THE EFFECTIVENESS OF STORY FACE STRATEGY IN TEACHING READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF MTs AL-MADANIYAH MATARAM IN THE ACADEMIC YEAR 2020-2021

A THESIS

Presented as A Partial Fulfillment of the Requirement for the Bachelor Degree in English Language Teaching

By

PUTRI ANGGREK NURJULIATI
NIM. 116120012

UNIVERSITY OF MUHAMMADIYAH MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
2021

APPROVAL SHEET

THE EFFECTIVENESS OF STORY FACE STRATEGY IN TEACHING READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF MTs AL-MADANIYAH MATARAM IN THE ACADEMIC YEAR 2020-2021

A Thesis by	: Putri Anggrek Nurjuliati
Students ID	: 116120012
Approved on	: ……………………….. 2021

First Consultant

Humaira, M.Pd
NIDN. 0803048601

Second Consultant

Rima Rahmaniah, M.Pd
NIDN. 0821118601

Acknowledged by:

MUHAMMADIYAH UNIVERSITY OF MATARAM

FACULTY OF TEACHER TRAINING AND EDUCATION

Head of English Program,

Hidayati, M.Hum
NIDN 0820047301

ACCEPTANCE

THE EFFECTIVENESS OF STORY FACE STRATEGY IN TEACHING READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF MTs AL-MADANIYAH MATARAM IN THE ACADEMIC YEAR 2020-2021

A Thesis by : Putri Anggrek Nurjuliati

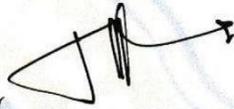Students' Id : 116120012

Approved On : January 2021

This is to certify that the thesis has been approved by the Board of Examiners as the requirements for the Bachelor Degree In English Education Program
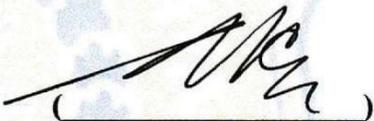
By

The Board of Examiners Committee,

1. **Hidayati, M.Hum**   (Chairman)   (   )
   NIDN.0820047301

2. **H. Syahrir Idris, P.hD**   (Member)   (   )
   NIDN.0030017202

3. **Rima Rahmaniah, M.Pd**   (Member)   (   )
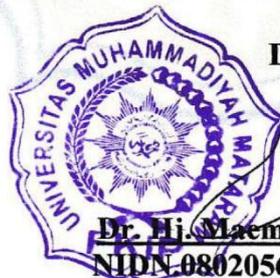   NIDN.0821118601

MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION

Dean,

Dr. Hj. Maemunah, S.Pd., M.H
NIDN.0802056801

iii

DECLARATION

The undersigned below, the researcher is a student of English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram, states that :

Name   : **Putri Anggrek Nurjuliati**
Nim   : **116120012**
Address   : **Kab. Dompu, Kec. Manggelewa, Desa Lanci II**

Thesis entitled **"THE EFFECTIVENESS OF STORY FACE STRATEGY IN TEACHING READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF MTs AL-MADANIYAH MATARAM IN the ACADEMIC YEAR 2020-2021".** It is pure opinion, and the researcher makes the formulation of this research without made by other people. If later, in this Thesis, discovered and proven deviate from the research code of ethics such as fabricating or falsifying data, the researcher is willing to accept the consequences.

Mataram,…..January 2021
Researcher,

Putri Anggrek Nurjuliati
116120012

iv

UNIVERSITAS MUHAMMADIYAH MATARAM
UPT. PERPUSTAKAAN
Jl. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat
Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906
Website : http://www.lib.ummat.ac.id E-mail : upt.perpusummat@gmail.com

SURAT PERNYATAAN BEBAS
PLAGIARISME

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama   : Putri Anggrek Nurjuliati
NIM   : 11612 00 12
Tempat/Tgl Lahir : Bekasi, 18 - Juli - 1996
Program Studi   : Bahasa inggris
Fakultas   : FKIP
No. Hp/Email   : 085 333 410 140 / Sablara97100546@gmail.com
Judul Penelitian : -

The effectiveness OF story Face Strategy in teaching reading Comprehension at the Second grade students OF MTs Al-Madaniyah Mataram in the academic year 2020 - 2021.

Bebas dari Plagiarisme dan bukan hasil karya orang lain.

Apabila dikemudian hari ditemukan seluruh atau sebagian dari karya ilmiah dari hasil penelitian tersebut terdapat indikasi plagiarisme, saya ***bersedia menerima sanksi*** sesuai dengan peraturan yang berlaku di Universitas Muhammadiyah Mataram.

Demikain surat pernyataan ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun dan untuk dipergunakan sebagai mana mestinya.

Dibuat di   : Mataram
Pada tanggal : 25 - Februari - 2021

Penulis

Putri Anggrek Nurjuliati
NIM. 116 120012

Mengetahui,
Kepala UPT. Perpustakaan UMMAT

Iskandar, S.Sos.,M.A.
NIDN 0802048904

v

UNIVERSITAS MUHAMMADIYAH MATARAM
UPT. PERPUSTAKAAN

Jl. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat
Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906
Website : http://www.lib.ummat.ac.id E-mail : upt.perpusummat@gmail.com

SURAT PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : Putri Anggrek Nurjuliati
NIM : 11612001 2
Tempat/Tgl Lahir : Bekasi, 18 - Juli - 1996
Program Studi : B. Inggris
Fakultas : FKIP
No. Hp/Email : 085 333 410 140 /Sabharaq7100546@gmail.com
Jenis Penelitian : ☑Skripsi ☐KTI ☐ ....

