

researcher tries to solve the students' difficulties in understanding the text then make them fun to understand it.

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 feel the reading activity is so bored and then the specific problem was they are lack vocabulary, the meaning of the word by word in the text is not appropriate with the whole of the sentence or paragraph, the teacher never applies the strategy in teaching reading.

Based on the problem above, there are so many strategy that can be applied in teaching reading comprehension. They are Story Face, and Narrative Text. The researcher will explain its technique in the following paragraph. Story Face is an adaptation of story mapping that also uses a visual framework for understanding, identifying, and remembering elements in narrative text.³ Story face helps students to visualize text to find main item in text.⁴ So, from of explanation above, the researcher concluded that explanation of story face. Story face is story mapping by give a picture to make the students interest reading process.

Story face can be an answer for the problem of students' reading comprehension. Story Face is an adaptation of story mapping that also uses a

³Efriyani & Rina Susanti, "Teaching Reading In Narrative Text By Combining Mind's Eye With Story Face Strategy At Junior High School Students" , <http://download.portalgaruda.org>, retrieved on 27th August, Monday, 15. 30.

⁴Tania Firgo Utami & Handayani "Teaching Reading of Narrative Text By Combining Story FaceAnd Cooperative Integrated Reading And Composition (CIRC)Strategy At Senior High School" , <http://download.portalgaruda.org>, retrived on 27th Agustus, Monday, 15. 30.

visual framework for understanding, identifying, and remembering elements in narrative text.⁵ 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 student read. So, based on above the description, this research was done.

B. Identification of the Problem

Based on the background of problems above, there are some problems in students' reading comprehension at X Grade SMA N 1 Naga Juang:

1. The students are lack vocabulary.
2. The students feel the reading activity is so bored.
3. The meaning of the word by word in the text is not appropriate with the whole of the sentence or paragraph.
4. The students' reading comprehension is low.
5. The teacher never applies the strategy in teaching reading.

C. Limitation of the Problem

Based on the identification of problems above, the researcher focused to low ability of the students in reading comprehension. It would be solved by choosing one strategy, it was Story Face.

⁵Efriyani & Rina Susanti, "Teaching Reading In Narrative Text . . .

D. Formulation of the Problem

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

1. How is students' reading comprehension in narrative text before learning using story face at X grade SMA Negeri 1 Naga Juang Mandailing Natal?
2. How is students' reading comprehension in narrative text after learning using story face at X grade SMA Negeri 1 Naga Juang Mandailing Natal?
3. Is there significant effect of story face to word students' reading comprehension in narrative text at X grade SMA Negeri 1 Naga Juang Mandailing Natal?

E. Objectives of the Problem

The researcher proposes some objectives of this research as follows:

1. To describe the result of students reading comprehension in narrative text before using story face at X grade SMA Negeri 1 Naga Juang Mandailing Natal.
2. To describe the result of students reading comprehension in narrative text after using story face at X grade SMA Negeri 1 Naga Juang Mandailing Natal.
3. To examine whether there is significant effect of using story face on reading comprehension of Narrative text at X grade SMA Negeri 1 Naga Juang Mandailing Natal.

F. Significances of the Research

1. Theoretically, this study is to enrich the theory of reading, especially in learning reading narrative text.
2. Practically, the significant of this study are as follow: (a) For the students of SMA N 1 Naga Juang as the information to help researcher to solve their problems in reading narrative text, (b) For the headmaster in guiding the English teachers of SMA N 1 Naga Juang, it can be used as a reference in terms of increasing the students ability in reading narrative text, (c) For the principal of SMA N I Naga Juang, to improve the teacher competence in teaching reading, (d) For other researchers, as references to do further research in the same subject in various topic in the different context.

G. Definition of the Operasional Variable

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. Reading Comprehension (variable y)

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.

2. Story Face (variable x)

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

H. Outline of the Thesis

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

1. Chapter I Introduction, consists of background of the problem, Identification of the Problem, Limitation of the Problem, Formulation of the Problem, Objectives of the Problem, Significances of the Research, Definition of the Operasional Variable.
2. Chapter II, 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 and reading comprehension at X grade SMA Negeri 1 Naga Juang Mandailing Natal.
3. Chapter III, Research Methodology, consists of place and time of the research, research design, population and sample, instrument of research, validity of instrument, technique of collecting data, and technique of data analyzing.
4. Chapter IV, The Result of The Research, consists of description of data, hypothesis testing, discussion of the research, and threats of research.
5. The last, Chapter V consists of conclusion and suggestion. Researcher gives conclusion and suggestion of the research to students and teacher.

CHAPTER II

THE LITERATURE REVIEW

A. Theoretical Description

1. Reading Comprehension

a. Defenition of Reading Comprehension

Reading is an active process that requires a great deal of practice and skill.¹ In reading, the readers must have the skill to get the information from the text. Also, reading is not activity that can be done once but it needs the practice to make more effective. Then according to Caroline, Reading is a set of skills that involves making sense and deriving meaning from the printed word.² The printed word is the object to the readers in applying their skill in reading. If their skills are good so theyare easier to find the information from the text and if their skills are not good so they are more difficult to find the information from the text. So, from the explanation above can be concluded that reading is the active process that need the skill to derive meaning from the printed word.

¹Moreillon, Judi, *Collaborative strategies for teaching reading comprehension*, (Chicago: American Library Association, 2007), p. 10.

²Linse, Caroline T., *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 69.

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.³ Reading comprehension is important for the students for become effective reader. The students can use their ability in reading successfully or unsuccessfully. They must apply their abilities to get success in reading and learning.

Reading comprehension is an ability to understand what the readers read where words have context and texts have meaning.⁴ The students give the meaning of written material just not from the text but also from the context. If we can't mean the written material from the text, we can mean from the other side, that is the context.

So, from explanation above the researcher can conclude that reading comprehension is the complex process to find the meaning of the written material by comprehending the text and context. In reading comprehension activity, the readers can get the information, main idea, also conclude the meaning of the text.

³Wainwright, Gordon, *How to Read Faster and Recall More*, (Oxford: How To Books, 2007), p. 35.

⁴Roehl, K. M., *Developing Reading Comprehension Skill in EFL University Level Student*, (Taiwan: St. Jhon's University, 2003), p. 177.

b. Types of Reading

There are some types of reading, they are:

1) Choral Reading

Eventhough choral reading is relatively uncommon in modern language class. This type of reading is still important in improving learners' pronouncation. Working in groups will make language learners feel confident to pronounce words in foreign accent and practice is really recommended in this method.

2) Silent Reading

Silent reading can begin with reading aloud by the teacher. The teacher's reading is a model in accuracy and expressiveness. It is thought that the great amount of interest in reading is secured by a happy combination of reading aloud by learners, reading aloud by the teacher and silent reading by learners. To check whether the learner understand what they have read, the teacher can test them by giving questions based on the text, by translation or by summarizing the text.

3) Intensive Reading

Intensive reading lesson may proceed as follows:

- a) While the books are closed, the students listen to the teacher.
- b) The new word, phrases, and idiom are written on the board. They are pronounced and used in original sentence.

- c) The students open their books and the teacher reads the first part of the selection aloud.
- d) The selection is now read by the class, alternating silent and oral reading.
- e) The selection may now be summary in their mother tongue or in the foreign language.

4) Extensive Reading

Extensive reading is silent reading but done outside of class. In order for language learners to have fewer problem in extensive reading, the teacher should explain first difficult passages or new words.

5) Supplementary Reading

Supplementary reading is also done out of class. Language learners are free to choose reading material. Reading material may consist of newspaper, bulletins or magazines in the target language.⁵

So, researcher conclude that the type of reading is to get extensive reading with the aim of knowing information in a short time.

⁵Ag. Bambang Setiyadi, *Teaching as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 67-69.

c. 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 are some goals of reading such as:

- 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 to evaluate.
- 7) Reading is to compare or contrast.⁶

So, researcher concludes the purpose 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.

d. Assessment of Reading

Assessment is a mean to measure the progress of students' ability and comprehension of the material.⁷ Routman states in David Nunan's

⁶Henry Guntur Tarigan, *Membaca Sebagai Sebuah Keterampilan Berbahasa*, (Bandung: Angkasa, 2005), p. 9.

⁷O' Malley, J. Michael and Lorraine ValdezPierce, *Authentic Assessment for English Language Learners*, (America: Addison-Wesley Publishing Company, 2004), p. 98.

book that in order for reading assessment teachers should consider the following:

- 1) Be thoroughly familiar with developmental learning processes and curriculum.
- 2) Articulate a philosophy of assessment and evaluation.
- 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.⁸

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

- 1) Identify the main idea of the text.
- 2) Identify the specific information of the text.
- 3) Identify the detail information of the text.
- 4) Understand the vocabulary from the text.⁹

There are many strategy 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 strategy. Multiple choice questions are a common device for testing students' text comprehension. They allow tester to control the range of possible answers to comprehension questions, and

⁸David Nunan, *Practical Language Teaching*, (New York: Mc Graw Hill Inc, 2003), p. 70.

⁹Silabus, "Bahasa Inggris-Wajib SMA Kelas X", Kurikulum 2013, retrieved in www.jagoanbahasainggris.com on Saturday, November 18, 2018.

to some extent to control the students' thought processes when responding.¹⁰ Multiple choice questions are the question that has some options. In the options, there is one the correct answer.

2. Story Face

a. Defenition of Story Face

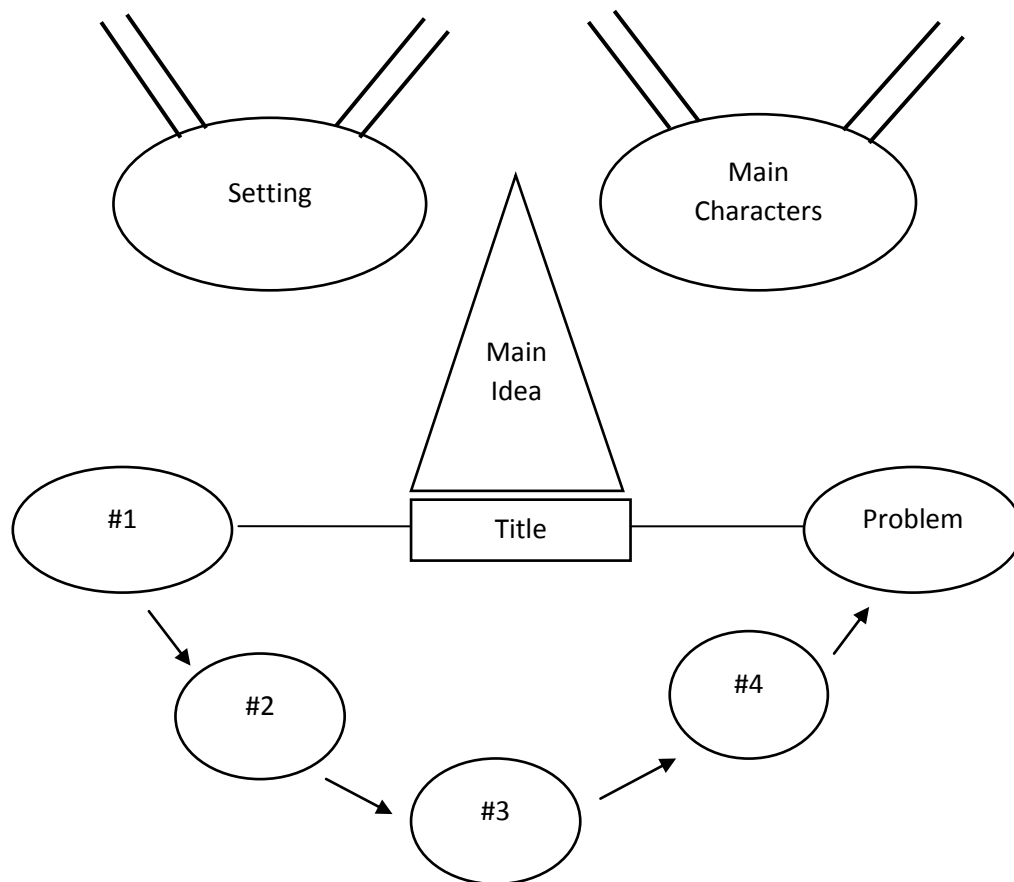
In learning process, especially reading, teaching use many strategy, one of the strategy is story face. This strategy functions like a story map, allowing students to visualize the important component of a narrative text, including setting, main character, problems, events, and resolution. It means that, story face is can be learned through discovery and flexible how it. The "story face" is an adaption of story mapping that provides a visual framework for understanding, identifying, and remembering elements in narrative text.¹¹ So, from of explanation above, the researcher concluded that explanation of story face. 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. Based on these theories, the story face is a graphic organizer that aids students' comprehension of narrative text. It

¹⁰ Alderson, J. Charles, *Assessing Reading*, (South Africa: Cambridge University Press, 2001), p. 211.

