

Story Face Strategy to Improve Students' Comprehension of English Text

THESIS



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**STORY FACE STRATEGY TO IMPROVE STUDENT'S
COMPREHENSION OF ENGLISH TEXT**

THESIS

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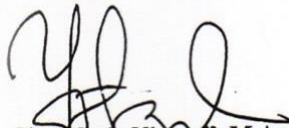
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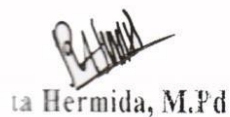
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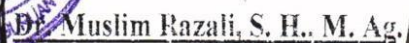

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(Muhammad Suhaimi)

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ABSTRACT

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This research studied the implementation of Story Face Strategy in improving student's reading comprehension. Therefore, this thesis entitled "**Story Face Strategy to Improve Student's Comprehension of English Text**". The aim of this research is to know whether using Story Face Strategy improves Junior High school students' reading comprehension and to find the students' response toward using Story Face Strategy in improving reading. The subject of this research is students of nine grade. To obtain the data, there were two techniques used during conducting research; test and questionnaire. It was found that Story Face Strategy increases readers' ability. The mean score of pre-test was 69.66 while the mean score of post-test 90.27 which mean that post-test score was higher than of the pre-test. Due to the result finding, the writer summarizes that the use of Story Face Strategy improved students' ability on reading. a close examination of these results point that students gave positive responses toward using Story Face Strategy in their classrooms.

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the important skills that should be learnt by the students besides other skills, such as writing, speaking and listening. Reading is also a process which involves word, fluency in reading a text and comprehension of the printed word. Besides, it is also the way to get information from written letters words and an interaction process between the text and the reader. Through reading, the reader will gain benefits such as gaining a lot of information, improving their knowledge, solving problems, and getting new ideas by comprehending a reading passage. In the other words, reading is not only an accuracy to pronounce words or sentences, but also identify and comprehend the writer's intention in a reading passage.

As the important skill should be mastered by students, reading must be taught well by teacher. It is included how the teachers develop the appropriate strategies in reading activity and students feel easy in receiving and understanding the subject. Teaching reading can be divided into two purposes: reading comprehension and reading achievement. Teacher should teach the students to make them understand about the text. The students have to get the meaning of the text and tell about the text to others by their own words. Next, if the students can comprehend the text, they can answer the question about the text more easily. Besides that, the students do not only can get idea or information that they to find but also can add the new vocabularies from the text.

However, the students still have difficulties when they are reading. Based on writer's experience when teaching practice in junior High School, the researcher found that some of students had some problems in developing their reading skill. The researcher observed the teaching process and found that many students found difficulty to comprehend the text so and they could not find the important information of the text. Based on researcher's experience, many students could not answer the question from the teacher and they did not know the meaning of what was being read.

Considering the problem above, it is important for the teacher to use an appropriate and also interesting strategy in teaching reading that it is not only able to attract students' attention but also it is able to improve students' reading skill. Based on the fact, the writer choses some strategies that can be used in teaching reading, such as Story Face Strategy. This strategy helps students see big ideas and supporting details form a relational structure. This strategy can help the students to comprehend the text while they are reading so that reading is not difficult to students. Teacher can select and apply the suitable strategy for teaching reading in the classroom. So, in this paper the researcher used Story Face Strategy for teaching reading, because Story Face Strategy can improve the student's achievement reading comprehension in teaching learning process.

B. Research Questions

Based on the above consideration, there are two questions that are:

1. Does Story Face Strategy improve Junior High School students' reading comprehension?
2. What are the students' responses toward the Story Face Strategy in improving reading?

C. Research Aim

The aims of this study are:

1. To know whether using Story Face Strategy improve Junior High School students' reading comprehension.
2. To find out the students' responses toward the using Story Face Strategy in improving reading.

D. Hypothesis

This study hypothesizes that using Story Face Strategy increases students' achievement in reading comprehension.

E. Significance of Research

1. Practically

The results of this study are going to be the references of the English instructor. The results of the research may benefit the instructors who are involved in teaching English as the second language through information about the effectiveness of Story Face Strategy to improve the students' reading competence.

In this case, the instructors and the learners are tended to be able to engage in learning reading comprehension by using Story Face Strategy.

2. Theoretically

This research is expected to be reference of new learning second language methods, especially reading comprehension competence. For other researcher who are involved in conducting a research on how to improve the students' reading comprehension skill by Story Face Strategy may provide important information for their study.

F. The Scope of Research

This research is conducted to find out the effectiveness of Story Face Strategy to improve the students' reading comprehension. It analyzes whether The Use of Story Face Strategy improve the students' English Reading in narative text.

G. Terminology

In this research, the researcher stated some explanation of the terminology that predominately used in this study. This terminology explanation function is to get readers understand accurately about words or phrases.

1. Reading

Reading is one of difficult skill in English subject. It is very important for the students to get the information from what they are read. According to Nunan (2003), reading is a fluent process of readers combining information from a text

and their own background knowledge to build meaning. It means that, the readers ability to convey the meaning of the text and their background knowledge are needed when they want to success in getting the meaning of the text. The readers have to be able to combine the prior knowledge with the meaning which is wanted to ten by the writer, if they want to get the comprehension.