Menyatakan bahwa demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepad UPT Perpustakaan Universitas Muhammadiyah Mataram hak menyimpan, mengalih-media/forma mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, da menampilkan/mempublikasikannya di Repository atau media lain untuk kepentingan akademis tanp perlu meminta ijin dari saya selama *tetap mencantumkan nama saya sebagai penulis/pencipta da sebagai pemilik Hak Cipta* atas karya ilmiah saya berjudul:

The effectiveness of Story face strategy in teaching reading comprehension at the second grade students of MTs Al-madaniyah Mataram in the academic year 2020-2021.

Segala tuntutan hukum yang timbul atas **pelanggaran Hak Cipta** dalam karya ilmiah ini menjad tanggungjawab saya pribadi.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa ada unsur paksaan dari pihak manapun.

Dibuat di : Mataram
Pada tanggal : 25 - Februari - 2021

Penulis

Putri Anggrek Nurjuliati
NIM. 116 1200 12
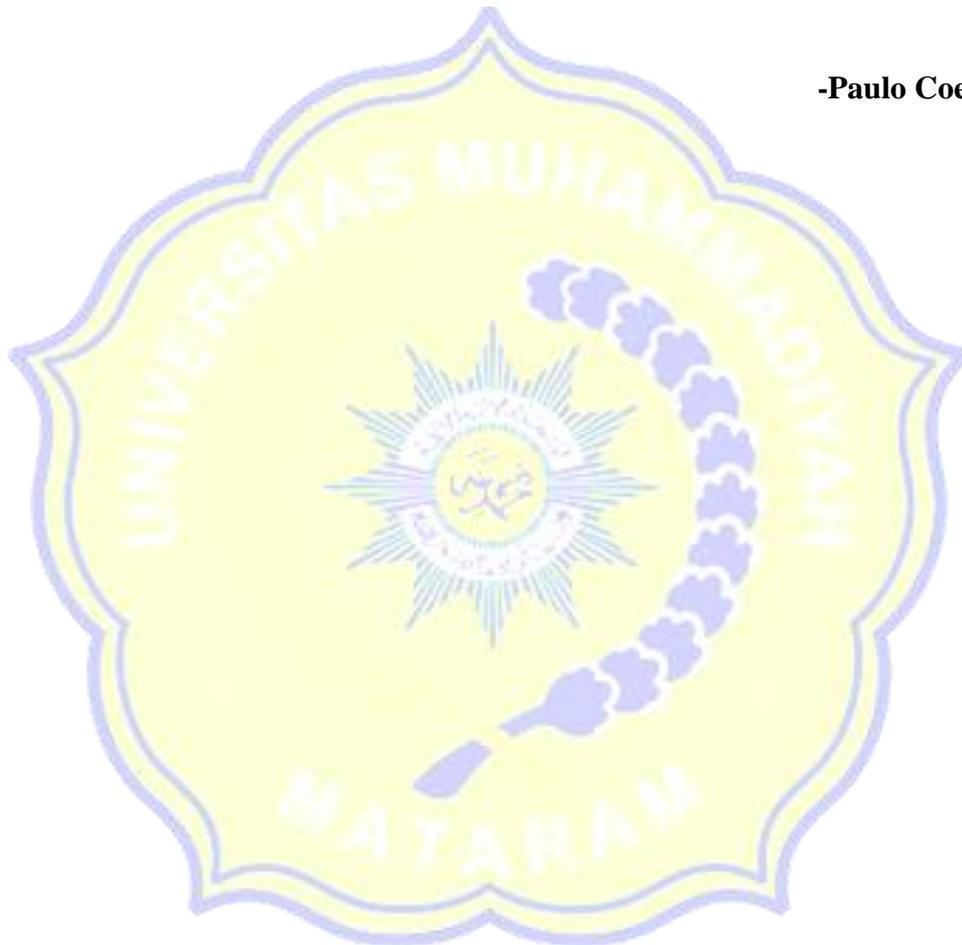
Mengetahui,
Kepala UPT. Perpustakaan UMMAT

Iskandar, S.Sos.,M.A.
NIDN. 0802048904

vi

MOTTO

**"There is only one thing that makes a dream impossible to achieve: the fear of failure."**

-Paulo Coelho-

DEDICATION

Researcher dedicates this Thesis to :