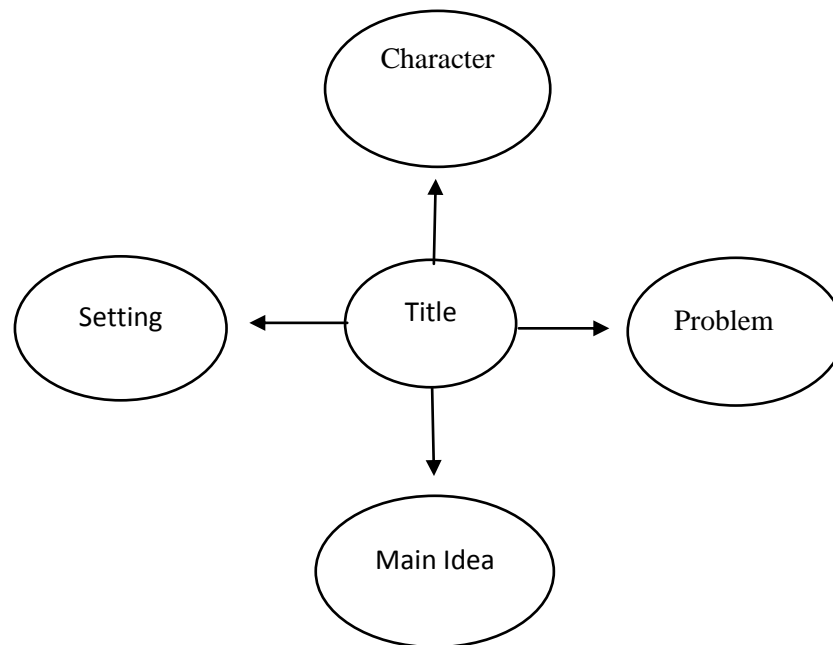
¹¹ Efriyani & Rina Susanti, "Teaching Reading In Narrative Text By Combining Mind's Eye With Story Face Strategy At Junior High School Students" , <http://download.portalgaruda.org>, retrieved on 27th August, Monday, 15. 30.

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



Picture 1 : Story Face¹²

¹²Efriyani & Rina Susanti, "Teaching Reading In Narrative Text By Combining Mind's Eye With Story Face Strategy at Junior High School Students". . .



Picture 2 : Story Face¹³

There are three steps of story face strategy:

- 1) The teacher previews the story face with students prior to reading a narrative text.
- 2) The teacher reviews the information (Setting, main characters, problems, 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.

¹³Efriyani & Rina Susanti, "Teaching Reading In Narrative Text By Combining Mind's Eye With Story Face Strategy At Junior High School Students". . .

b. Procedure of Story Face strategy

The steps for Story face together are:

- 1) The teacher explanation how to use story face
- 2) Applying story face in teaching reading
- 3) Teacher and students make the story face. Story face is constructed by:
 - a) Making the eyes: two circles representing the setting and main characters
 - b) Eyelashes: specific descriptors and secondary characters
 - c) Nose: Main Idea
 - d) Mouth: comprises a series of circles representing the problem.
- 4) The teacher was fill out the story map as a visual for the students as both teacher and students read and re read the text to identify important information for the story face.¹⁴

So, applying story face in teaching reading makes it easier for students to make the concept of making eyes, eyelashes, nose and mouth. To more easily identify important information from the story.

¹⁴W. Randolph, *Common Core Teaching and Learning Strategies*, (Chicago: Illinois State Board Education, 2012), p. 85.

c. Advantages and Disadvantages of Story Face Strategy

1) Advantages

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 that described several strengths of the story face strategy when used with at X grade students it:

- a) Is easy to construct.
- b) Is easy to remember.
- c) Can guide retelling.
- d) Is collaboratively learned through discovery.
- e) Is flexible.¹⁵

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

2) Disadvantages

Disadvantages of reading through story face are students have to read each item and combine to component in story face. Then have students tell you the main idea, supporting details of the piece and any other thoughts they may have about the text.¹⁶ Reading through story

¹⁵Karen R. Harris & Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Guildford Press, 2007), p. 75.

¹⁶W. Randolph, *Common Core Teaching and Learning Strategies* . . .p.85

face is the students must be found each component of the story. The students have to matching between component of the story and map.

d. Conventional Strategy

In generally, there are two kinds of teaching strategy that can be used to teaching reading comprehension. They are the conventional strategy, which refers to strategy that is usually used by teacher at school in which the teacher asks and the students answer, and the alternative strategy develop by experts that are considered better than the conventional strategy since they emphasize on students' active participation.¹⁷ So, with the conventional strategy they students can increase their learning motivation.

Conventional strategy is the strategy or the way that usually used by the teachers to teach the text to students. Then, conventional strategy is the strategy is the strategy used by the teachers based on mutual agreement in a school. In addition, it uses the traditional way in teaching and learning process. The researcher concluded that conventional strategy is the way that is used by the teachers in teaching a material based on the agreement of the teacher at school.

¹⁷John Dryden, "Conventional Strategy" retrieved <http://www.britannica.com/EBchecked/topic/421797/strategy/52993/conventional-strategy>, accessed on 30th September 2018.

3. Description of Narrative Text

a. Defenition of Narrative Text

Narrative is any written English next in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different way.¹⁸ It is made to separate an experience past time that problematic, entertain and give moral value to the readers.¹⁹ A.S Homby In Oxford Advanced Learner's Dictionary defines: Narrative text is a description of events.²⁰ Then, according to David Butt "Narrative is to construct a pattern of events with a problematic or unexpected outcome that entertain and instructs the reader or listener".²¹ So, narrative text is an event or moment that has occured in the past time.

The basic purpose of narrative is to entertain, i.e. to gain and hold the reader's interest in a story. But narrative 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

¹⁸Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Pematang Siantar: Graha Ilmu, 2008), p. 73.

¹⁹Pardiyono, *Pasti Bisa! Teaching Genre – Based Writing*, (Yogyakarta: Penerbit Andi, 2007), p.102.

²⁰Homby, A S, *Oxford Advanced Learner's Dictionary*, New York, Oxford University Press, 2005, p. 286.

²¹David Butt and et al, *Using Functional Grammar*, (Sydney: MacQuarie University, 2003), p. 217.

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.²²

According to Otong Setiawan Djuharie, the language element used in writing narrative text are noun, individual participant, past tense, conjunction, action verb and saying verb.²³Based on the above explanation, the researcher concludes that narrative text is a text which is aimed to entertain or amuse the reader.

b. Generic Structure of Narrative Text

Table. 1
Generic Structure of Narrative Text

Text Elements	Content
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.
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.
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.

²²Pardiyono, *Teaching Genre- Based Writing*, (Yogyakarta: Andi OFFSET, 2007), P. 94.

²³Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: CV. Yrama Widya, 2007), p. 41.

Resolution	In this part, the story reaches its end. This is where the problem is solved.
Coda	Usually coda is present at the last paragraph. Coda includes a moral or message to be learnt from the story. ²⁴

So, researcher conclude the generic sturture of narrative text is the content of a text that consist of orientasion, complecation, events, resolution and coda.

c. Language Features

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

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

²⁴Mark Anderson & Kathy Anderson, *Text Type in English*, (South Yara: Macmillan Education Australia, 2003), p. 4.

7) The use of Past Tense.²⁵

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.

d. Example of Narrative Text

Table. 2
Example of Narrative Text

Three Fishes	
Orientation	Once, there fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. This pond is full of fish, they told each other excitedly. We have never fished here before. We must come back tomorrow morning with our nets and catch these fish, then the fishermen left.
Complication	When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, did you hear what the fisherman said? We must leave this pond at once. The fishermen will return tomorrow and kill us all. The second of the tree fishes agreed. You are right, he said. We must leave the pond. But the youngest fish laughed. You are worrying without reason, he said. We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere-my luck will keep me safe.

²⁵Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Pematang Siantar: Graha Ilmu, 2008), p. 74.

Resolution	The eldest of the fishes left the pond that very evening with his entire family. The second fishes fish saw the fishermen coming in the distance early next morning. The third fish refused to leave even then.
Coda	The fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish who relied only on luck and did nothing at all died. So also in life. ²⁶

B. Teaching Reading Comprehension by Using Story Face

Story face is a kind good of media, which can be used in teaching reading. The students will be more interested in learning reading if the teacher by using story face. Students can express his taught, ideas and feeling. It also provides information for his readers, even to persuade them. Directly, story face has procedures to use. Before us using story face, we must follow the procedures about story face. There are the procedures using to teach reading using story face as table below:

Table 3
Teaching Reading using Story Face

The Teacher	P rocedure	The Students
1. Give a text about narrative text an give some explanation for the students	The teacher explanation how to use story face in the text	The students take attantion to the explanation the teacher.

²⁶Gaskin, "Narrative Example" retrieved *www.englishdirection.com*, accessed on Sunday, 8th September 2018.

2. Help students to applying story face	The teacher applying the story face in teaching reading on narrative text	To write the understand how to applying the story face.
3. The teacher make story face	The teacher make story face. And the story face constructed by: eyes, eyelases, nose and mouth.	The students listen and take attention how to make the story face.
4. The teacher was fill out story map as a visual for the students.	The teacher was fill out story map as a visual and the teacher tell students to re read the text to identify some important information for the story face	The students take attention and re read the text. Students take some important information for the story face.

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

1. Preview the story face with students prior to reading a narrative text.
2. Review the information that students should identify while reading.
3. Students read the text and fill out the story face.
4. Creating a story face.²⁷

Students find their imagination through map and describe about the story their read. They will know setting, main character, problem, events and a solution

²⁷W. Randolph, *Common Core Teaching and Learning Strategies* . . . p. 85

of the story. According to Stall that provides a visual framework for understanding, identifying, and remembering elements in narrative text.²⁸

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

C. Review of Related Findings

There are some related findings in this research; the first script 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.²⁹ 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, Zahriyatul Mufidah, the research method which was used in this experimental research. The research using pre-test and post-test in the

²⁸Karen R. Harris & Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*. . . p. 75

²⁹Bedrimiati, "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.