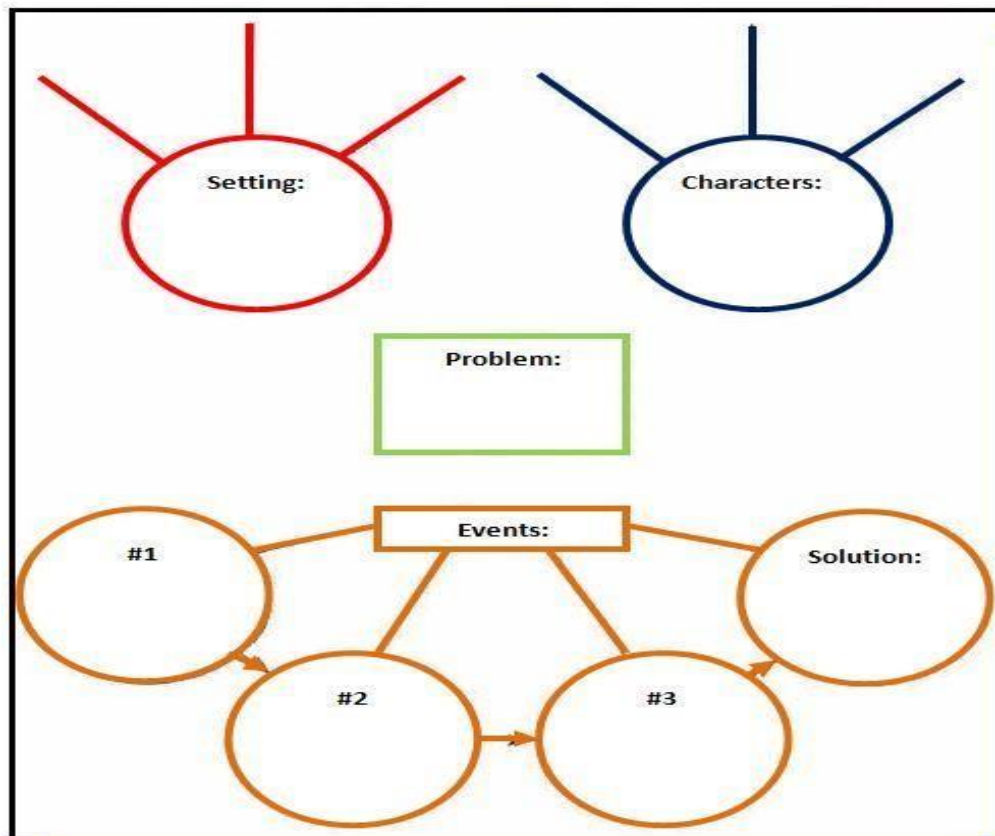
2. Narrative text

There are several types of genre which are studied by Junior High School students, one of them is narrative text. Narrative is a story containing the setting, the character, problems, and resolution. According to Wagner (2000), narrative text is a kind of text that is suitable to tell about the activity or the past event that has the problematic experience and resolution to amuse and entertain the readers. It means that, narrative text is along story that describes people and events. In narrative text the students describe an event from story in the past to attract the readers to enjoy reading or listening the story.

3. Story Face Strategy

According to Staal (2004), Story Face Strategy is a graphic organizer that aids strategy comprehension of narrative text. It functions like a story map, allowing students to visualize the important component of a narrative text, including setting, main characters, problems, events, and a resolution. It means that, Story Face Strategy can be learnt through discovery and is flexible in how it accommodates key element in narrative text.

Figure 1.1
Example of Story Face diagram



CHAPTER II

THEORETICAL REVIEW

A. Nature of Reading and Reading Comprehension

1. Definition of Reading

According to Namara (2007) reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Therefore, reading is one of the most important skills besides speaking, listening, and writing. Different from J Dorn and Saffos (2005) state that reading is a complex process involving network of cognitive actions that work together to construct meaning. Reading involves similar cognitive processes. Reading is the construction of meaning through relationships of parts from the text and prior knowledge. When the students read, they make predictions about text, they are not simply reading for meaning but is focused on the events based their interpretation. In other words, the readers make predictions, construct meaning and struggle to understand the texts. It means that reading is an important part that needs to be developed. By reading, the students get much information and knowledge. Moreover, they can improve their ability in English.

Brassell and Timothy (2008) state that reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly the brain. Lems (2010) adds that Reading is an interactive process that take place between the text and the readers' processing strategies and background

knowledge. It means that reading is an important process to construct meaning that involve readers' sensory organ, strategy, and background knowledge.

In the other discussion about reading, Alderson (2000) states that reading involve social context. Social context according to him is socially practiced. Snow (2002) explains more detail about social contexts, it is including economics resources, class membership, ethnicity, neighborhood, and school culture. Social contexts as snow has stated, it related to the background knowledge that are involved during reading process.

There are several kinds of reading texts that should be learned by the students. As mention in the previous chapter, the kinds of reading texts that should be learned in junior high school students based on *Kurrikulum 2013* are descriptive, narrative, report, recount, and procedure. In this research, the researcher would observe more about narrative text that will be explain in the next section.

2. Definition of Reading Comprehension

Reading and comprehension are linked to each other, because the result of reading activity is to comprehend what has been read. According to Snow (2002) reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Similar to Snow (2002) and Wolley (2011) also states that reading comprehension is the process of making meaning from text. The different of both theories is to found at the goal of reading comprehension.

The goals of reading comprehension according to Snow (2002), are informed by a vision of proficient readers who are capable of acquiring new knowledge and understanding new concepts, are capable to applying textual information appropriately, and are capable of being engaged in the reading process and reflecting on what is being read. While, Wolley (2011) states that the goal of reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences, reading comprehension may appear to be both simple and obvious.

To comprehend, Davis and Paul (2000) state the similar statement that reader must have a wide range of capacities and abilities. There are as follows:

1. Cognitive Capacity (e.g. attention, memory, critical, analytical ability, inference, and visualization ability).
2. Motivation (a purpose for reading in interest in the content begin read and self-efficacy as the reader).
3. Various types of knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge of comprehension strategies).
4. Experiences

B. Narrative Text

1. The Definition of Narrative Text

Flowler, G. L (1982) state that narrative text is a story containing elements such as setting, characters, events, problems, moral, and resolution. According to Wardiman (2008), a narrative text is the imaginative story to entertain people.