1. My beloved parents, my mom (Mrs. Siti Nurhayati), dad (Mr. Yadam Ar), my brother (M. Akhlaq Kulqarimah), and my husband (M. Andy Ramadhan) have given love and support. There is no more meaningful in this world than you.
2. My consultants (Mrs. Humaira, M.Pd, and Mrs. Rima Rahmaniah, M.Pd) always give advice and guide the researcher to present this Thesis.
3. My best friend (Anna, Lusia, Hastini, Izun, Nona, Dewi, Yan, Uhran), you are a good listener for every problem the researcher faces, especially when she had to revise this Thesis and re-start over and over again.
4. My lecturer in the English Department Muhammadiyah University of Mataram. A lot of gratitude to you.
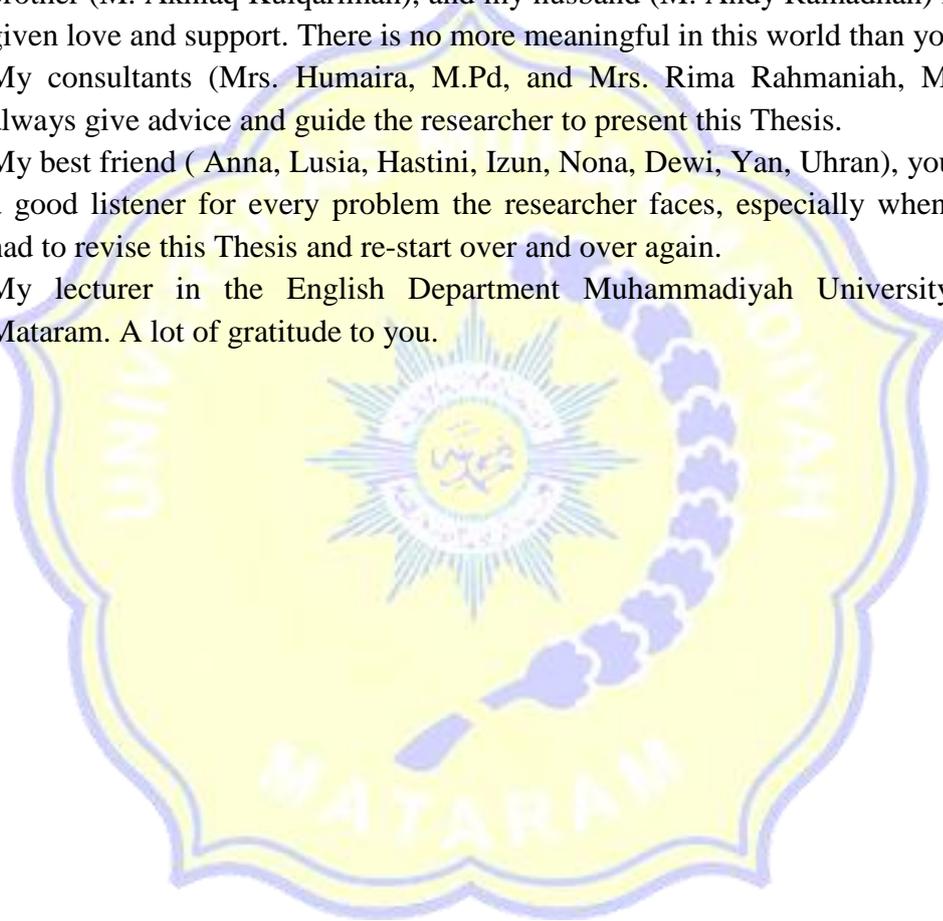
ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin, praise to Allah SWT for all the blessings, grace and guidance that has been given to the researcher so that the researcher can complete the thesis with the title "The effectiveness of story face strategy in teaching reading comprehension at the second students of MTs Al-Madaniyah Mataram." Then, the best greetings and salutations were with the great messenger of the prophet Muhammad SAW. Besides, this thesis would not be completed without support and help from many parties. So, The researcher would like thanks to. :

1. Dr. H. Arsyad Abd. Gani, M.Pd as the Rector of the University of Muhammadiyah Mataram
2. Dr. Hj. Maemunah, S.Pd., M.H as the Dean of Faculty of Teacher Training and Education, Muhammadiyah University of Mataram
3. Mrs. Hidayati, M.Hum as Head of the English Language Education Program
4. Mrs. Humaira, M.Pd as my first consultant who has given the correction, encouragement, knowledge, and time to the researcher.
5. Mrs. Rima Rahmaniah, M.Pd as my second consultant, has given the correction, encouragement, knowledge, and time to the researcher.
6. The English Education Program lecturers who have shared the knowledge and they're taught.

Finally, the researcher realizes that this Thesis is still far from being perfect because of the limitation of the researcher's knowledge and ability. Therefore, the researcher asks for suggestions and criticisms that are constructive for perfection and, hopefully, useful.

Mataram July 2020
The researcher

Putri Anggrek Nurjuliati
NIM. 116120012

ABSTRACT

Putri Anggrek Nurjuliati, 2020. A Thesis **"The Effectiveness of Story Face Strategy in Teaching Reading Comprehension at the Second Grade Students of MTs Al-Madaniyah Mataram in Academic Year 2020-2021".** English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

The story face strategy is one of the teaching media. This research aims to determine whether the story face affects or not in learning reading and find out the significant differences between students who are taught using the story face strategy and without using the story face strategy in reading at the second-grade students of MTs Al-Madaniyah Mataram in the academic year 2020-2021. The researcher used a quasi-experimental design with 52 students as the population. It was divided into 26 students in class A as an experimental, and 26 in class B as a control group. To analyze the data, the researcher used the SPSS program. The data analysis results showed that the experimental class average score was 62.31, with a degree of 80 and the control class average score is 41.92, with 65 degrees. It can be seen in the statistical table of the independent sample test group. It can be concluded that there is a significant difference in the average student learning outcomes between students who are taught with the story face strategy with the students who do not use the story face strategy. Therefore, the story face strategy affects, or Ha is accepted in teaching reading at the second-grade students MTs Al-Madaniyah Mataram in the academic year 2020-2021.