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.³⁰ 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, Nabila Aulia Zakiya Firdaus, 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%.³¹ The conclusion of this thesis is story face strategy can improve the ability of the students in reading comprehension.

The fourth, Desta Aditya, 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.³² It could be seen from the improvement from the result of the mean score in the pre-test and post-test. the gain was

³⁰Zahriyatul 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.

³¹Nabila 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", retrieved from <http://erepository.uwks.ac.id/1557/1/NABILA%2520AULIA>, at Desember 2018.

³²Desta Aditya, "Improving Students' Reading Comprehension Ability Throught Story Mapping Strategy at SMA Negeri 1 Terusan Nunyai", retrieved from <http://digilib.unila.ac.id/26789/3/SCRIPT>, at Desember 2018.

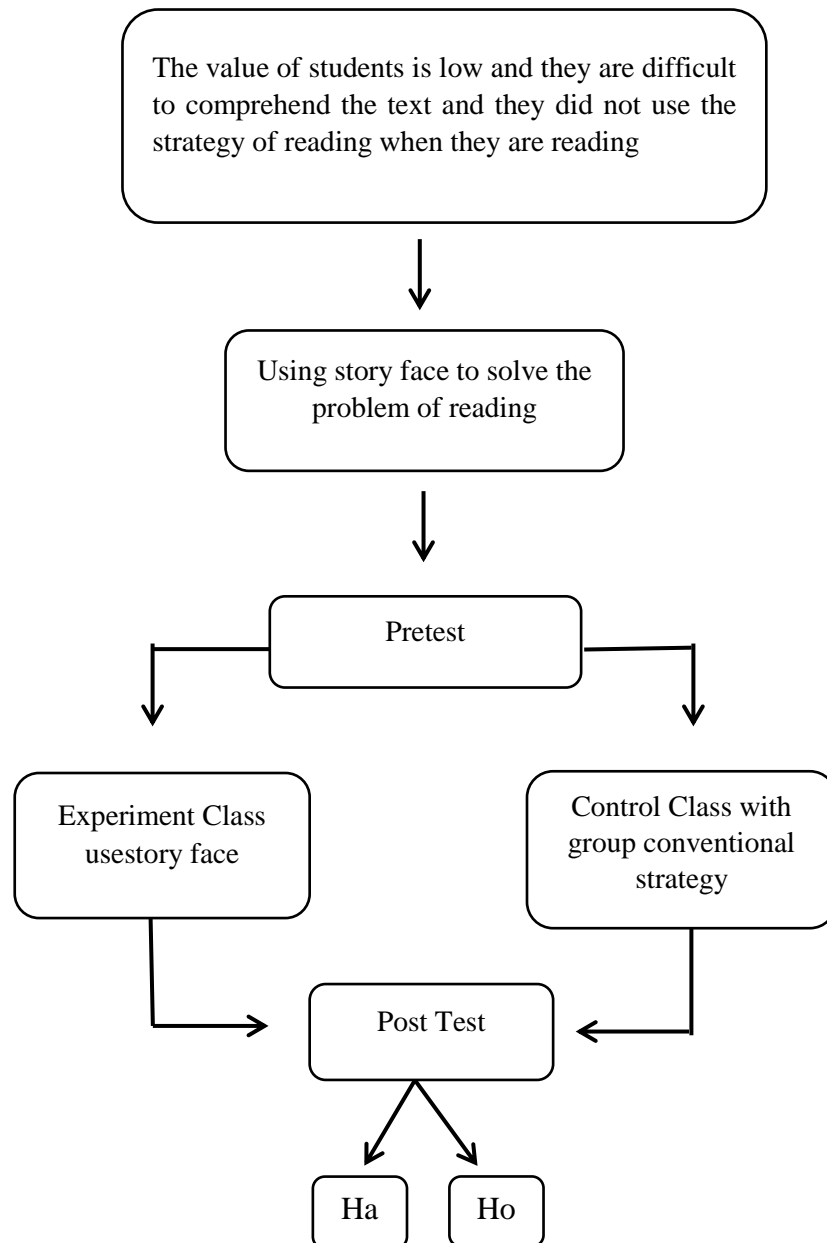
12.3687, from 58.7594 in the pre-test up to 71.1281 in the post-test. The data were analyzed by using t-test in which significances was determined by $p < 0.05$. the aspect of reading that improved the most was specific information; the gain was 16.8%. The conclusion of the thesis is story mapping strategy could improve the students reading comprehension ability and specific information as the aspect of reading that improved the most.

In conclusion, from the description above, the researcher can conclude that the strategy can improve the students' reading comprehension the researcher believes that the story face can improve the students' reading comprehension.

D. The Conceptual Framework

Story Face is an adaptation of story mapping that also uses a visual framework for understanding, identifying, and remembering elements in narrative text. 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. The reading can enrich their knowledge and take the knowledge from text to their mind directly. The research describes the conceptual framework as follow:



E. Hypothesis

The hypothesis of this research were:

Ha : there is the significant effect of story face to students' reading comprehension of narrative text at X grade students of SMA Negeri 1 Naga Juang.

Ho : there is not the significant effect of story face to students' reading comprehension of narrative text at X grade students of SMA Negeri 1 Naga Juang.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of the Research

The location of this research is SMA Negeri 1 Naga Juang Mandailing Natal. It is located on Jl. Banua Simanosor Naga Juang. The process of the research had been done from October 2018 up to April 2019. The subject of this research was X grade of the students.

B. Research Design

The kind of this research is quantitative research with experimental method. L.R Gay said that experimental research is the only type of research that can test hypothesis to establish cause and effect.¹ Then, John Creswell said that in an experiment, researcher tests an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. From the definition above, researcher concludes that experiment was a kind of research that has the purpose to find the casual effect relationship of one or more variable to other variable.

The design in this research was Pretest-Posttest Control Group Design. It means there were two classes chosen, then given pretest to know the basic condition of the two classes. Next, the both classes were given post test. The result of the test was compared to know the different effect of treatment to

¹John Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, Second Edition (USA: Prentice hall, 2000), p. 14

experimental class. The research design for pretest-posttest control group design by using one treatment can be seen below:

Table 4
Pretest-Posttest Control Group Design

E	O_1	X	O_2
P	O_1	-	O_2

Where:

E = Symbol for experimental class

P = Symbol for control class

X = Symbol for treatment²

In this model, both of classes are given pre-test (O_1). Then, in experimental group is given a treatment (X) and control class is not given a treatment. After giving a treatment, both of classes are given post-test (O_2).

C. Population and Sample

a. Population

In this research, all of students of SMA Negeri 1 Naga Juang Mandailing Natal at X grade is population. Population of research is the at X grade students of SMA Negeri 1 Naga Juang Mandailing Natal and total population was 110 students. The total of at X grade can be considered as follow:

²Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003), p. 276.

Table 5
The population of the Grade X Students

No.	Class	Number of Students
1.	X MIA ¹	22
2.	X MIA ²	22
3.	X MIA ³	22
4.	X IS ¹	22
5.	X IS ²	22
Total		110

b. Sample

Sample is the part of population that is chosen as respondent of the research. In this research, the researcher chooses two classes as a sample. They were been divided into experiment class and control class. The researcher chooses X MIA¹ and X MIA². Every class is 22 students. Therefore, total samples are 44 students.

Technique of sampling is class sampling which the researcher take sample with random sampling. Random sampling is one of the sample selection techniques in which all individual members of the population have the same chance and independent to be selected as a sample member.³ Random sampling in which each individual in the population has an equal probability of being selected (a systematic or probabilistic

³Burhan Bungin, *Metodologi Penelitian Kuantitatif*, (Jakarta: Kencana, 2006),p. 137.

sample).⁴ After using random sampling the researcher used normality and homogeneity test.

The function of normality test is to know whether the data of research is normal or not. The research is normal or not. The researcher uses normality test with using *Chi-Square* formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

X^2 = value of chi-square

F_o = observed frequency

f_e = expected frequency

To calculate the result of *Chi-Quadrate*, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 1 ($dk = k-1$). If result $x^2_{count} < x^2_{table}$. So, it can be concluded that data is distributed normal.

Homogeneity test is used to know whether control class and experiment class have the same variant or not. If the classes are same, it can be called homogenous. To find the homogeneity, the researcher use *Harley test*. The formula is as follow:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

⁴John W. Creswell, *Research Design Second Edition* (America: Sage Publications, Inc, 2003), p. 156.

Hypotheses is accepted if $F_{(\text{count})} \leq F_{(\text{table})}$

Hypotheses is rejected if $F_{(\text{count})} \geq F_{(\text{table})}$ ⁵

D. Instrument of Research

Instrument is a tool that can be used by researcher to collect the valid and reliable data. The researcher will use a test in this research. The test is done based on assumption that human have the differences in ability, personality, and behavior. These differences can be measured in certain way.⁶

The test was used in this research is multiple choice that consists of four options a, b, c, and d. The test is divided into two parts. They are pre-test and post-test. This test gives to both group, experiment and control class.

Table 6
Indicator of Reading Comprehension Test (Pre-test)

Indicator	Items	No. Items	Score	Total Score
Identifying Main Idea	5	3, 9, 18, 23, 27	4	20
Identifying Character	5	1, 7, 13, 20, 25	4	20
Identifying Setting	5	2, 8, 14, 21, 26	4	20
Identifying Problem	5	5, 10, 15, 22, 28	4	20
Identifying Vocabulary	5	6, 12, 19, 24, 30	4	20
Total	25			100

⁵Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya* (Jakarta: Kencana, 2009), p. 276.

⁶Ibnu Hadjar, *Dasar-Dasar Metodologi Penelitian dalam Pendidikan*, (Jakarta: Raja Grafito), p. 173.

Table 7
Indicator of Reading Comprehension Test (Post-test)

Indicator	Items	No. Items	Score	Total Score
Identifying Main Idea	5	3, 10, 18, 22, 29	4	20
Identifying Character	5	1, 7, 15, 20, 26	4	20
Identifying Setting	5	2, 8, 14, 21, 27	4	20
Identifying Problem	5	4, 11, 13, 23, 28	4	20
Identifying Vocabulary	5	6, 12, 19, 25, 30	4	20
Total	25			100 ⁷

E. Validity of Instrument

a. Validity

Validity is the most important quality of a test. It is the degree to which a test measure what it is supposed to measure, and consequently, permits appropriated interpretations of test scores.⁸

In this research, the researcher used item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items. Then, the test consists of 60 multiple-choice tests that divided in to two groups. They were 30 for pre-test and 30 for post-test.

⁷Silabus, “Bahasa Inggris-Wajib SMA Kelas X”, Kurikulum 2013, retrieved in www.jagoanbahasainggris.com on Saturday, November 18, 2018.

⁸Gay, L.R. and Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (America: Prentice Hall, 2000), p. 191.

To know the validity of each question was be refer to list r biserial with r , in 5% significant: 0.349 and 1% significant: 0.449. So, if $r_{count} > r_{table}$ the test is classified valid.

So, to get the validity of the test, the formula of r pointbiseral can be used as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} : Coefficient item validity.

M_p : mean score of the total score.

SD_t : Standard Deviation of the total score.

p : Presentation of the right answer of the item tested validity.

q : Presentation of the wrong answer of the item tested validity.