Difficulties in narrative texts' comprehension involve lack of prior knowledge or schema, unfamiliarity, with story grammar elements.

Isa (2013) adds two other purposes, they are to explain the phenomenon (myth and legend) or to teach a lesson (fables).

There are three generic structures of narrative text based on that should be learned in junior high school, there are as follows :

1. Orientation : which set the scene and introduces the characters, it answer the questions (who, when, what, and where).
2. Complication : tell the problem of the story, which usually involves the main characters.
3. Resolution : the crisis is revolved, a solution for the problem for better or for worse. Here, the main characters find the ways to solve the problems.

2. Fox and A Cat as Example of Narative Text

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once

the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

(Microsoft ® Encarta ® Reference Library 2005)

3. Reading Narrative Texts for Junior Grade Students.

As mention previously, the junior grade students should get the English lesson about narrative reading texts. In the school which observed by the researcher, *Kurrikulum2013* is used as the curriculum. According to the *Kurrikulum2013*, there are several students competencies that should be mastered by the students in learning narrative reading text. The list of students competencies are as follows :

1. Essay texts in form narrative /recount.
2. Grammar features of essay texts in form narrative/recount.
3. Communicative purposes of essay texts in form narrative/recount.
4. Rhetoric steps of narrative/recount text.
5. Spelling, stress, intonation.

According to the list of students competencies that should be mastered by the students above, after learning about Narrative text students are expected to have those competencies indicated by :

1. High-pitched reading and meaningful essay texts in form narrative/recount.
2. Identify any kinds of meaning of narrative/recount text.
3. Identify communicative goals of narrative/recount text.
4. Identify the rhetoric steps and grammar features of narrative/recount text.

Remember about a lot of competencies that should be mastered by the students, the researcher wants the students have those competencies with implementing an appropriate strategy. As mention in chapter I, in this research the researcher would implement Story Face Strategy to enhance students ability in the comprehending narrative texts. An overview of Story Face will be explained the next section. To master vocabularies in meaning of the concept of the text that will ease them to comprehend the text they read.

C. Story Face Strategy

There are many strategies that can be applied by the teachers in teaching reading. For example, repeated reading, Story Retellings, Dramatics Reenactment, and Story Face.

1. Definition of Story Face Strategy

According to Staal (2004), Story Face Strategy is a graphic organizer that aids strategy comprehension of narrative text. It functions like a story map,

allowing students to visualize the important component of a narrative text, including setting, main characters, problems, events , and a resolution. It means that, Story Face Strategy is can be learned through discovery and is flexible in how it, accomodate key element in narrative text.

Fowler (1982) adds that story face is a sequence of space hooked together by key language elements. Language elements are transition words and they often reflect specific line of thought or argument. Therefore, the term Story Face can be connected to a number of methods for looking at story structure. Story Face are one type of strategy that can be implemented to help students become more aware of stories and more familiar with the structure of stories (Oja,1996). It means that Story Face is an appropriate strategy in teaching reading, especially narrative reading texts. According to Kuldaneck (1998), Story Face provides opportunities for students to become more engaged in literature and directs attention to actual structure of story

Kuldaneck (1998) states that the Story Face is a cloze procedure whereby students write in missing bits of key information to complete a story summary. However, instead of only one word being left out of a sentence, key phrases or clauses are left out of paragraph that summarizes the story or highlights some important aspects of it.

In the implementing of Story Face Strategy, it needs current procedures. According to Wiesendanger (2001), the procedures that should be done in the implementing Story Face Strategy can be seen as follows :

1. Making the eyes: two circles representing the setting and main characters
2. Eyelashes: specific descriptors and secondary characters
3. Nose: problem
4. Mouth: comprises a series of circles representing the main events that lead to the solution

Balajathy and Wade (2003), also explain a procedure in implementing the strategy by making frames as sketch of Story Face. Balajthy and Wade propose more detailed procedure. The procedures are as follows :

1. Student's Read the story and identify the aspects on which they want to focus
2. Student's sketch out a paragraph that addresses the type of information on which they want to focus.
3. Take the complete paragraph and delete all words, phrases, and sentences, except those needed to maintain the purpose of the paragraph. Do not remove too much information, especially when introducing the concept of story frames.
4. For later lesson, try to frame with other stories that are similar to the one for which the frame was intended. Modify the frame, so that it can be used flexibly in different situation.
5. The teacher presents the story frames.
6. The teacher and the students discuss the possible responses to the sentence of the story frames, then consider subsequent lines and discuss possible responses. The teacher directs the students to determine if the information being added to the story frames is related to the previous information and if i

makes sense. Discussion continues as teacher and students move back and forth in the story frames to make as many connections as possible.

7. The teacher rereads the complete sections of the story frames to the students at each stage, so that they can hear and use prior information.
8. After direct teaching and modeling has been conducted, students can begin to fill out story frames independently.

According to the both procedures that explain above, the researcher decides to combines the both procedures in this research in order to make the procedures in doing Story Face more clearly. The procedures in doing Story Face are as follows :

1. The teacher explains a narrative text (definition and generic structure) and the finds ways to solve the problem.
2. The teacher read the sample text aloud to the class, ask the students to listen and take note the ideas of their greatest interest.
3. Have students read the text, the teacher divides the students into pairs.
4. The teacher preview the Story Face with students prior to reading a narrative text.
5. The teacher review the information (setting, main characters, problem, events, and resolution) that students are expected to find.
6. The students read the text and complete the Story Face. The teacher prefer to have the students fill out the Story Face as they read while others prefer that students fill it out after reading.

2. Strength and weakness of using Story Face Strategy in learning reading.

Story Face have several strengths and weaknesses. The strengths and weaknesses of Story Face will be explained in turns.