Keywords: Teaching reading, Media, Story face Strategy

ABSTRAK

Putri Anggrek Nurjuliati, 2020. Skripsi "Efektifitas Strategi Wajah Cerita dalam Pembelajaran Pemahaman Membaca Pada Siswa Kelas II MTs Al-Madaniyah Mataram Tahun Ajaran 2020-2021". Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Mataram. Strategi story face merupakan salah satu media pembelajaran. Penelitian ini bertujuan untuk mengetahui apakah story face berpengaruh atau tidak dalam pembelajaran membaca dan mengetahui perbedaan yang signifikan antara siswa yang diajar menggunakan strategi story face dan tanpa menggunakan strategi story face dalam membaca pada siswa kelas dua MTs Al-Madaniyah Mataram pada tahun ajaran 2020-2021. Peneliti menggunakan desain eksperimen semu dengan populasi 52 siswa. Itu dibagi menjadi 26 siswa di kelas A sebagai eksperimen, dan 26 di kelas B sebagai kelompok kontrol. Untuk menganalisis data, peneliti menggunakan program SPSS. Hasil analisis data menunjukkan bahwa skor rata-rata kelas eksperimen adalah 62,31 dengan derajat 80 dan skor rata-rata kelas kontrol adalah 41,92 derajat 65. Hal tersebut dapat dilihat pada tabel statistik kelompok uji sampel independen. Dapat disimpulkan bahwa terdapat perbedaan yang signifikan rata-rata hasil belajar siswa antara siswa yang diajar strategi story face dengan siswa yang tidak menggunakan strategi story face. Oleh karena itu, strategi story face mempengaruhi, atau Ha diterima dalam pembelajaran membaca pada siswa kelas dua MTs Al-Madaniyah Mataram tahun ajaran 2020-2021.
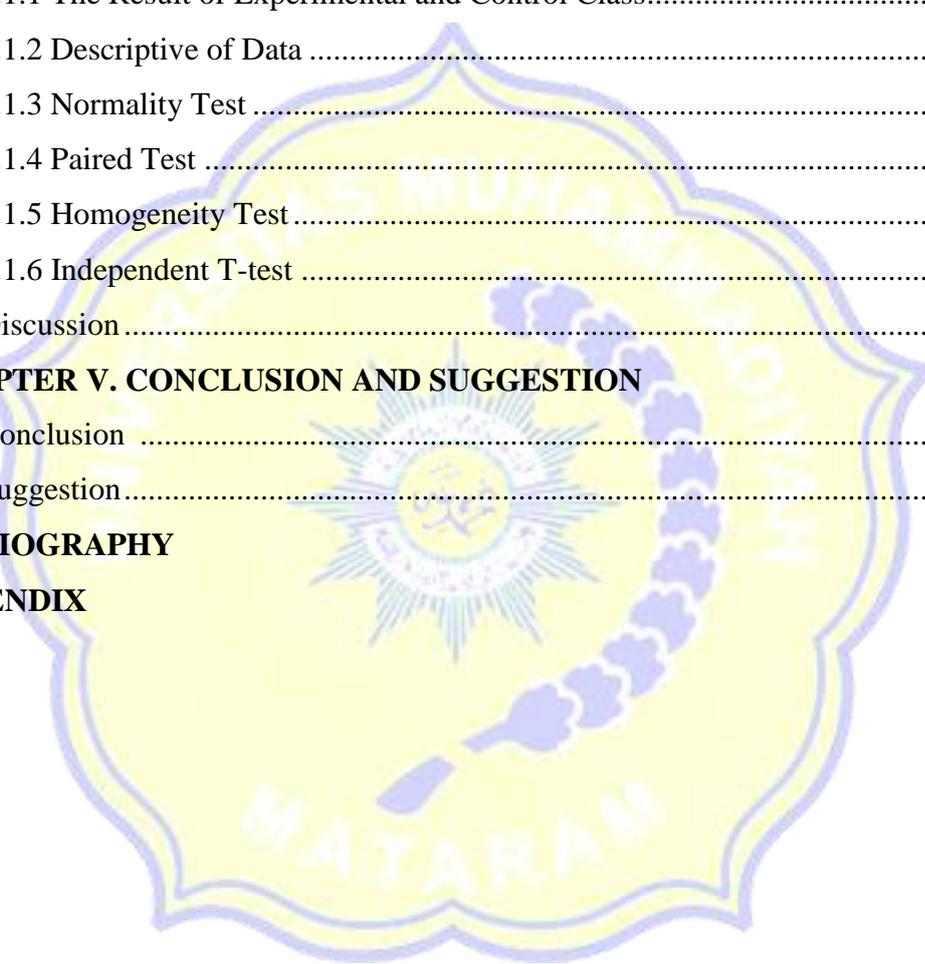
Kata Kunci: Pembelajaran Membaca, Media, Strategi Wajah Bercerita

TABLE OF CONTENTS

CHAPTER IV. FINDING DISCUSSION

CHAPTER V. CONCLUSION AND SUGGESTION

BIBLIOGRAPHY

APPENDIX

LIST OF TABLE

CHAPTER I

INTRODUCTION

This chapter discussed the study's background, the Research question, the purpose of the study, significances of the study, scope of the study, and hypothesis of the study, definition of key terms.

1.1 Background of the Study

There are many languages spoken by humans globally, such as the Arabic language, German language, Chinese language, and English. Etc. English is one of the most popular ones used by people all over the world. According to Crystal (2003: 8), English is a global language widely used in various countries and multiple fields. English is a foreign language for Indonesia, which functions to guide and develop knowledge, technology, and culture and keep good relationships among languages in the world. Since English is a foreign language, most students get difficulties communicating in English fluently. It needs a teacher or someone who is an expert in English to become a mentor. Indonesia has introduced the English language to students from an early age. It makes it easier for children to use English fluently when they start at their earliest age.

In learning English, there are four skills to be mastered. They are listening, speaking, reading, and writing, which has an essential function for reading. Reading holds a necessary rule because a task is one activity that can not be released from our life to search for some information or knowledge from printed text. Reading skills become essential in the education field. It is

related to Al-Qur'an. "Recite in the name of your Lord who created." (surah Al-Alaq,' Verse: 1).

Based on the researcher's experience in teaching practice at Junior High School of MTs Al-Madaniyah Mataram, The researcher found that when teaching reading comprehension, especially reading narrative text, the students have difficulties in understanding the meaning of words in reading text, and the teacher does not give interest strategy to students. Therefore, students are now motivated to read the narrative text. The teacher's strategy just asks students to read a text and answer the question. The teacher used to ask students to listen, and the teacher read a text.

Most students still have low motivation in reading skills and language components. Reading is a tedious and challenging lesson for students, and it makes students have less reason to learn English, especially at junior high school. One of the problems that caused this situation is the technique applied by the teachers.

To overcome these problems, the teacher should have a specific strategy that can be applied to the students to improve students' reading ability, especially understand the narrative text. One of the strategies is the story face strategy. According to Staal (2000: 79), the story face strategy is easier for students to understand the narrative text. Story face can guide students to retelling a text because it uses like face. Story face strategy solving the main difficulty in the class. In this strategy, learners start reading with narrative text and the last make picture like face. Explanation about the teaching reading comprehension at the second grade by using story face

strategy, the story face is an adaptation of story mapping that also uses a visual framework for understanding, identifying, and remembering elements in narrative text. The story face is constructed by:

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

2. Eyelashes: specific descriptors and secondary characters

3. Nose: problem

4. Mouth: comprises a series of circles representing the main events that lead to the solution

The teacher filled out the story map as a visual for the students as both teacher and students read and reread the text to identify important information for the story face.