From the result of the analysis for 60 instrument tests, in which 25 for pre-test and 25 for post-test. Researcher concluded that for pre-test only 25 were categorized valid and 5 were categorized invalid. Then, for the post-test also consist of 25 questions were categorized valid, and 5 were categorized in valid. So, researcher conducted 25 items for control class and 25 items for experiment class.

b. Reliability

Reliability was the extent to which measuring device was consistent in measuring whatever it measures. It refers to the consistency of measurement that was to how consistent scores or other evaluation result were from one measurement to another. To get the reliability of the test, the Kuder Richardson 20 formula (KR01) was applied with r table 0.70.

Criteria of test reliability are as follow:

$r_{11} = 0.70$	high correlation	(reliable)
$r_{11} > 0.70$	high correlation	(reliable)
$r_{11} < 0.70$	low correlation	(reliable) ⁹

The formula:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_{t^2} - \sum pq}{St_2} \right)$$

In which:

R : Reliability of the Instrument

n : Number of the Test

St² : Variants total

p : Proportion subject who is right answer (1)
N

⁹Anas Sujono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo, 2005), p. 209.

$$q = \frac{\text{Proportion subject who is wrong answer (0)}}{N}$$

F. Technique of Collecting Data

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

a. Pre-test

- 1) The researcher prepared the test 25 item.
- 2) The researcher distributed the paper of the to students of experimental class and control class.
- 3) The researcher explained what students to do.
- 4) Giving time.
- 5) The students answered the question.
- 6) Collected their paper test to researcher.
- 7) The researcher checked the answer of students and found he mean score of control and experimental class.

b. Treatment

After pre-test administrate, a treatment was given to students. Control group is thought Conventional Strategy, and experimental group is through by applying Story Face Strategy.

c. Post-test

After giving treatment, the researcher conducted a post test which the different test with 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 the treatment, whether was an effect or not. After conducting the post-test, the researcher analyzed the data. And the researcher found out the effect of story face strategy in the experiment class. The researcher has some procedure. They were:

- 1) The researcher prepared the test 25 item.
- 2) The researcher distributed the paper of the to student of experimental class and control class.
- 3) The researcher explained what students to do.
- 4) Giving time.
- 5) The students answered the question.
- 6) Collected their paper test to researcher.
- 7) The researcher checked the answer of students and found he mean score of control and experimental class.

G. Technique of Data Analyzing

In experimental design, the technique in analyzing the data used by t-test, because was aimed to examine the difference of experimental class and control class. After experimental process, two of classes tested by using technique of data analysis as follow:

a. Requirement test

1) Normality test

In normality test, the data can be tested with Chi-quadrat:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

x^2 = Chi Quadrat

f_o = Frequency is gotten from the sample/result of observation
(questioner)

f_h = Frequency is gotten from the sample as image from frequency is
hoped from the population.¹⁰

2) Homogeneity test

Homogeneity test is used to find homogeneity of the variances of each class. If the both of classes are same, it is can be called homogeneous. To test it, researcher used formula as follow:

$$F = \frac{\textit{The biggest variant}}{\textit{The smallest variant}}$$

Hypothesis is accepted if $F_{(count)} < F_{(table)}$

Hypothesis is rejected if $F_{(table)} > F_{(count)}$

¹⁰Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p. 85.

b. Hypotheses test

The data analysis of data was done to find out the achievement of the two groups, that have been divided into experimental and control class. To know the difference between the classes, the researcher used t-test as formula below:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

T : the value which the statistical significance

X_1 : the average score of the experimental class

X_2 : the average score of the control class

S_1^2 : deviation of the experimental class

S_2^2 : deviation of the control class

n_1 : number of experimental

n_2 : number of control class.¹¹

¹¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 275.

CHAPTER IV

DATA ANALYSIS

In this chapter, in order to evaluate the effect of Story Face on Reading Comprehension in Narrative Text at X Grade Students SMA N 1 Naga Juang Mandailing Natal, the researcher has calculated the data using pre-test and post-test. Applying quantitative analysis, the researcher used the formulation of t-test. Then, researcher described the result based on the data as follow.

A. Description of Data

1. Description of Data Before Using Story Face Strategy

a. Score of Pre-Test Experimental Class

Researcher took class X MIA¹ as the experimental class. Based on students' answer in pre-test, the researcher has calculated the students' score. The total score of experiment class in pre-test was 1400, mean was 64.81, standard deviation was 8.82, variants was 89.76, median was 61,87 range was 40, modus was 60.12, interval was 7. The researcher got the highest score was 84 and the lowest score was 44. It can be seen in the following table:

Table 8
The Score of Experimental Class in Pre-Test

Total	1400
Highest score	84
Lowest score	44
Mean	64.81
Median	61.87
Modus	60.12
Range	40
Interval	7
Standard deviation	8.82
Variants	89.76

Then, the calculation of the frequency distribution of the students' score of experiment class in pre-test could be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of Students Score

No	Interval	Mid-Point	Frequency	Percentages
1	44 – 50	47	1	4.54%
2	51 – 57	54	3	13.63%
3	58 – 64	61	8	36.36%
4	65 – 71	68	5	22.72%
5	72 – 78	75	3	13.63%
6	79 – 85	82	2	9.09%
$i = 7$		-	22	100%

From the table above, the students' score in class interval between 44– 50 was 1 students (4.54%), class interval between 51– 57 was 3 students (13.63%), class interval between 58 – 64 was 8 students (36.36%), class interval between 65– 71 was 5 students (22.72%), class

interval between 72 – 78 was 3 students (13.63%), and the last class interval between 79– 85 was 2 students (9.09%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

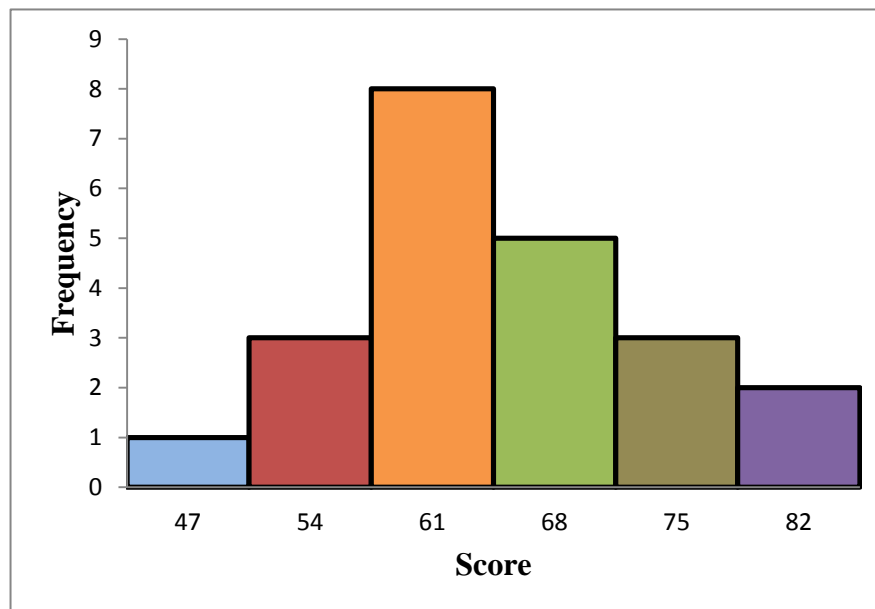


Figure 1: Histogram the Result Score of Students' Reading Comprehension in Experimental Class (Pre-test)

From the histogram of students, score of experimental class in pre-test shown that the lowest interval 44-50 was 1 students and highest interval 79-85 was 2 students. Histogram also shows that the highest frequency in interval 65-71 was only 8 students.

b. Score of Pre-Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of pre-test control class can be seen in the following table:

Table 10
The Score of Control Class in Pre-test

Total	1348
Highest score	84
Lowest score	44
Mean	62.59
Median	61.87
Modus	61
Range	40
Interval	7
Standard deviation	8.96
Variants	95.06

Based on the above table, total score of control class in pre-test was 1348, mean was 62.59, median was 61.87, modus was 61, range was 40, interval was 7, standard deviation was 8.96, variants were 95.06. The researcher got the highest score was 84, and the lowest score was 44. Then, the computed of the frequency distribution of the students' score of control class in pre-test could be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	44 – 50	47	2	9.09%
2	51 – 57	54	4	18.18%
3	58 – 64	61	8	36.36%
4	65 – 71	68	4	18.18%
5	72 – 78	75	3	13.63%
6	79– 85	82	1	4.54%
$i = 7$		-	22	100%

From the table frequency distribution above shown that the students' score is there in class interval between 44–50 was 2 students (9.09%), class interval between 51–57 was 4 students (18.18%), class interval between 58–64 was 8 students (36.36%), class interval between 65–71 was 4 students (18.18%), class interval between 72–78 was 3 student (13.63%), and the last class interval between 79– 85 was 1 students (4.54%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

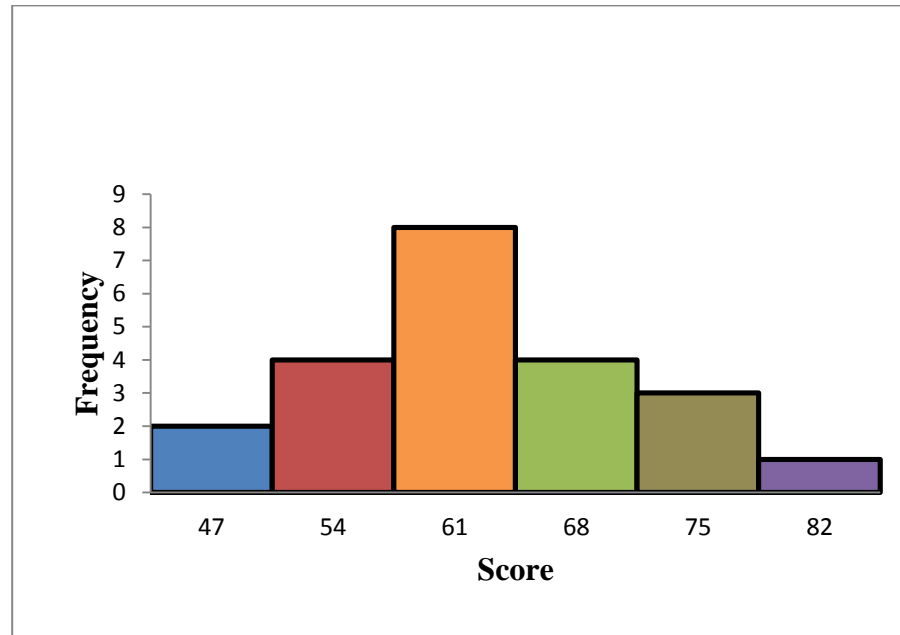


Figure 2: Histogram the Result Score of Students' Reading Comprehension in Experimental Class (Pre-test)

From the histogram of students' score of control class in pre-test shows that the lowest interval 44–50 was 2 students, and highest interval 79–85 was only 1 students. Histogram also shows that the highest frequency in interval 58–64 was 8 students.