Strength of Using Story Face Strategy

Story Face is an appropriate strategy for students who have difficulties in reading comprehension, especially narrative reading texts. According to Fowler (1982), students' ability to monitor their comprehension may be enhance by using Story Face. Story Face enable students to have an opportunity to review the mind idea of the story, clarify parts they may not have understood, and decide on the authors' purpose for writing the story. Furthermore, Cudd and Robert (1987) add that Story Face is a focus on the story structure, it is thought that using story face to develop reading comprehension will give students an independent guide to organizing and remembering information from narrative selections.

According to Wiesendanger (2001), this strategy increases students' ability to apply context to improve comprehension, identification, and retelling skill. The strategy focuses on the story structure to aid in comprehension. Story Face gives students an independent guide for organizing and remembering information about story.

Isa (2013) adds that, there are the strengths of using Story Face Strategy.

The strengths are as follows :

1. Focuses attention on key sequencing word clues embedded in the text.

2. Students are able to use their knowledge of story structure to help predicts, sample, process, giving increased recall.
3. Readers read more like writers.
4. Focus in on structure, sequence, meaning, and use of language.

Weaknesses of Using Story Face Strategy

Beside the strengths of Story Face Strategy, the researcher analyzes some weaknesses which may appear within the teaching learning process. According to Cudd and Robert (1987), the use of Story Face Strategy in teaching narrative reading texts does not improve the students vocabulary mastery maximumly. This is because the students should summarize the story by face, so they avoid understanding the whole words in the story. Furthermore, Kuldaneck (1998) states that Story Face Strategy is an unfamiliar strategy. Therefore, the teachers should give more guidance for students while the teacher apply Story Face as a strategy to enhance their reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used the experimental approach. The researcher examined the different of students' achievement after being given treatments. Students would be taught by using story face strategy. Before being given treatment, they would be given pre-test and after being given treatments, they would be given post-test to find out the different achievement in reading.

According to Gay (2008), the experimental method is the only method of research that can truly test hypothesis concerning cause and effect relationships. There are two major classes of experimental designs, single-variable designs, which involve one independent variable, and factorial designs, which involve two or more independent variables. Single-variable designs are classified as pre-experimental, true experimental and quasi experimental.

This research was classified as pre-experimental design because it gives little or no control of extraneous variables. Kothari (2004) explains there is no control of extraneous variables which means that this research do not use control group because this research only use one class of the subject research. This research used treatment that is teaching by using Story Face Strategy.

B. Brief Description of Research Location

1. The School

The research took place at SMP Cendikia El-Hakim, located at Soekarno Hatta Streets, Ajun, Banda Aceh. SMP Cendikia El-Hakim has 3 classrooms. 1 classroom for the first grade, 1 classroom for the second and 1 for third grade. The school also has some facilities that support teaching learning process, such as library and biology laboratory.

2. The Teacher

Teachers play an important role in determining the success of teaching learning process. There are 24 teachers in SMP Cendika El-Hakim who teach various subjects. The teachers were graduated from different universities such as Jabal Ghafur University, Muhammadiyah University and Serambi Mekkah University.

3. The Student

The students were the focus object of teaching learning process. It was one of elements that should be included in performing a teaching learning process. There were 9 students as a sample of this research.

4. The Curriculum

Curriculum is really needed in teaching learning process. It guides teacher for the material. The curriculum implemented at SMP Cendikia El-Hakim was K13 for the first grade and KTSP for second and third grade. The book used in teaching learning process was Look Ahead.

C. Population of the Sample

Population is all subject of the study (Arikunto, 2010). Sample is some of chosen population using certain procedure so that can be expected to represent the population. The number of population of this study was 29 students in 9th grade of Junior High School. This study required 9 samples from 29 population, so the number of groups in the interval is $29/9 = 3$. The samples were selected by using Systematic Random Sampling technique. According to Knottnerus (2003), Systematic Random Sampling is the random sampling method that requires selecting samples based on a system of intervals in a numbered population. In this case, the reseacher took samples for every 3th person who came to the class. Therefore, each student who came in the order of 3,6,9 and so on, they were selected as the research samples.

D. Technique of Data Collection

In collecting the data for this research, the researcher used many ways. The data was gained through giving test (pre-test and post-test) and distributing questionnaire.

a. Test

Test has referred to any activity that required students to something for the intent purpose of learning the target language (Purpura: 2004). They have a set of instruction that control the kind of activity to be performed, the contain input (e.g., question) and they elicit a response. Carroll (1971), as cited in Bachman & Palmer, 1996) explains that test is any activity in which a person engages, giving an appropriate setting, in order to achieve specifiable class of objective.

Test is used to find out the improvement of students' ability after given treatment. A pretest is a test given to measure the ability of students before the experimental manipulation is implemented. A pretest is followed by a posttest, which is the same test as the pretest, after the experimental manipulation has been implemented.

In this research, the researcher used pre-test and post-test. And researcher gave the test before and after treatment. The purpose is to measure the improvement of students' reading mastery. There were 10 items of Essay paper-test pattern.

Table 3.1

Pre-test and Post-test Assessment Rubric:

No	Description	Score
1.	Right answer	20
2.	Wrong answer	0

Note:

Maximum score = 100

b. Questionnaire

Questionnaires are helpful in gathering information that is unique to individuals, such as attitudes or knowledge (Creswell : 2008). In this research it was distributed to collect the data on students' perception about learning reading through the Story Face Strategy including their motivation and cognitive development. The result of the questionnaires distributed to the students would be a reference to determine on how effective is the use of it in improving their interest in learning English specifically reading comprehension.