Some researchers conduct the same researches. The first one conducted by Bedrimiati from the Department of English Education Faculty of Teacher Training and education of the State Islamic University of Sultan Syarif Kasim Riau in Academic Year 2012, the subject of the study was the students of Islamic Junior High School Nurul Hidayah at the second grade in the academic year 2011-2012 with the title "*the effect to increase students reading comprehension using story face*," The second title is "The Effectiveness of Story Mapping Technique toward Students" Reading Comprehension of Narrative Text (A Quasi-Experimental) Study at the Tenth Grade Students of SMAN 1 Kota Tangerang Selatan in Academic Year of 2014-2015. Dewi Nurpitriyani conducts this Thesis from the department of English Education Faculty of Tarbiyah and Teachers" Training Syarif Hidayatullah State Islamic University in Academic Year 2015.

Based on the reason above, the researcher is interested in using the story face strategy. The researchers used this strategy to teach reading in the second grade MTs Al-Madaniyah Mataram because the researcher ever taught in MTs Al-Madaniyah Mataram, therefore the researcher knew about the situation in Al-Madaniyah Mataram, especially second grade that was taught using reading with story face strategy. The researcher would like to conduct research entitled teaching reading comprehension by using story face strategy at the second-grade students of Al-Madaniyah Mataram in the academic year 2020-2021.

1.2 Research Question

Based on the research background above, the problem of the research is formulated as follow:

1. Does the story face strategy affect teaching reading comprehension on the narrative text at the second-grade students of MTs Al-Madaniyah Mataram in the academic year 2020-2021?

2. Is there any significant effect of story face strategy in teaching reading comprehension on the narrative text at the second-grade students of MTs Al-Madaniyah Mataram in the academic year of 2020-2021?

1.3 Purpose of the Study

Based on the formulation of problems, the purpose of the research is as following:

1. To investigate whether the story face strategy used effect or not in teaching reading comprehension to the second-grade students of MTs Al-Madaniyah Mataram in the academic year 2020-2021.

2. To analyze the significant difference between the students who are taught using the story face strategy and without using the story face strategy at the second-grade students of MTs Al-Madaniyah Mataram in the academic year 2020-2021.

1.4 Significance of the Study

The study is expected to be significant both practically and theoretically as follows:

1.4.1 Practically:

1. Students

Teaching using story face strategy can increase the student's motivation in reading performance. It may also give them inputs of interesting, current, and attractive strategies in teaching reading to learn with strong motivation. It is provided with more comfortable and supporting situations in the classroom, and students would be more interested in joining the class.

2. Teacher

It would help teachers design effective lesson plans based on individual differences, active learning, learning habits, useful feedback, and consistency. It also helped English teachers prepare and choose the current attractive and exciting strategy given to the students in teaching reading. The teacher would also be aware that teaching strategy is so crucial teaching-learning process, especially in teaching reading by applying story face.

3. School

It was beneficial for the school in improving the quality of education in the school. If the school has a good quality of education in the school, to society was trust, and they would be motivated to register their children to the school.

1.4.2 Theoretically

1. Next researchers

This study would be a useful reference for the next researchers to seek the story's effectiveness to teach reading with different characteristics. Moreover, it also contributes to the starting point to conduct the following research by evaluating this research.

2. Readers (Public)

To entertain the reader so that the material presented is easier to understand and not boring, using this story's face helps the reader make imagination.

1.5 Scope of the Study

Based on the problems identified above, the researcher draws the scope and the limitation of the study :

1. The research subject at the second-grade students of MTs Al-Madaniyah Mataram.

2. The material would be about narrative text, and they are Dayang Sumbi, Stepmother, Wonderful Parot, Snow White, The Wolf, and The Goat, Flowers, Milkmaid, Animals, Vegetables, and The Queen.

3. The method was used the *story face strategy.*

1.6 The hypothesis of the Study

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plants to test within the researcher study framework (Kumar, 1993:9). In this study, the researcher has stated the hypothesis as follows:

1. The Alternative Hypothesis (Ha)

   It is assumed that the story face strategy affects reading comprehension skills in the second grade of MTs Al-Madaniyah Mataram in Academic Year 2020-2021.

2. The Null Hypothesis (Ho)

   It is assumed that the use of story face strategy has not affected reading comprehension in the second grade of MTs Al-Madaniyah Mataram Academic Year 2020-2021?

1.7 Definition of the Key Terms

1. Reading Comprehension

   Wills (2008:127), "*Goals of reading comprehension strategies to build comprehension are available to increase neural efficiency at each step of the comprehension process.*" It means reading comprehension strategies is that the students can improve efficiency neural of process comprehension of the text.

2. Story Face Strategy

   Staal to Klingner et al. (2007:98), Story Face is an adaptation of story mapping that provides a visual framework for understanding, identifying, and remembering elements in narrative text. The Story Face is constructed by making the eyes, eyelashes, nose, mouth.