2. Description of Data After Using Story Face Strategy

a. Score Post-Test of Experimental Class

The calculation of the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using Story Face Strategy, researcher got total score of experiment class in post-test was 1460, mean was 65.20, median was 68.10, modus was 69.7, range was 40, interval was 7, standard deviation was 12.14, variants

was 133.19. The researcher got the highest score was 84 and the lowest score was 44. It can be seen in the following table:

Table 12
The Score of Experimental Class in Post-test

Total	1504
Highest score	84
Lowest score	44
Mean	67.36
Median	67.3
Modus	67.5
Range	40
Interval	7
Standard deviation	8.4
Variants	53.95

Then, the calculation of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 13
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	44 – 50	47	1	4.54%
2	51– 57	54	2	9.09%
3	58 – 64	61	3	13.63%
4	65 – 71	68	10	45.45%
5	72 – 78	75	4	18.18%
6	79–85	82	2	9.09%
$i = 7$		-	22	100%

From the table frequency distribution above shown that students' score in class interval between 44–50 was 1 student (4.54%), class

interval between 51–57 was 2 student (9.09%), class interval between 58–64 was 3 students (13.63%), class interval between 65–71 was 10 students (45.45%), class interval between 72–78 was 4 students (18.18%), and the last class interval between 79–85 was 2 students (9.09%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

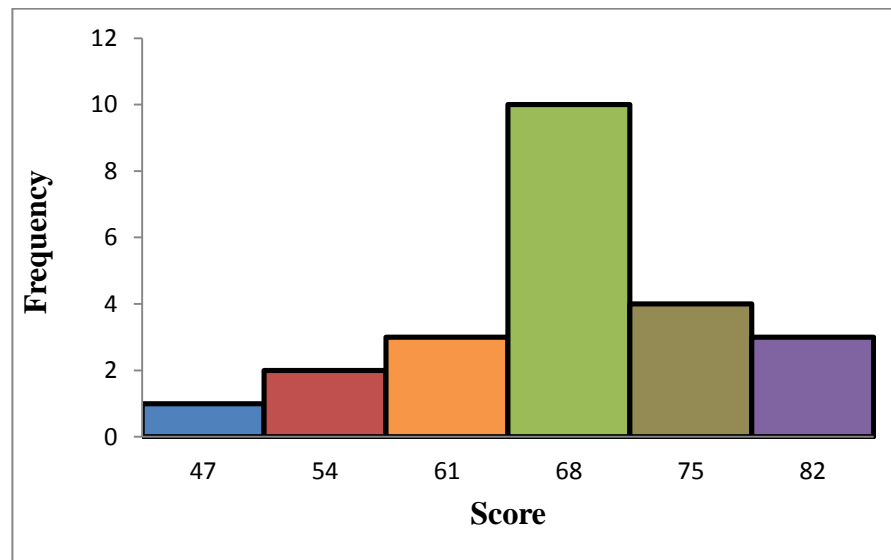


Figure 3: Histogram the Result Score of Students' Reading Comprehension in Experimental Class (Post-test)

From the histogram of students' score of experimental class in post-test shown that the lowest interval 45-50 was 1 student and highest interval 79-85 was only 2 students. Histogram also shows that the highest frequency in interval 65–71 was only 10 students.

b. Score of Control Class in Post Test

The researcher took class X MIA² as the control class. The result that had been gotten by the students in answering the question (test) after the researcher taught the reading comprehension by using conventional strategy the researcher got the score. The total score of control class in post-test was 1440, mean was 61.36, standard deviation was 8.82, variants was 84.64, median was 67.61, modus was 68.5, range was 40, interval was 7. The researcher got the highest score was 84 and the lowest score was 44. It can be seen in the following table:

Table 14
The Score of Control class in Post-test

Total	1440
Highest score	84
Lowest score	44
Mean	61.30
Median	67.61
Modus	68.5
Range	40
Interval	7
Standard deviation	8.82
Variants	84.4

Then, the calculation of the frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

Table 15
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	45 – 50	47	2	9.09%
2	51 – 57	54	3	13.63%
3	58– 64	61	4	18.18%
4	65 – 71	68	9	40.90%
5	72 –78	75	3	13.63%
6	79 – 85	82	1	4.54%
$i = 7$		-	22	100%

From the table above, the students' score in class interval between 45–50 was 2 students (9.09%), class interval between 51–57 was 3 students (13.63%), class interval between 58–64 was 4 students (18.18%), class interval between 65–71 was 9 students (40.90%), class interval between 72–78 was 3 students (13.63%), and the last class interval between 79–85 was 1 students (4.54%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

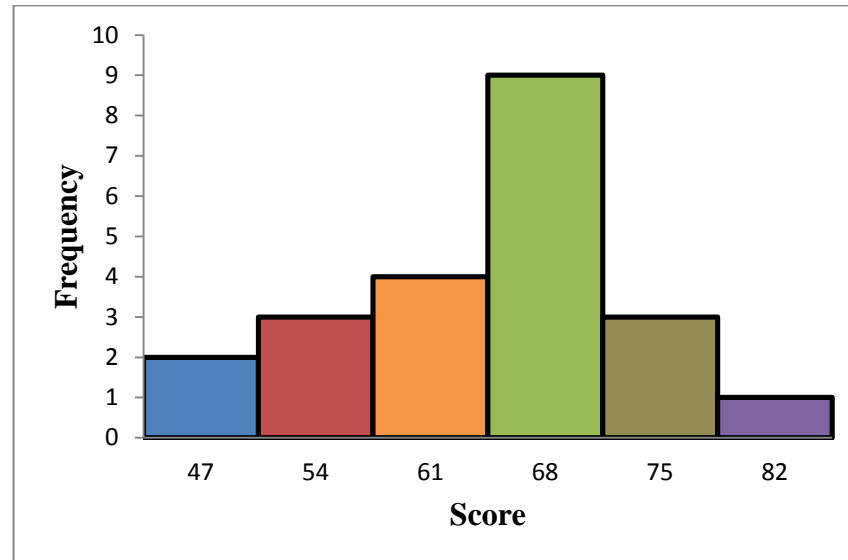


Figure 4: Histogram the Result Score of Students' Reading Comprehension in Experimental Class (Post-test)

From the hisogram of students' score of control class in post-test shown that the lowest interval 44–50 was 2 students and highest interval 79–85 was only 1 student. Histogram also shows that the highest frequency in interval 58–64 was 9 students.

3. Description of the Comparison Data between Pre-Test and Post-Test of Experimental and Control Class

a. The Comparison Data between Using Story Face Strategy and Conventional Strategy in Pre-Test

Before researcher giving post-test to both of class (control class and experimental class) the researcher did not know students' reading comprehension. After researcher giving pre-test, the researcher got the comparison data between pre-test score an experimental and control class

before gave treatment. The comparison data can be seen in the following table:

Table 16
The Comparison Data of Experimental Class
And Control Class Pre-test

Description	Experimental Class	Control Class
Total	1400	1348
Highest score	84	84
Lowest score	44	44
Mean	64.81	62.59
Median	61.87	61.87
Modus	60.12	61
Range	40	40
Interval	7	7
Standard deviation	8.82	8.96
Variants	89.76	95.06

Based on the table the total of score of experimental class in pre-test was 1400; control class was 1348, mean score of experimental class was 64.81; control class was 62.59, median of experimental class was 61.87; control class was 61.87, modus of experimental class was 60.12; control class was 61, standard deviation of experimental class was 8.82; control class was 8.96, and variants of experimental class was 89.76; control class was 95.06.

In order to get pre-test data description of the experimental class and control class completely. The researcher presents the histogram on the following figure:

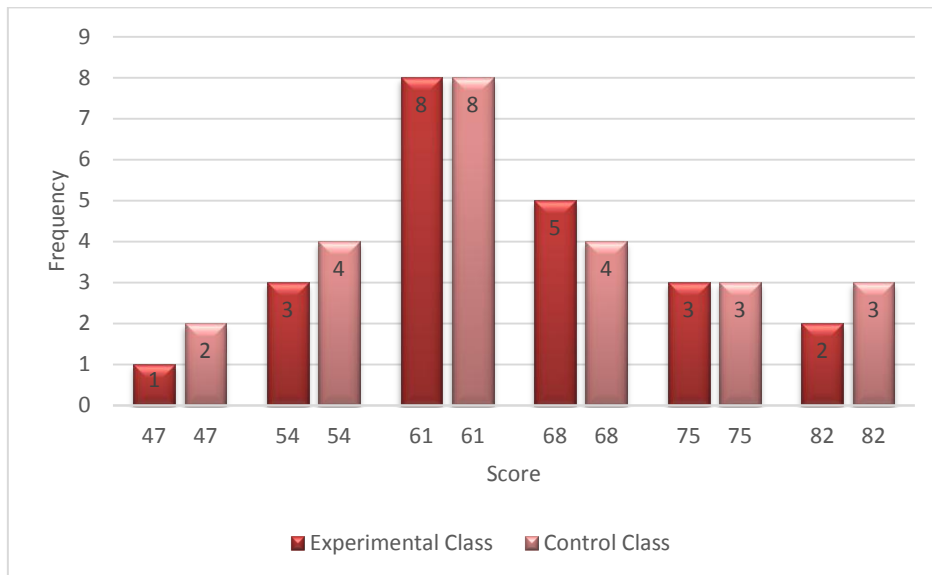


Figure 5: Histogram the Comparison Data of Students' Reading Comprehension in Experimental and Control Class (Pre-test)

From the description of comparison data above, it can be concluded that the students' score of experimental and control class had the same score in interval 61 and 75.

b. The Comparison Data between Pre-Test and Post-Test by Using Story Face Strategy

The comparison score between pre-test and post-test of experimental class can be seen in the following table:

Table 17
The Comparison Data of Experimental Class
in Pre-test and Post-Test

Description	Pre-Test	Post-Test
Total	1400	1504
Highest score	84	84
Lowest score	44	44
Mean	64.81	67.36
Median	61.87	67.3
Modus	60.12	67.5
Range	40	40
Interval	7	7
Standard deviation	8.82	8.40
Variants	89.76	53.95

Based on the above table the total score of experimental class in pre-test was 1400; post-test was 1504, pre-test mean score was 64.81; post-test was 67.36, pre-test standard deviation was 8.82; post-test was 8.40, pre-test variants was 89.76; post-test was 53.95, pre-test median was 61.87 post-test was 67.3, pre-test range was 40; post-test was 40, pre-test modus was 60.12; post-test was 67.5, pre-test interval was 7; post-test was 7. The researcher got the highest score of pre-tests was 84 and the lowest score was 44; meanwhile the highest score was 84 and the lowest score was 44.