The questionnaire was composed of twenty questions. In the first part of the questionnaire, the participants were informed about the purpose of taking part in the questionnaire. In the second part, they were asked to fill in the demographic information about their name or initial, age, and their sex. In the third part, they were asked to fill in the option which best showed their opinion about the model and its effectiveness in teaching reading. The questionnaire included a five-point Likert type scale with five options, namely, strongly disagree, and disagree, neutral, agree and strongly agree

E. Technique of Data Analysis:

To analyze collecting the data for this research, the resercher used T-Test for the test and Likert-Scale for the questionnaire. The further explanation is discussed below.

a. Method of test analysis

The researcher used T-test for two connected variables because the difference of Mean for two multivariate variables approximates the results. According to Wiersma (2003), A t-test is commonly used to determine whether the mean of a population significantly differs from a specific value (called the hypothesized mean) or from the mean of another population. Pre-test result is called as variable (X) and post-test result is called as variable (Y).

1. The t score formulas' steps in the research are :
2. Investigate the work sheet of students, giving score and describe score in table.
3. Determining mean of variable X with the formula : $M_x = \sum X / N$
4. Determining mean of variable Y with the formula : $M_y = \sum Y / N$
5. After all of data are calculated, the last procedure is determining df (degree of freedom) with formula: $Df \text{ or } db = (N_x + N_y) - 2$, Where :

M : The Average Of Student Score

SD : Standard Deviation

SE : Standard Errors

X : Pre-test result

Y : Post-test result

N : Total of the students

df : degree of freedom(Sudijono,2003 :324).

b. Method of questionnaire analysis

To analyze the questionnaires, The researcher used the Likert Scale type presents a number of positive and negative statements regarding the attitude of the respondents. In responding to the items on these scales, the respondents indicate whether they *strongly agree*, *agree*, *disagree*, or *strongly disagree* to respond each statement.

Table 3.2
Specification of the Questionnaire

No	Pernyataan	SS	S	TS	STS
1	Story Face Strategy dapat membuat saya lebih mudah untuk memahami ide dalam teks Bahasa Inggris				
2	Story Face Strategy dapat memotivasi saya belajar teks Bahasa Inggris				
3	Story Face Strategy dapat melatih saya untuk memahami teks dengan pemahaman yang sempurna				
4	Story Face Strategy dapat membantu saya dalam memahami teks secara terurut dan menyeluruh				
5	Story Face Strategy dapat mempermudah saya dalam belajar teks bahasa Inggris				
6	Story Face Strategy menyediakan strategy pembelajaran Bahasa Inggris yang mudah untuk saya				
7	Saya suka belajar dengan menggunakan Story Face Strategy				
8	Pembelajaran memahami teks dengan Story Face Strategy merupakan hal yang				

	menyenangkan				
9	Saya menjadi lebih tertarik belajar teks Bahasa Inggris setelah belajar dengan strategy Story Face Strategy				
10	Saya dapat memperoleh pengetahuan baru setelah belajar dengan Story Face Strategy				

Note:

SS : Sangat Setuju (4)

S : Setuju (3)

TS : Tidak Setuju (2)

STS : Sangat Tidak Setuju (1)

F. Procedure of Data analysis

In analyzing the data collected, the researcher used several formulas. The formulas that used in analyzing data of this research are adopted from statistic book by Spiegel and Stephens (2004).

a. Test

In order to analyze the result of the test, the researcher used statistical formula. The purpose of the test is to find out the range of the data, interval, class number and mean. To avoid misunderstanding of the term definition, the researcher explain them one by one.

a) Range

The purpose of the range is to find out the gap between the highest score and the lowest score, the formula is:

$$R = H - L$$

Remarks:

R= the range score

H= the highest score

L= the lowest score

b) Interval

Interval is a set of real numbers with the property that every number is between two numbers in his repertoire also included in the set.

—

Where:

I= interval R= range CN= class number

However, before the researcher calculates the interval, the researcher should calculate the class number, the formula is:

$$\text{CN} = 1 + 3.33 \log n \text{ (total sample)}$$

c) Mean

Mean is the average score of the student. Mean is analyzed by using the following formula:

$$\frac{\sum}{\sum}$$

Where:

X= mean

\sum = the total result of multiplying between midpoint and the each frequency

\sum = frequency

By using the mean score of the pre-test and the post-test, the researcher could compare the score of the students before and after the Story Face Strategy applied

b. Questionnaire

In analyzing the questionnaire, the researcher uses the formula as follow:

—

Where:

P= percentage f = frequency n =number of sample

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. The Data Analysis

The researcher used the statistical calculation to analyze the tests given for this research. There were two types of test, Pre-test and post-test. The following table is the result of the pre-test.

a. The result of pre-test

Table 4.1

The score of pre-test

No	Name	Gender	Pre-test Score
1	MA	Male	50
2	AN	Male	70
3	FT	Male	70
4	LP	Male	80
5	ZH	Male	60
6	AF	Male	60
7	ZC	Male	70
8	RP	Male	75
9	AN	Female	80

To analyze the data of pre-test, the researcher calculated the data by using the following steps

a. Range

The range (R) determined by using the formula below:

$$R=H-L$$

The data in the table above can be listed from the highest to the lowest score as follow;

80 80 70 75 70 70 60 60 50

It can be seen that the highest score is 80 and the lowest score is 50. Thus, the range is

$$\begin{aligned} R &= H-L \\ &= 80-50 \\ &= 30 \end{aligned}$$

b. Class number

The class number is identified by using the following formula:

$$\text{CN} = 1 + 3.33 \log n \text{ (total sample)}$$

$$\begin{aligned} \text{CN} &= 1 + (3.3) \log 9 \\ &= 1 + (3.3) (0.9) \\ &= 1 + 4.2 \\ &= 5.2 \quad 5 \end{aligned}$$

c. Space of interval class

Then, the range of the class interval was found out by using the formula:

—

$$I = \frac{R}{CN}$$

$$I = \frac{30}{5}$$

d. Table of frequency distribution

The frequency distribution could be calculated as the following table:

Table 4.2

The Frequency Distribution Table of the Students' Pre-test Score

Interval Class	<i>Fi</i>	<i>Xi</i>	<i>fixi</i>
50 – 55	1	53	53
57 – 61	1	59	59
63 – 68	1	65	65
70 – 76	4	73	292
77 – 81	2	79	158
Total	9		627

Afterward, the researcher calculated the mean (\bar{X}) to find out the average of students' pre-test score.