3. Narrative Text

   Pardiyono (2007:9), narrative text is a kind of text to tell past activities which focus on problems experience and resolution to amuse and give lesson moral to the reader.
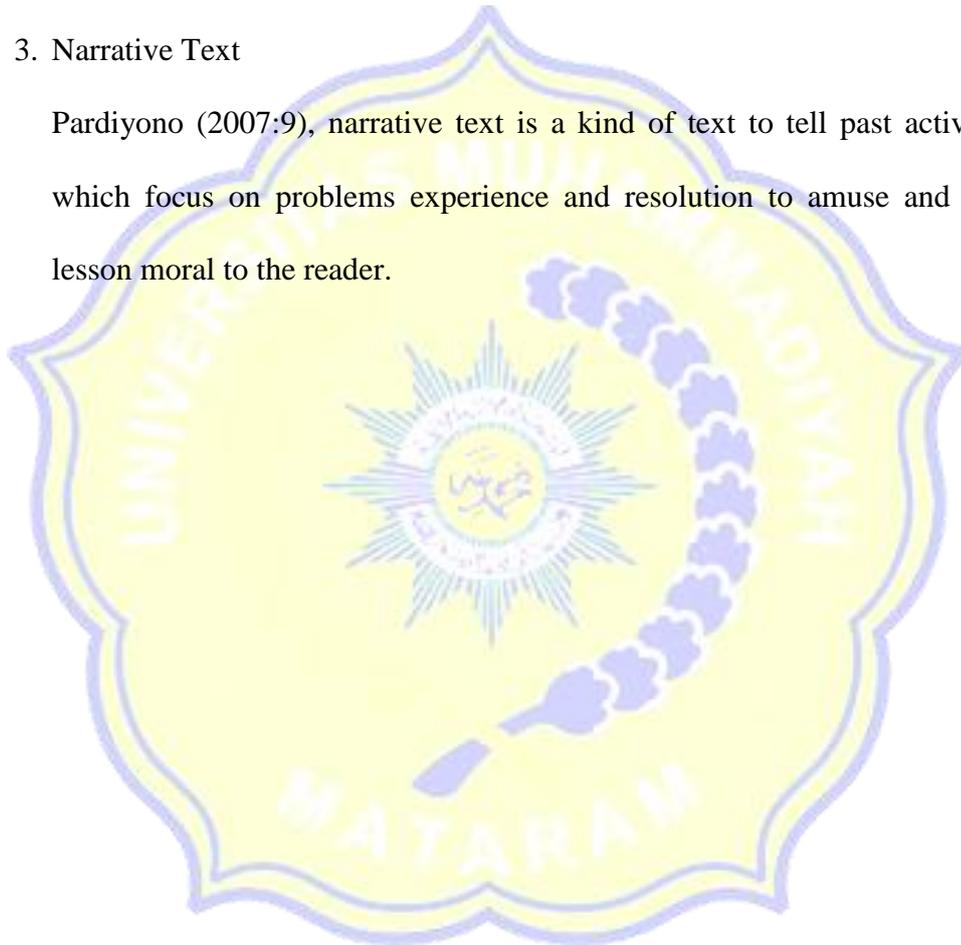
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some related literature of the study in teaching reading comprehension in the narrative text by using story face strategy at the second-grade students of MTs Al-Madaniyah Mataram.

2.1 Reading

2.1.1 Definition of Reading

Reading is a significant activity in humans life. This is because people mostly get information through reading. Mikulecky (2008:1) writes that a task is a conscious and unconscious thinking process. With the task, we can get more details about something and increase our knowledge. The following are some definitions of reading proposed by some experts: Reading skill is one of the skills that should be mastered by the students in almost all levels of school. Reading can be defined as perceiving a written text to understand its content (Richard et al., 2002:454). Aebersold and Field (1997:15) state that reading happens when people look at the text and assign meaning to the written symbols in that text. Further, the text and reader are two physical entities necessary for the reading process to begin. Thus, there is an interaction between the text and the reader that constitute actual reading.

Harmer (1998:68) writes that reading is useful for other purposes too; any English exposure (provided students understand it more or less) is a good thing for language students. At the very least, some of the language

sticks in their minds as part of language acquisition. If the reading text is fascinating and engaging, the investment is likely to be even more successful.

Based on the definition above, the researcher concludes that reading is the reader's activity to get information and comprehend from printed text using eyes and brain to understand what the researcher thinks in his/her writing.

2.1.2 The Purpose of Reading

The purpose of reading is to connect the page's ideas to what you already know anything about the subject. Then pouring words of text into your mind is like pouring water into your hand, the purpose of reading, according to some experts things.

Nunan (1999:3) stated that "We read because we wanted to get something from the writing; facts, ideas, enjoyment even feelings of the family community (from a letter): whatever it was, you wanted to get the message that the researcher had expressed. Nuttal (1982:3) states that reading has the purpose of getting something from writing, such as fact, ideas, and enjoyment. Furthermore, Harmer (1998:182) stated that "*divided the purpose of reading into two general purposes. First, reading for pleasure. People reading the material is interesting, such as comics, novels, or magazines. Second, reading for the usefulness of the text".* People read because they need the information in the text, such as books, newspapers, encyclopedias, etc.

From the theories above, it can conclude that there is a purpose in reading, they are: to get information, reading for pleasure, and reading is useful. If people want to read for spending time, it means that a task is just for fun. It is different when they read a textbook or a recipe. They read it because we need information. In this case, reading is to get information.

2.1.3 Techniques in Teaching Reading

As a medium of communication and learning tools, reading presents a function that is needed in society. In teaching languages, a teacher must have general professional preparation and knowledge, especially in the foreign language field that teaches. Know that teaching techniques are essential in determining the teaching-learning process's success, presenting material effectively, and purposefully. The teacher always tries to use various methods to help students learn and to read English material efficiently and with a lot of understanding, techniques in teaching reading according to some experts:

Grellet (1999:4) states that there are the main ways of reading as follow:

a) Skimming

Skimming is quickly running one's eyes over a text to get the gist of it. Skimming is used to gather information quickly. The reader skims to satisfy a very general curiosity about a text. It also helps the readers to recognize their thought and specify what information they can get from a book so that their subsequent reading is more efficient. For example,

reading a newspaper (quickly to get general news of the day), business and travel brochures (quickly to get the information).

b) Scanning

Scanning is quickly going through a text to find a particular piece of information. Scanning occurs when a reader goes through a text quickly to find a specific point of information (Williams, 1999:100). For example, a conference guide and airplane schedule. Scanning involves these steps:

1) Determine what keyword to look for

2) Glance through the text for those words

3) When you find each word, read the sentences around it to see if they provide the sought information.