In order to get the pre-test and post-test data description of experimental class clearly and completely, the researcher presents the histogram on the following figure:

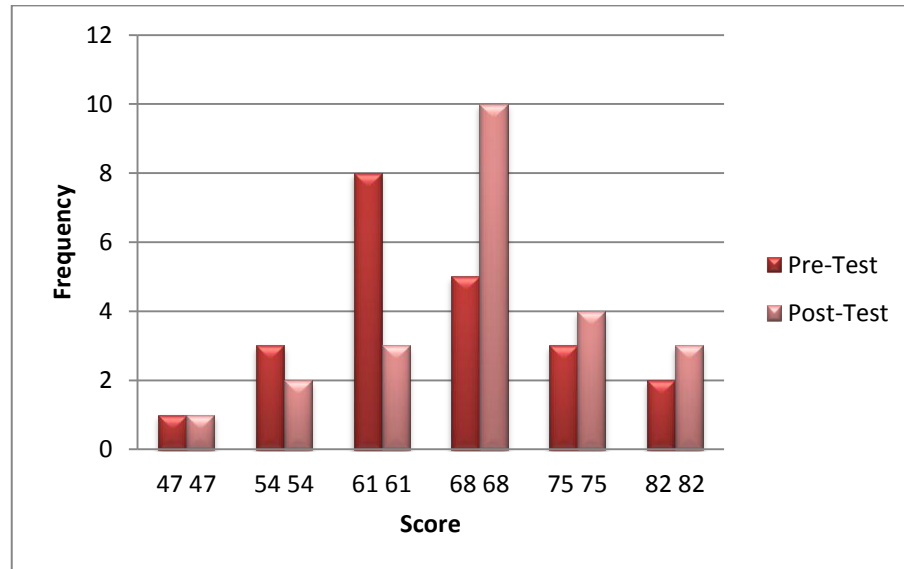


Figure 6: Histogram the Comparison Data of Students' Reading Comprehension Pre-test and Post-test (Experimental Class)

From the histogram above, the students' scores of experimental class in post-test was higher than pre-test.

c. The Comparison Data between Pre-Test and Post-Test by Using Conventional Strategy

The comparison score between pre-test and post-test of control class can be seen in the following table:

Table 18
The Comparison Data of Control Class in Pre-test and Post-test

Description	Pre-test	Post-test
Total	1348	1440
Highest score	84	84
Lowest score	44	44
Mean	62.59	61.36
Median	61.87	67.61
Modus	61	68.50
Range	40	40

Interval	7	7
Standard deviation	8.96	8.82
Variants	95.06	84.64

Based on the above table the total score of control class in pre-test was 1348; post-test was 1440, pre-test mean score was 62.59; post-test was 61.36, pre-test standard deviation was 8.96; post-test was 8.82, pre-test variants was 95.06; post-test was 84.64, pre-test median was 61.87; post-test was 67.61, pre-test range was 40; post-test was 40, pre-test modus was 61; post-test was 68.50, pre-test interval was 7 and post-test interval was 7. The researcher got the highest score of pre-test was 84 and the lowest score was 44; meanwhile the highest score of post-test was 84 and the lowest score was 44.

In order to get the pre-test and post-test data description of control class clearly and completely, the researcher presents the histogram on the following figure:

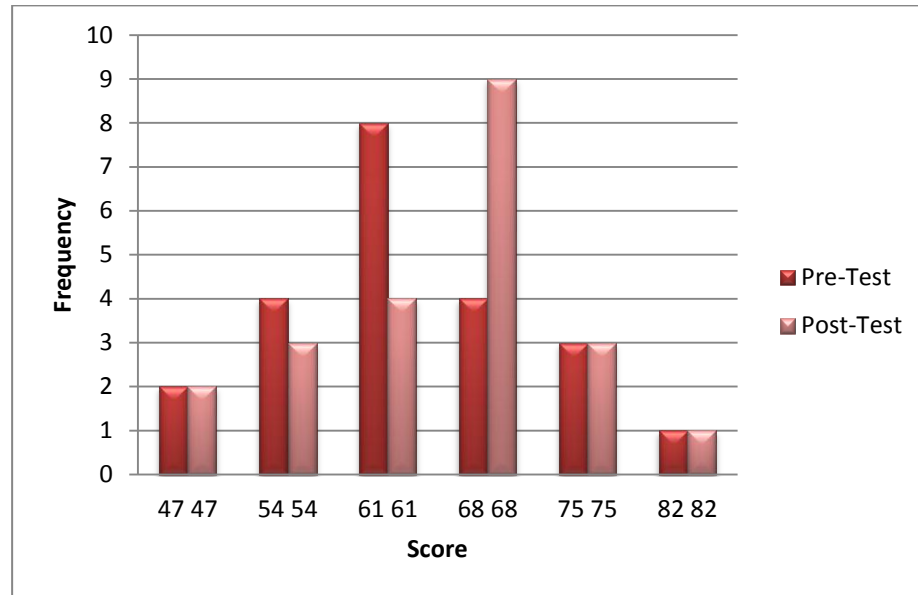


Figure 7: Histogram the Comparison Data of Students' Reading Comprehension in Pre-test and Post-test (Control Class)

From the histogram above, the students' score of control class in post-test was higher than pre-test.

d. The Comparison Data between Using Story Face Strategy and Conventional Strategy in Post Test

After researcher giving pre-test to both of class (X MIA¹ as experimental class and X MIA² as control class) the researcher knew the students' in reading comprehension before gave a treatment. In pre-test, the researcher did not apply treatment to experimental and control class. Then, the researcher gave a treatment to one of class experimental class and other class was not gave a treatment as control class. The experimental class was using Story Face Strategy. The researcher got the

comparison data between post-test score an experimental and control class after gave a treatment. The comparison data can be seen in the following histogram:

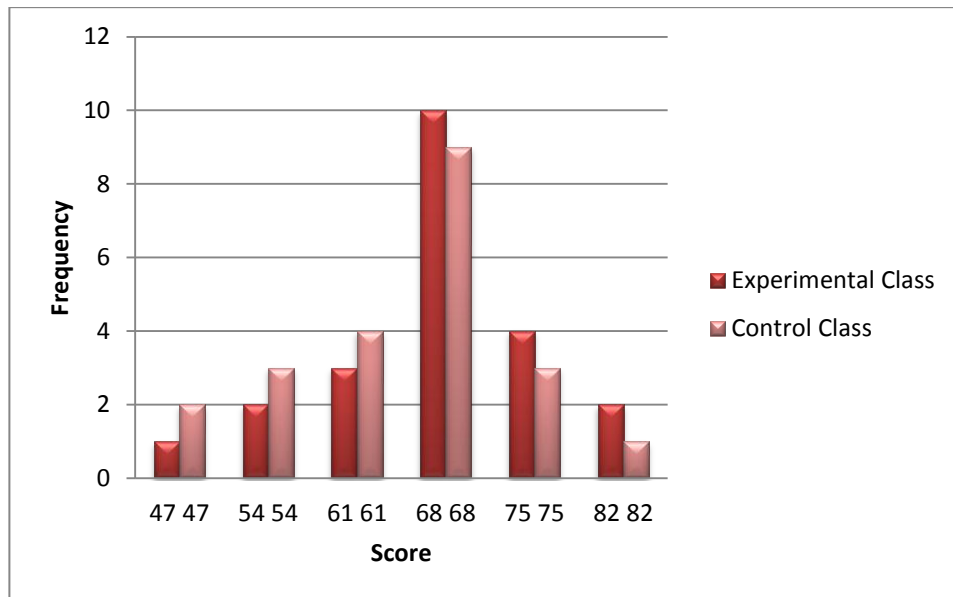


Figure 8: Histogram the Comparison Data of Students' Reading Comprehension in Experimental and Control Class (Post-test)

From the description of comparison data above, it can be concluded that the students' score of experiment class by using Story Face Strategy was higher than the students' score of control class by using Conventional Strategy.

B. Hypothesis Test

After calculated the data of post-test, researcher has found that post-test result of experiment and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was “there is significant effect of Story Face on Reading Comprehension in Narrative Text at X Grade SMA N 1 Naga Juang”. The calculation can be seen on the appendix 22 and 23. The result of t-test was a follow.

Table 20
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1.29	1.681	2.4096	1.681

The test hypothesis has two criteria. First, if $t_{count} < t_{table}$, H_0 is accepted. Second, if $t_{count} > t_{table}$ H_a is accepted. Based on researcher calculation inpre-test, researcher found t_{count} 1.14 while t_{table} 1.681 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 22 + 22 - 2 = 42$. Cause $t_{count} < t_{table}$ ($1.14 < 1.681$), it means that hypothesis H_a was accepted and H_0 was rejected. So, in pre-test, two classes were same. There is no difference in the both classes. But, in post-test, researcher found that t_{count} 2.4096 while t_{table} 1.681 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 22 + 22 - 2 = 42$. Cause $t_{count} > t_{table}$ ($2.4096 > 1.681$), it means that hypothesis H_a was accepted and H_0 was rejected. The calculation can be seen on the appendix 23. So, there was the effect of

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C. Discussion

Based on the result of the data analysis, the researcher got the mean score of experimental was 64.81 and control class was 62.59 in pre-test. Then, the mean score of experiment was 67.36 and control class was 61.36 in post test. Researcher concluded the hypothesis was accepted because t_o bigger than t_t . It can be seen from the calculation of t_o was 2.4590 while t_t score was 1.681 the hypothesis alternative (H_a) is accepted and (H_o) is rejected.

Based on above result, the researcher compared the researcher's result with the related finding. It also discussed with the theory that has been stated by researcher. Related to the theory from Caroline, Reading is a set of skills that involves making sense and deriving meaning from the printed word.¹ Then, Stall state story face is an adaptation of story mapping that provides a visual framework for understanding, identifying, and remembering elements in narrative text. Beside it, whitten said story face is a strategy in which students read a story and generate a map of it events, ideas and key elements. It means that before students should read the frame work first. By understanding, the frame work, the tudents will remember with the content of the text. When the sudents read the

¹Linse, Caroline T., *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 69.

text the students will be easy to understanding the text.²So, 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 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 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 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, Nabila Aulia Zakiya Firdaus, 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

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

³Bedrimiati, "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.

⁴Zahriyatul 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.

the first cycle was 60% and second cycle was 81%, so students reading score calculates improved 21%.⁵ The conclusion of this thesis is story face strategy can improve the ability of the students in reading comprehension.

The fourth, Desta Aditya, the result of this research showed that teaching reading using story mapping strategy improved students' reading comprehension ability.⁶ 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.

Based on explanation above, the researcher concluded using Story Face Strategy can be applied for all of subjects and suitable in teaching Reading Comprehension. It can be concluded that the using Story Face Strategy gave the effect to students' Reading Comprehension especially students at x grade SMA N 1 Naga Juang Mandailing Natal. So, Story Face Strategy has given the effect to the research that has been done by the researcher.

⁵Nabila 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", retrieved from <http://erepository.uwks.ac.id/1557/1/NABILA%2520AULIA>, at Desember 2018.

⁶Desta Aditya, "Improving Students' Reading Comprehension Ability Throught Story Mapping Strategy at SMA Negeri 1 Terusan Nunyai", retrieved from <http://digilib.unila.ac.id/26789/3/SCRIPT>, at Desember 2018.

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 themselves.
2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends 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. When the teacher asked the students come to the front of the class some of them feel embarrassed.

CHAPTER V

CONCLUSION AND SUGGESTION

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 64.81.
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 67.36.
3. There is the significant effect of story face on reading comprehension in narrative text at x grade students SMA N 1 Naga Juang Mandailing Natal. It can be seen from the calculation of t_0 was 2.4096 while t_t score was 1.681 the hypothesis alternative (H_a) is accepted. Researcher concluded the hypothesis was accepted because t_0 bigger than t_t ($2.4096 > 1.681$). So, there is effect of Story Face on Reading Comprehension in Narrative Text at X Grade Students' SMA Negeri 1 Naga Juang Mandailing Natal where H_a was accepted and H_0 was rejected.

B. 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 Naga Juang 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 64.81 to 67.36, meanwhile the control class which was taught by got the improvement of mean score from 61.36 to 62.59. So, the researcher suggests to the English teacher of SMA N 1 Naga Juang Mandailing Natal to use these strategies 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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CURRICULUM VITAE



A. Identity

Name : Seri Devi
Nim : 14 203 00134
Place and Birthday : Sayurmatua, 05th December 1996
Sex : Female
Religion : Islam
Address : Sayurmatua, Naga Juang

B. Parents

1. Father's name : Paruntungan Simatupang
2. Mother's name : Siti Aminah Harahap

C. Educational Background

1. Elementary School : SD Negeri 142567 Sayurmatua (2008)
2. Junior High School : MTsN Panyabungan (2011)
3. Senior High School : SMK N 1 Panyabungan (2014)
4. Institute : IAIN Padangsidimpuan (2019)

Appendix 1

Experimental Class

Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah : SMA N 1 Naga Juang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ II (Genap)

Alokasi Waktu : 4× 45 Menit (2JP)

Standar Kompetensi : Memahami makna dalam esai pendek sederhana berbentuk Narrative teks.