Based on the table above, the mean was identified by using the following formula:

$$\frac{\sum}{\sum}$$

$$\bar{X}$$

$$= 69.66$$

b. The result of post-test

Table 4.3

The score of post-test			
No	Name	Gender	Protest Score
1	MA	Male	80
2	AN	Male	85
3	FT	Male	85
4	LP	Male	90
5	ZH	Male	90
6	AF	Male	90
7	ZC	Male	90
8	RP	Male	85
9	AN	Female	100

To analyze the data of pre-test, the researcher calculated the data by using the following steps:

a. Range

The range (R) determined by using the formula below:

$$R=H-L$$

The data in the table above can be listed from the highest to the lowest score as the following:

100 90 90 90 90 85 85 85 80

It can be seen that the highest score is 100 and the lowest score is 80. Thus, the range is

$$R = H-L$$

$$= 100 - 80$$

$$= 20$$

b. Class number

The class number was identified by using the following formula:

$$\text{CN} = 1 + 3.33 \log n \text{ (total sample)}$$

$$\text{CN} = 1 + (3.3) \log 9$$

$$= 1 + (3.3) (0.9)$$

$$= 1 + 4.2$$

$$= 5.2 \text{ 5}$$

c. Space of interval class

Then, the range of the class interval was found out by using the formula:

—

$$I = \text{—}$$

$$I = 5$$

d. Table of frequency distribution

The frequency distribution could be calculated as the following table:

Table 4.4
The frequency distribution table of the students' post-test score

Interval Class	<i>Fi</i>	<i>Xi</i>	<i>fixi</i>
80 – 84	1	82.5	82,5

85 – 90	3	87.5	262,5
91 – 95	4	92.5	370
96 – 100	1	97.5	97,5
Total	9		812,5

Next, the researcher calculated the mean (X) to find out the average pre-test score of the students. Based on the above table, the mean can be identified by using the following formula:

$$\frac{\sum}{\sum}$$

$$\frac{729.27}{8} = 90.27$$

The aim of determining the mean score was to find the average score of students in the pre-test and post-test. The researcher found that the mean score between the two test was different. The mean score of pre-test was 69.66 while the mean score of post-test was 90.27 which mean that post-test score was higher than that of pre-test. Due to the result finding, the researcher summarizes that the use of Story Face Strategy improved students' ability on reading.

B. The Analysis of Questionnaire

After the administration of the questionnaire, the results obtained from the participants were analyzed with the help of a renowned spreadsheet application.

The data were tabulated and the percentages for each question were presented in tables. The results obtained from the analysis of data for each item are discussed elaborately in this part.

Table 4.5
Students' Perceptions in Using Story face Strategy

No	Pernyataan	SS	S	TS	STS
1	Story Face Strategy dapat membuat saya lebih mudah untuk memahami ide dalam teks Bahasa Inggris	66.6%	33.3%	-	-
2	Story Face Strategy dapat memotivasi saya belajar teks Bahasa Inggris	88.8%	11.1%	-	-
3	Story Face Strategy dapat melatih saya untuk memahami teks dengan pemahaman yang sempurna	66.6%	33.3%	-	-
4	Story Face Strategy dapat membantu saya dalam memahami teks secara terurut dan menyeluruh	55.5%	44.4%	-	-
5	Story Face Strategy dapat mempermudah saya dalam belajar teks bahasa Inggris	66.6%	33.3%	-	-
6	Story Face Strategy menyediakan strategy pembelajaran Bahasa Inggris yang mudah untuk saya	55.5%	44.4%	-	-
7	Saya suka belajar dengan menggunakan Story Face Strategy	22.2%	77.7%	-	-
8	Pembelajaran memahami teks dengan Story Face Strategy merupakan hal yang menyenangkan	33.3%	66.6%	-	-
9	Saya menjadi lebih tertarik belajar teks Bahasa Inggris setelah belajar dengan strategy Story Face Strategy	22.2%	77.7%	-	-
10	Saya dapat memperoleh pengetahuan baru setelah belajar dengan Story Face Strategy	77.7%	22.2%	-	-

From the table above, there was significant result of the questionnaire number 2 that given by the reseacher. About 88.8% of the students strongly agreed and 11.1% of them agreed that Story Face Strategy motivated them to learn English text. None of students disagreed or strongly disagreed with the statement. Then, statement number 10 shows 77.7% of the students strongly agreed and 22.2% agreed that Story face Strategy gave them new knowledge .

Qutionnaire number 1, 3 and 5 showed the same percentage of the students' perception, 66.6% of the students strongly agreed and the rest of them agreed with the statements given in the questionnaire. Statement number 1 is Story Face Strategy could help them to comprehend text idea easily. Then, statement number 3 is Story face Strategy could train them to comprehend texts perfectly. Statement number 5 is Story face Strategy could make them easy to learn English text. All statements proved that story Face Startegy gave some benefits and improved students' reading English text.

The results of statements number 4 and 6 reveal that 55.5% of the students strongly agreed and 44.4% of them agreed with Story Face Strategy that could help them to comprehend English text sequentially and comprehensively. Besides, this startegy is one of easy way for them to learn English text. Then, the results of statement number 8 indicates that agreement is higher than strongly agreement. However, the result still shows that Story Face Strategy could make the class enjoyable in learning text comprehension.

The results of statements number 7 and 9 show that 22.2% of the students strongly agreed and 77.7% of them agreed with the strategy and felt more interested in learning English text using Story Face strategy. Therefore, it can be concluded that Story face Strategy is able to improve Junior High School students' reading comprehension and it is found positive responses from the students.