4) If they do, not read further. If they do not continue scanning

c) Extensive reading

Extensive reading is longer texts, usually for one own pleasure. This is a fluency activity, mainly involving global understanding. The text is always to be read for comprehension of main ideas, not for every detail word. For example, you are reading a business book.

d) Intensive reading

Intensive reading is reading shorter text to extract specific information. This is more an accuracy activity involving reading for detail. In these ways, each text is read carefully and thoroughly for maximum comprehension, for example, a contract, a bookkeeping report.

From the explanation above, it can conclude that teaching reading is very important to apply to the students to read some text, especially in narrative text. Skimming, scanning, and extensive reading is the best technology used in reading the text.

2.1.4 Assessment on Reading

Reading assessment can be a valuable part of a reading program, as long as they aim to help students become fluent readers who understand what they read. Reading assessment done before a child begins reading has the benefit of placing the child at the appropriate reading level not to grow frustrated with lessons that are too difficult or bored by tasks that are too easy. Reading assessments done later along the path of literacy can be used to aid comprehension. This helps the child identify his or her strengths, as well as weaknesses. Assessments, according to some experts:

Brown (2004:190-214) states that his books explain some reading assessments based on the type of reading. The explanation as follows:

a. The design of the assessment task for perceptive reading. Brown (2004:190-193) states that at the beginning level of reading a second language lies a fundamental study: recognition of alphabetic symbols, capitalize and lower case letters, punctuation, words, and grapheme-phoneme correspondences assessment of essential reading may be carried out in many different ways. Here the design of the evaluation of perceptive reading, as follows:

1) Reading aloud, the task taker sees separate letters, words, or short sentences and reads them aloud, one by one, in the presence of an administrator. Since the assessment is reading comprehension, any recognizable oral approximation of the target response is considers correct.

2) In a written response, the same stimuli are presented, and the test takers' task is to reproduce the probe in writing. The evaluation of the test taker's response must be carefully treated.

3) Multiple-choices responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at low reading levels, include the same difference, circle the answer, true/false, choose the letter, and match.

4) Pictured-cued item Test-takers are shown a picture, such as the one on the next page, a written text, many possible tasks to perform, or a true/false procedure presented with the same picture.

b. The assessment design for selective reading Brown (2004:194-201) writes that a particular lesson is mainly the assessment format artifact. To ascertain one's reading recognition of lexical, grammatical, or discourse features. Specific typical tasks are used: pictures-cued studies, matching, true/false, multiple choices.

1) Multiple choices (for form-focused criteria) the main reason so many teachers use these numerous choice because it is easier to administer and can be scored quickly.

2) Matching task, the test taker's studies to respond correctly, which makes matching an appropriate format.

3) Gap-fillings task Gap-fillings task or filling in the blank is the item in which the best taker's response is to write a word or phrase.

c. The design of assessment for interactive reading Brown (2004:201-212) states that reading is a process of negotiating to mean; the reader brings the text a set of schemata to understand it. Typical genre of the interactive reading anecdote, short narrative, and description.

1) Cloze task, the test taker, should answer deleting paragraph based on their mastering the vocabulary. Even the close reading was also made in the form of multiple choices to make rapid scoring.

2) Multiple choice plus comprehension question the test takers should answer the question that has been created by using the criteria of comprehending the text.

3) The short answer task, a popular alternative multiple-choice question following reading passages, is the age-old short answer format. A reading passage is presented, and the test taker reads the question then answered a sentence or two.

4) Editing (linger task) Test taker should edit the sentence by choosing one wring word.

d. The design of assessment reading for extensive reading Brown (2004:212-215) writes that extensive reading applies to the text of a book more than a page, including professional article, essay, technical report,

etc. The purpose of assessment usually is to tap into the learner's global understanding of the text design of review of reading for extensive reading as follows:

1) Skimming

It is the process of rapid converges of reading matter to determine its gist or the main idea.

2) Summarizing and responding

Asking the test taker to write the summary of the text, give it to another test taker to respond to the summary.

Based on Brown's (2004:212-215) definition of assessing teaching reading above, the researcher used designing assessment perceptive and extensive as the daily activities and creating review as preparing for Pre and Post-test.

2.2 Definition of Reading Comprehension

It can process text, understand its meaning, and integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing the meaning of words and understanding the importance of a story from the discourse context. Definition of reading comprehension, according to some experts:

Horsburgh (2009:7) said reading comprehension is how the readers construct the meaning of the printed words by using their thinking and their prior knowledge of the readers. Reading comprehension is important because the reader can understand what is read and know the text's gist that readers read. Grellet (1999:3) states that reading comprehension understands a

written to extract the required information from it as efficiently as possible. While Kennedy (1981:192) says that reading comprehension is a through which the reader becomes aware of an idea, understanding it in terms of their experimental background and interprets its relation is not a skill or ability that can be developed once for all at any level of instruction. A cumulative process that begins in early childhood continues as long as individuals read for information.

From those theories above, it can be concluded that reading comprehension is a process of understanding, evaluating, and utilizing information to get an idea or meaning from a written text, to understand it according to the experiential background or prior knowledge, and to interpret it with the readers need and strategies to achieve message or information from a written text.

2.2.1 The Levels of Reading Comprehension

It is the ability to process information that we have read and to understand its meaning. The levels of reading comprehension, according to some experts:

Kennedy (1981:224) writes that comprehension skills are grouped under three major divisions of reading: literal reading, inferential reading, and critical reading.