Kompetensi Dasar : Menangkap makna dalam teks Narrative analisis tentang topik yang hangat dibicarakan umum.

Jenis Teks : Narrative Text

Aspek Skill : Membaca

1. Indicator:

- Mengidentifikasi gagasan utama dalam teks narrative.
- Mengidentifikasi karakter utama dalam teks narrative.
- Mengidentifikasi letak cerita dalam teks narrative.
- Mengidentifikasi masalah dalam teks narrative.
- Mengidentifikasi kosa kata dalam teks narrative.

2. Tujuan Pembelajaran:

Pada akhir pembelajaran diharapkan:

- Siswa mampu mengidentifikasi gagasan utama dalam teks narrative.
- Siswa mampu mengidentifikasi karakter utama dalam teks narrative.
- Siswa mampu mengidentifikasi letak cerita dalam teks narrative.

- Siswa mampu mengidentifikasi masalah dalam teks narrative.
- Siswa mampu mengidentifikasi kosa kata dalam teks narrative.

3. Materi Pelajaran:

- Narrative Text

4. Stategi Pembelajaran:

- Story Face Strategy

Materi Pembelajaran

1. Text Narrative

The Legend of Mount Bromo

This is a legend about the creation of Mouth Bromo, a famous mountain in the East Java, which also famous with the beautifulness of sun rises panorama on peak.

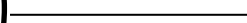
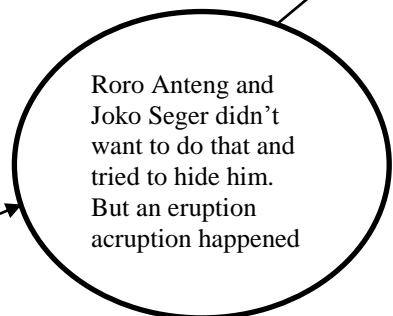
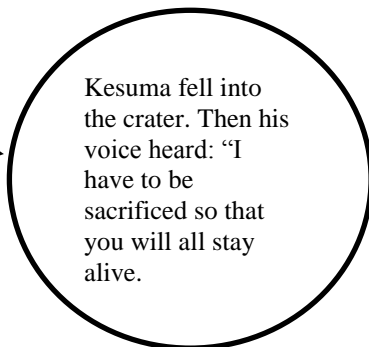
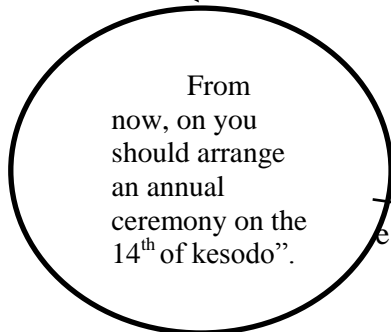
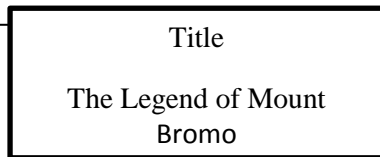
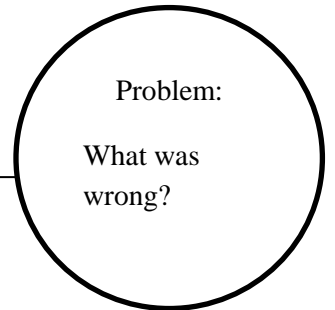
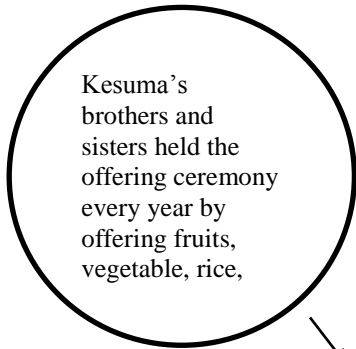
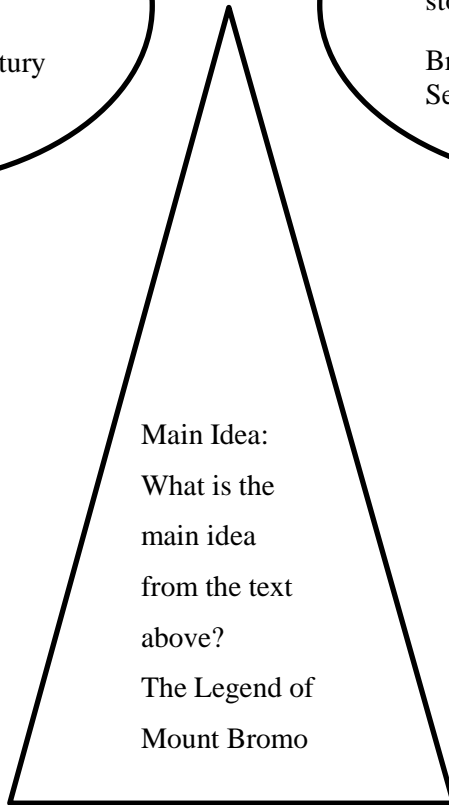
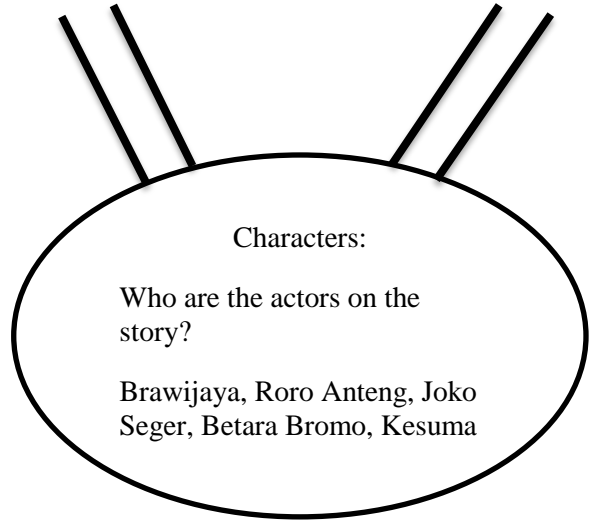
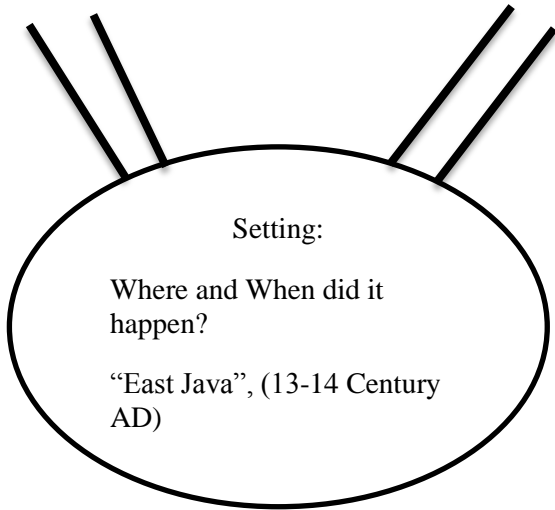
Hundred years ago, during the reign of the last king of Majapahit (13-14 century AD), Bra Wijaya, one of the King's wives gave birth to a girl, RoroAnteng. Later she got married to Joko Seger, from Brahman (priests) caste. Because of an unfortunate situation, they were forced to leave kingdom. They settled in an area in the mountain, and named it "Tengger".

For years, they were unhappy because they did not have a child. They climb the peak of the mountain, prayer to gods. BetaraBromo (god of fire) promised them many children, but they have to sacrifice the youngest one.

The finally, got 25 children, and it was the time for them to sacrifice the youngest, Kesuma. RoroAnteng and JokoSeger didn't want to do that and tried to hide him. But an eruption happened.

Kesuma fell into the crater. Then his voice heard: "I have to be sacrificed so that you will all stay alive. From now, on you should arrange an annual ceremony on the 14th of kesodo".

Kesuma's brothers and sisters held the offering ceremony every year by offering fruits, vegetable, rice, and meats. This has been done until today by Kejawen sects (the Javanese original religion that mixed with islam).



SNOW WHITE

Once upon time there lived a little girl named Snow White. She lived with her Aunt and Uncle. She lived with her Aunt and Uncle because her parents were died.

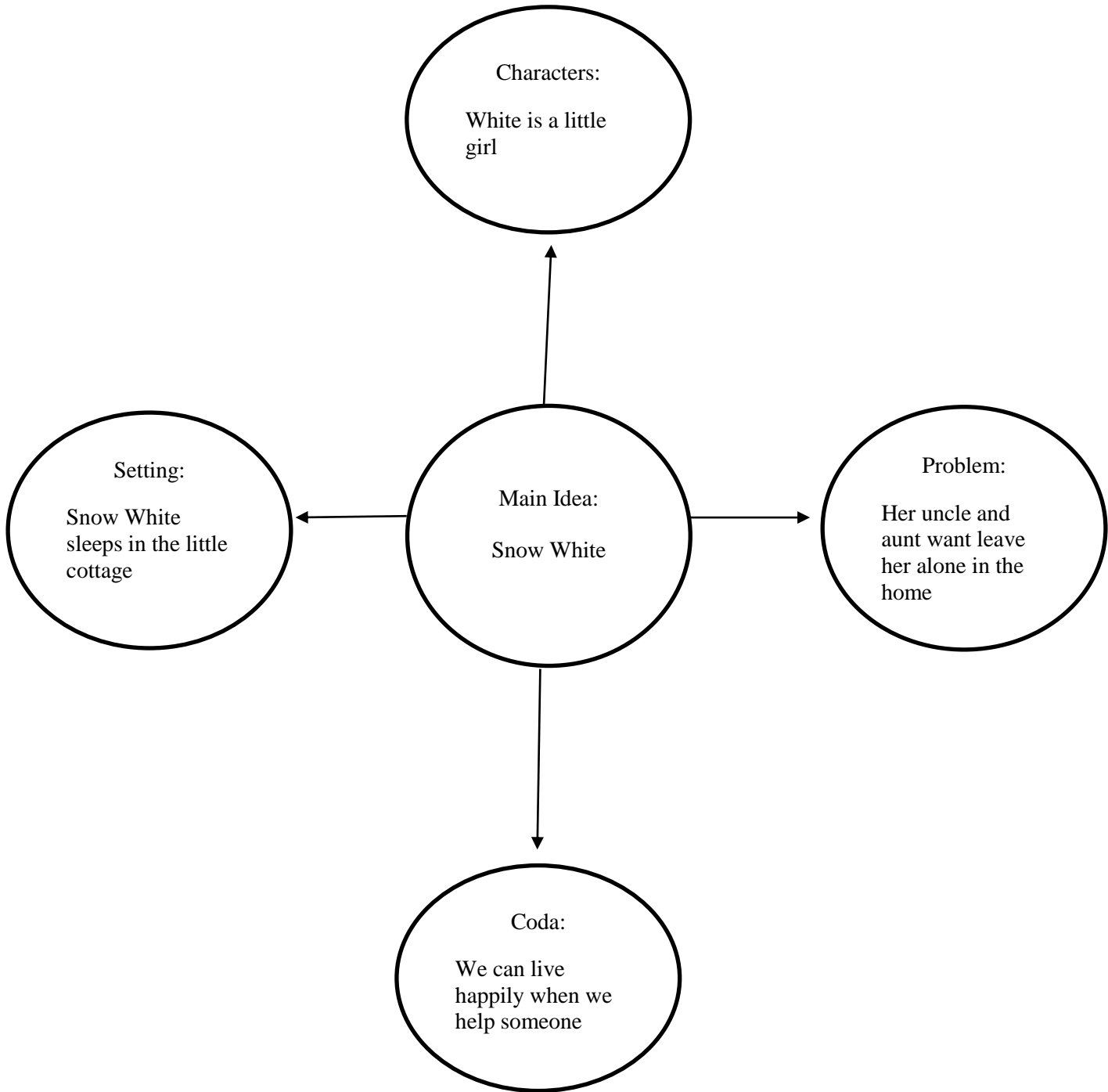
One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and Aunt to do this so she decided it would be best if she ran away. The next morning, she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs said, what is your name? Snow White said, 'My name is Snow White'.