C. Discussion Research Result

This study had two research questions. First, this study is aimed to investigate the use of Story Face Strategy in improving students' ability on reading. The mean of pre-test score and post-test score were compare to find out students' ability improvement. The maximum score for these tests is 100 while the minimum passing score was 70.

Pre-test result indicated that all students pass the test. Their score were higher that minimum passing score standard determined by the teacher. Whereas, the post-test result shown that all of the students pass the test and none of them did not. The mean score of pre-test was 69.66 while the mean score of post-test was 90.27 which mean that post-test score was higher than pre-test. Due to the result finding, the writer summarizes that the use of story face strategy improved students' ability on reading.

Second, the aim of this study was to explore students' perception on the effectiveness of using Story Face Strategy in teaching and practicing reading concept. Despite this study is a small scale study employing the perception of 9

participants, it can be considered as an important step in identifying the students' perception on learning reading using Story Face Strategy. It is obvious that the participants articulated that the strategy is effective in teaching and practicing reading concept. Learning became enjoyable because of the strategy provides learners with a meaningful context for practicing it communicatively.

In conclusion, a close examination of these results point that students recognized the English text better after using Story Face Strategy in their classrooms and agreed with teaching reading concept explicitly is important. Using diagram of Story Face Strategy as a form of instruction is also beneficial. Similarly, the participants expressed that using Story Face Strategy is effective in teaching reading.

CHAPTER V

CONCLUSION AND SUGGESTION

The aims of this study were to find out whether using Story Face Strategy improve Junior High School students' reading comprehension and to find out the students' responses toward the using Story Face Strategy in improving reading. After conducting the process of experimental teaching, the results elaborated in chapter four. Therefore, this chapter explains about conclusion and suggestion of the study.

A. Conclusion

Based on the result of the research and the explanations in previous chapter, the conclusion of the the study could be stated that Story face Strategy is able to improve Junior High School students' reading comprehension. It can be understood by the mean scores of pre-test and post-test. The scores of pre-test and post-test shown a significant difference. It shown in their average score in post-test was higher than pre-test. The mean score of pre-test was 69.66 while the mean score of post-test 90.27 which mean that post-test score was higher than pre-test. In other word, the use of Story Face strategy improved students' ability on reading.

In addition, they also believe that Story Face Strategy is an effective way in teaching and practicing reading concept. Learning becomes enjoyable because of story face strategy provides learners a meaningful context for practicing it communicatively. The strategy also motivates the students, help them to

comprehend idea and text easily and give some benefits and improved students' reading English text. Therefore, it can be concluded that Story face Strategy is able to improve Junior High School students' reading comprehension and it is found positive responses from the students.

B. Suggestions

Based on results of the study, there are some suggestions that can be considered to make students more interested in learning English text, as follows:

- a. The researcher suggests to the teachers and lectures for implementing Story Face Strategy in teaching and learning English text. Using the strategy is one of the useful modes to improve students' reading comprehension. Teaching reading for students should use creative methods and techniques. Learning reading is not only about memorizing vocabularies but also applying them communicatively. Interesting method and techniques will influence students' motivation to study more.
- b. This research can be used to other researchers as their reference to conduct research on the same field. The researcher also expected the other researchers be able to complete the shortage of this research and can conduct a similar study in students' reading ability in different types.

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18 Desember 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
 Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Muhammad Suhaimi
 N I M : 231 222 691
 Prodi / Jurusan : Pendidikan Bahasa Inggris
 Semester : XI
 Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
 A l a m a t : le Masen Kayee Adang, Kec. Syiah Kuala, Banda Aceh

Untuk mengumpulkan data pada:

SMP El-Hakim Ajun

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Story Face Strategy to Improve Students' Comprehension of English Text

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
 Kepala Bagian Tata Usaha,
 M. Said Farzah Ali

BAG UMUM BAG UMUM

Kode 9309



SMP ISLAM CENDEKIA EL – HAKIM

Jln.Tgk Menara VIII Lr. PLN Desa Garot – Aceh Besar
 NPSN : 69841004 NSS : 202060111066 NIO : 430 Tahun 2014
 phone : 081362919680 / 085276594331

akhlak, ilmu & amal

KETERANGAN KEPALA SEKOLAH

Nomor : 452 /SMPIC /XII/ 2018

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
 السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

1. Salam Silaturahmi Kami Sampaikan Semoga Bapak/Ibu Senantiasa Sehat Dan Selalu Dalam Lindungan Allah SWT, Tak Lupa Shalawat Beriringkan Salam, Kami Sampaikan Kepada Nabiullah Muhammad SAW Yang Telah Menanamkan Kepada Kita Pondasi Ilmu Pengetahuan Dengan Akhlakul Karimah.

2. Yang bertanda tangan di bawah ini :

Nama : I.Nanda H Mulqi, S.Pd.I
 NIPY : 201117071987002
 Jabatan : Kepala Sekolah
 Sekolah : SMP Islam Cendekia El-Hakim

Menerangkan BAHWA :

Nama : Muhammad Suhaimi
 NIM : 231222691
 Prodi : Pendidikan Bahasa Inggris
 Fakultas : FITK UIN Ar-Raniry

3. Benar Telah Melakukan Penelitian Skripsi Dengan Judul **Storry Face Strategy to Improf Student's Conferehentions of English Tekt** di SMP ISLAM CENDEKIA EL-HAKIM yang beralamat Jln. TKG Meunara VIII Desa Garot Lr PLN Kecamatan Darul Imarah Kabupaten Aceh Besar.
4. Demikian Surat Keterangan Ini Kami Perbuat Dengan Sebenarnya, Agar Dapat Dipergunakan Seperlunya Atas Perharian Yang Baik Kami Ucapkan Terima Kasih

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Garot, 13 Desember 2018

Kepala Sekolah,

I.Nanda H Mulqi, S.Pd.I
 NIPY. 201117011987002

- Tembusan*

STUDENTS' PRETEST WORKSHEET

Name : _____
No : _____

Legend Candi Prambanan di Yogyakarta

Once upon a time, there was a powerful prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed Prabu Baka. Then, Bandung Bondowoso fell in love with Prabu Baka's daughter named Roro Jonggrang.

Bondowoso wanted to marry this beautiful princess. However, princess hated him because he had killed her father. Roro Jonggrang was thinking of a way to refuse Bondowoso's marriage proposal. Finally, she decided to marry Bandung Bondowoso if he could build a thousand temples before dawn.

Being helped by genies, Bondowoso built many temples very fast. Roro Jonggrang wanted to fail him. She asked all women in her village to hit rice so rooster crowed signing that morning was coming. All genies left their project until 999 temples. They thought morning came afterward.

Finally, Bondowoso knew that Roro Jonggrang tricked him. He got very angry so he cursed Roro Jonggrang into a rock statue "Arca". Roro Jonggrang statue is inside Candi Prambanan to complete the project of a thousand temples.

please answer these question:

1. who was roro janggrang?
2. how was bandung bondowoso?
3. why did bandung bondowoso fall in love to her?
4. why did roro jonggrang want to fail bandung bondowoso's effort?
5. what did roro jongrang do to fail bandung bondowoso's effort?

STUDENTS' POST TEST WORKSHEET

Name : _____

No : _____

Legend tentang Tangkuban Parahu di Jawa Barat

On a land of Parahyangan, there lived a beautiful princess named Dayang Sumbi. Because of her oath, she had to marry a dog named Tumang. Dayang Sumbi with her dog lived happily and blessed with a boy, Sangkuriang. The boy didn't know that their dog was his father.

One day, Dayang Sumbi asked Sangkuriang with his dog to hunt a deer. Sangkuriang got nothing. He did not want to disappoint his mother. He decided to kill his dog. Dayang Sumbi thought it was venison. After knowing the truth, Sangkuriang was hit and expelled by his mother.

Sangkuriang grew overseas into a powerful handsome man. Then, he met Dayang Sumbi then fell in love with her. One day before wedding, Dayang Sumbi realized that Sangkuriang was her son. Dayang Sumbi wanted to thwart their marriage. She gave a condition to make a dam that covered the entire hill and to make a boat during one night.

Sangkuriang agreed then worked with help of many genies. The dam and boat were almost finished. Dayang Sumbi prayed to God. The roosters crowed so all genies left that job. Sangkuriang realized that he had been tricked. He was angry; he kicked that boat into the middle of a forest. Then, that boat shaped like a mountain. That is the legend of Tangkuban Parahu.

please answer these question:

1. why did dayang sumbi chase to the jungle?
2. why didi she get married with tumang?
3. who was tumang actually?
4. why did sangkuriang kill tumang?
5. what did dayang sumbi do after knowing of tumang's dead

QUESTIONER
PENGUNAAN STORY FACE STRATEGY DALAM MENINGKATAN
KEMAMPUAN MEMBACATEKS BAHASA INGGRIS SISWA

Nama :

Untuk menjawab pertanyaan penelitian terkait bagaimana respon siswa SMP Islam Cendekia El Hakim tentang penggunaan story face strategy dapat meningkatkan kemampuan kosa kata bahasa Inggris, maka dapat dijawab dari berbagai pertanyaan di bawah ini:

Kriteria jawaban:

SS : sangat setuju

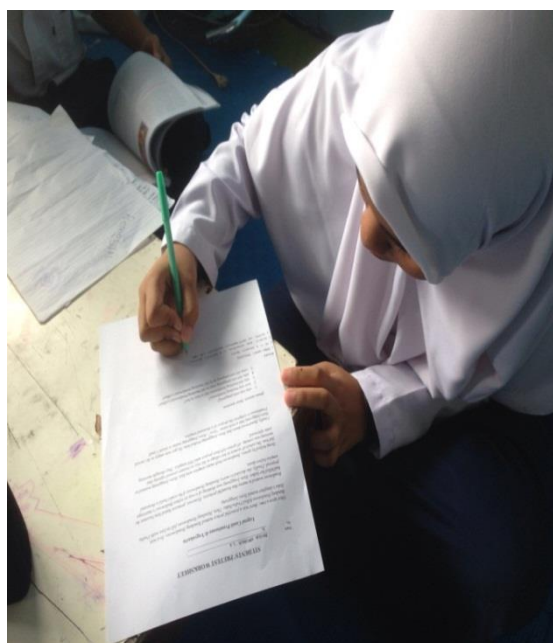
S : Setuju

TS : Tidak Setujua

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
1	Story Face Strategy dapat membuat saya lebih mudah untuk memahami ide dalam teks Bahasa Inggris				
2	Story Face Strategy dapat memotivasi saya belajar teks Bahasa Inggris				
3	Story Face Strategy dapat melatih saya untuk memahami teks dengan pemahaman yang sempurna				
4	Story Face Strategy dapat membantu saya dalam memahami teks secara terurut dan menyeluruh				
5	Story Face Strategy dapat mempermudah saya dalam belajar teks bahasa Inggris				
6	Story Face Strategy menyediakan strategy pembelajaran Bahasa Inggris yang mudah untuk saya				
7	Saya suka belajar dengan menggunakan Story Face Strategy				
8	Pembelajaran memahami teks dengan Story Face Strategy merupakan hal yang menyenangkan				
9	Saya menjadi lebih tertarik belajar teks Bahasa Inggris setelah belajar dengan strategy Story Face Strategy				

10	Saya dapat memperoleh pengetahuan baru setelah belajar dengan Story Face Strategy				
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AUTOBIOGRAPHY

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 - d. University : UIN Ar-Raniry (2012-2019)

Banda Aceh, January 17th 2019

Muhammad Suhaimi