Doc said, if you wish, you may live here with us. Snow White said, Oh could?

Thank you. Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.



5. Langkah– Langkah Kegiatan

a. Pendahuluan

1. Salam dan tegursapa.
2. Ber do'a sebelum memulai pembelajaran.
3. Mengabsen siswa.
4. Memberi motivasi siswa terkait pentingnya kompetensi pelajaran yang akan dikuasai.
5. Memberikan gambaran mengenai materi pelajaran yang akan dipelajari dan tehnik yang digunakan.

b. KegiatanInti

Dalam kegiatan inti:

1. Guru menjelaskan story face.
2. Guru mengaplikasikan story face dalam mengajar reading.
3. Guru dan siswa membuat story face. Story face adalah membuat konsep dengan:
 - a. Membuat mata: menggambarkan dua lingkaran untuk menentukan letak dan peran utama.
 - b. Bulu mata: unuk menentukan gambaran spesifik dan karakter kedua dalam cerita.
 - c. Hidung: Menentukan gagasan utama.
 - d. Mulut: Terdiri dari sebuah rangkaian lingkaran yang menggambarkan rangkaian peristiwa untuk menentukan letak masalah.
4. Guru akan menentukan gambaran story dengan alat peraga kepada siswa, guru dan siwa membaca teks kembali untuk mengidentifikasi informasi penting dari story face.

c. Penutup

Dalam kegiatan penutup:

1. Guru menanyakan kesulitan siswa selama kegiatan pembelajaran.
2. Guru mengkonfirmasi jawaban/ hasil kerja siswa dan memberikan kesimpulan tentang materi yang telah diajarkan.
3. Guru memberikan test kepada siswa.

d. Alat/Sumber Belajar :

- Buku yang relevan, Kamus, Papantulis, Spidol dan Penghapus.

e. Penilaian:

Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instru-ment	Instrument Soal
<ol style="list-style-type: none">1. Mengidentifikasi gagasan utama dalam teks narrative.2. Mengidentifikasi karakter utama dalam teks narrative.3. Mengidentifikasi letak cerita dalam teks narrative.4. Mengidentifikasi masalah dalam teks narrative.5. Mengidentifikasi kosa kata dalam teks narrative.	Tes Tulisan	Pilihan Ganda	Read the text carefully and then choose the correct answer based on the text by crossing a, b, c, d, or e!

1) Pedoman penilaian

- Jumlah skor maksimal keseluruhan adalah 100.
- Setiap jawaban yang benar di beriskor4. Jumlah skor keseluruhan $5 \times 20 = 100$. (Tes Tertulis)

- Nilai maksimal = $\frac{\text{Jumlah jawaban yang benar}}{\text{Jumlah soal}}$

- 2) Instrument: Answer the question based on the text!
- 3) Rubrik penilaian

Uraian	Skor
Jawaban Benar	4
Jawaban Salah	0

Padangsidempuan, Desember2018

Mengetahui

Guru Bahasa Inggris SMA N 1 Naga Juang

Researcher

Minda Sari, S. Pd

NIP. 19750812 200904 2 002

Seri Devi

NIM. 14 203 00134

Appendix 2

Control Class

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : SMA N 1 Naga Juang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/ II (Genap)
Alokasi Waktu : 4× 45 Menit (2JP)

Standar Kompetensi : Memahami makna dalam esai pendek sederhana berbentuk Narrative teks.

Kompetensi Dasar : Menangkap makna dalam teks Narrative analisis tentang topik yang hangat dibicarakan umum.

Jenis Teks : Narrative Text

Aspek Skill : Membaca

1. Indicator:

- Mengidentifikasi gagasan utama dalam teks narrative.
- Mengidentifikasi karakter utama dalam teks narrative.
- Mengidentifikasi letak cerita dalam teks narrative.
- Mengidentifikasi masalah dalam teks narrative.
- Mengidentifikasi kosa kata dalam teks narrative.

2. Tujuan Pembelajaran:

Pada akhir pembelajaran diharapkan:

- Siswa mampu mengidentifikasi gagasan utama dalam teks narrative.
- Siswa mampu mengidentifikasi karakter utama dalam teks narrative.
- Siswa mampu mengidentifikasi letak cerita dalam teks narrative.

- Siswa mampu mengidentifikasi masalah dalam teks narrative.
- Siswa mampu mengidentifikasi kosa kata dalam teks narrative.

3. Materi Pelajaran:

- Narrative Text

4. Stategi Pembelajaran:

- Conventional Strategy

5. Langkah – Langkah Kegiatan

a. Pendahuluan

1. Salam dan tegursapa.
2. Berdo'a sebelum memulai pembelajaran.
3. Mengabsen siswa.
4. Memberi motivasi siswa terkait pentingnya kompetensi pelajaran yang akan dikuasai.
5. Memberikan gambaran mengenai materi pelajaran yang akan dipelajari.

b. Kegiatan Inti

Dalam kegiatan inti:

1. Guru memberikan teks berbentuk teks narrative kepada siswa.
2. Guru menyuruh siswa untuk membaca teks berbentuk teks narrative tersebut.
3. Guru menyampaikan penjelasan mengenai pengertian narrative teks, generic structures, language features dan purpose dari narrative teks.
4. Guru menyuruh siswa untuk menerjemahkan teks narrative tersebut kedalam bahasa Indonesia.
5. Guru memberikan beberapa soal kepada siswa berupa latihan untuk mengidentifikasi gagasan utama, karakter utama, letak cerita, masalah, dan memahami kosakata dari sebuah teks berbentuk teks narrative.

c. Penutup

Dalam kegiatan penutup:

1. Guru memberikan kesimpulan mengenai pembelajaran.
2. Guru memberikan test kepada siswa.

d. Alat/Sumber Belajar :

- Buku yang relevan, Kamus, Papantulis, Spidol dan Penghapus

e. Penilaian:

Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instru-ment	Instrument Soal
1. Mengidentifikasi gagasan utama dalam teks narrative. 2. Mengidentifikasi karakter utama dalam teks narrative. 3. Mengidentifikasi letak cerita dalam teks narrative. 4. Mengidentifikasi masalah dalam teks narrative. 5. Mengidentifikasi kosa kata dalam teks narrative.	Tes Tulisan	Pilihan Ganda	Read the text carefully and then choose the correct answer based on the text by crossing a, b, c, d, or e!

1) Pedoman penilaian

- Jumlah skor maksimal keseluruhan adalah 100.
- Setiap jawaban yang benar di beriskor 4. Jumlah skor keseluruhan $5 \times 20 = 100$. (Tes Tertulis)
- Nilai maksimal = $\frac{\text{Jumlah jawaban yang benar}}{\text{Jumlah soal}}$

2) Instrument: Answer the question based on the text!

3) Rubrik penilaian

Uraian	Skor
Jawaban Benar	4
Jawaban Salah	0

Mengetahui

Guru Bahasa Inggris SMA N 1 Naga Juang

Minda Sari, S. Pd

NIP. 19750812 200904 2 002

Padangsidempuan, Desember 2018

Researcher

Seri Devi

NIM. 14 203 00134

RESEARCH DOCUMENTATION













KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan H. T. Rizal Nurdin KM. 4,5 Sitang 22733
Telepon (0634) 22080, Fax. (0634) 24022

Padangsidimpuan, 15 Agustus 2018

Nomor: 155 /In.14/E.6a/PP.00.9/08/2018

Sifat : Biasa

Lamp :-

Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. Eka Susti Harida, M. Pd (Pembimbing I)
2. Zainuddin, S.S., M. Hum (Pembimbing II)

Di-

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

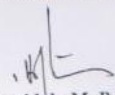
Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Seri Devi
NIM : 14. 203. 00134
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE EFFECT OF STORY FACE ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT GRADE X SMA NEGERI 1 NAGA JUANG.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Penasehat Akademik

Ketua Program Studi Tadris Bahasa Inggris



Hamidah, M. Pd
NIP. 19720602 200701 2 029

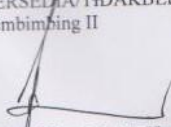

Rayendriani Fahmei Lubis, M. Ag.
NIP. 19710510 200003 2 001

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAKBERSEDIA
Pembimbing I

BERSEDIA/TIDAKBERSEDIA
Pembimbing II


Eka Susti Harida, M. Pd
NIP. 19750917 200312 2 002


Zainuddin, S.S., M. Hum
NIP. 19760610 200801 1 016



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0624) 22080 Faksimile (0634) 24022

Nomor : B. 191 /In.14/E/TL.00/02/2019
Hal : Izin Penelitian
Penyelesaian Skripsi.

15 Februari 2019

Yth. Kepala SMA N 1 Naga Juang
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Seri Devi
NIM : 14 203 00134
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/Tadris Bahasa Inggris
Alamat : Desa Sayurmatua Kec. Naga Juang Kab. Mandailing Natal
adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Story Face on Reading Comprehension in Narrative Text at X Grade Students SMA Negeri 1 Naga Juang Mandailing Natal".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Damikian disampaikan, atas kerjasama yang baik diucapkan terimakasih.

Dekan



Dr. Lelya Hida, M.Si.
NIP. 19720920 200003 2 002



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 NAGA JUANG

KOMPLEK PERKANTORAN KECAMATAN NAGA JUANG
BANUA SIMANOSOR

SURAT IZIN MELAKSANAKAN PENELITIAN
No : 101 / 105.12/SMA N.1 /NJ /P / 2019

yang bertanda tangan dibawah ini :

Nama : **H. DARLIN S.Pd**
NIP : 19621231 198603 1 135
Pangkat : Pembina /IV.a
Jabatan : Kepala Sekolah

yang ini memberikan izin kepada:

Nama : **SERI DEVI**
NIM : 14 203 00134
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/Tadris Bahasa Inggris

yang telah melaksanakan Penelitian di SMA Negeri 1 Naga Juang Pada hari Senin, 25 Februari 2019
dengan Surat Dekan Nomor : B - 191/In.14/E/TL.00/02/2019 dengan Judul Skripsi "The Effect
of Story Face on Reading Comprehension in Narrative Text at X Grade Students SMA Negeri 1
Naga Juang Mandailing Natal".

Surat izin penelitian ini dibuat dengan sebenarnya , untuk dapat dipergunakan seperlunya.

Banua Simanosor, 25 Februari 2019

Kepala Sekolah

H. DARLIN S.Pd
NIP. 19621231 198603 1 135