1. Literal Reading

   The literal reading is related to what a researcher says. It involves acquiring information directly stated in a section and is also a prerequisite for higher levels of understanding. It requires the ability to:

locate specific facts, identify happening that are described directly, find the answer to the question based on given attributes, summarize the details expressed in a section.

2. Inferential Reading

   Inferential reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly started. Skills for inferential reading include: finding implied meaning, anticipating outcomes, making a generalization, detecting the author's purpose, drawing a conclusion.

3. Critical Reading

   Critical reading evaluates the material, compares the ideas discovered with known standards, and draws conclusions about their accuracy and appropriateness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material.

   McNeil (1984:4) states that there are three of comprehension, as follows:

1. Literal

   The literal level focuses on reading the passages, hearing the words, or viewing the image. It includes identifying important information. The story is considered the most superficial level. At this level, the reader tries to get the information stated in the text by the author directly or explicitly. The guidance of this level is essential because students can

differentiate between the necessary and less important ideas. Test in this category is objective tests dealing with true-false, multiple-choice, and fill-in-the-blank. The common question used to elicit this type of thinking is the what, who, when, and where question.

Example: When was Henry's family go on vacation?

2. Interpretive

The interpretive level requires the reader to understand the information in the passage implicitly. This is the ability to understand the significance of the data, such as to note cause-effect and relation of the part to the whole, to make comparisons or generalizations, to draw conclusions and inferences. The students" comments and ideas can help develop each other's interpretation on this level.

Example: Why was Henry roll his eyes when his dad started to play guitar?

3. Applied

Understanding at the literal and interpretive levels is combined, reorganized, and restructured at the applied level to express opinions, draw new insight, and develop fresh ideas. Guiding students through the applied grade shows them how to synthesize information, read between the lines, and create a deeper understanding of the concepts, principles, and implications presented in the text. At this level, we are analyzing or synthesizing information and applying it to other data.

Example: if Henry's friend Tom was the one playing guitar, do you think Henry would have rolled his eyes? Why or why not?

Based on the explanation above, it can be concluded that readers must have literal reading, inferential reading, and critical reading to comprehend well. The researcher did not discuss three reading comprehension levels but only discussed literal and inferential reading because the text for senior high school students mainly covers literal and inferential reading.

2.2.2 Micro-Skill and Macro-Skill for Reading Comprehension

It is essentially recognizing the alphabet and automatically understanding how it combines into words. As he moves down the list, the skills build upon each other becoming increasingly based on understanding larger meaning. Micro-skill and Macro-skill for reading comprehension according to some experts:

Brown (2004:187-189) states that by proposing micro-skills and macro-skills, English students as a foreign language need to become efficient readers. They are as follows:

a. Micro-Skills

1. Discriminate among the distinctive graphemes and orthographic patterns of English.

2. Retain chunks of the language of different lengths in short-term memory

3. Process writing at an efficient rate of speed to suit the purpose.

4. Recognize a core of words, and interpret word order patterns and their significance.

5. Recognize grammatical word classes (nouns, verbs, etc.), system (tense, agreement, and pluralization), patterns, rules, and elliptical forms.

6. Recognize that a particular meaning may be expressed in different grammatical forms.

7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro-Skills

1. Recognize the rhetorical forms of written discourse and their significance for interpretation. Recognize the communicative function of written texts according to state and purpose.

2. Infer context that is not explicit by using background knowledge.

3. From described events, ideas, etc., infer link and connection between events, deduce cause and effects, and detect such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification.

4. Distinguish between literal and implied meanings.

5. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata. If the language of different lengths in short-term memory.

6. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata to interpret texts. Based on the skills offered by Brown, the researchers used some spectrums for objectives in the assessment of reading comprehension based on the syllabus of Senior High School as follows: communication function, detect the main idea, supporting idea and given information, distinguish between literal and implied meaning, notice culturally specific references, guessing the meaning of words from the context.

2.2.3 Teaching Reading Comprehension

The ultimate goal when teaching your students to read. After all, when a student struggles with comprehension, reading can be a miserable chore. A person with excellent reading comprehension can visualize, question, and interpret what they are reading, and they think about their feelings and opinions while reading text. The comprehension process is mostly unconscious. It happens without our active involvement or awareness.

Kennedy (1981:252) states that useful teaching reading is virtually impossible if the teacher does not know the basic skills necessary to recognize words and understand the content. Knowledge of the essential skills to the task can be learned by studying methods in reading, teaching manuals, and a list of developing reading skills. It means that the teachers should attend in-service reading skills to subject matter materials. Teachers are expected to teach the reading skills and abilities needed in the content

areas, even though they are not responsible for teaching reading achievement. The major problem in teaching reading in content areas is applying reading skills to decode and comprehend subject matter materials. Kennedy (1981:240) means that the complexity of reading content's skills and the necessary reading skills must be made applicable to the materials.

Harmer (1998:70) suggests five principles in teaching reading:

a. Reading is not a passive skill; the teacher should motivate the students to be active in reading; they have to guess what the word means, see the picture, and understand the arguments. Then work out its order that they do not forget it quickly.

b. The students need to be engaged with what they are reading. The students who are not involved with the reading text and not actively interested in what they are doing cannot benefit from it. Hence, the teacher should select an interesting topic.

c. The students should be encouraged to respond to a reading text's context, not just to the language. In studying the reading text, the students learn the number of the paragraph and research the text's meaning and message. The teacher must give the students a chance to respond to that message of the text.

d. Prediction is a significant reading factor; when the students read a text, they often look at hints, such as the contents or book covers, photographs, and headlines. These hints are useful for the students to

predict what they are going to read. The teacher should give the students "hints" so that they can expect what is coming.

e. Match the task to the topic; the teacher should choose the excellent reading tasks for students, the right kind of question, engaging and useful puzzles, etc.

f. Good teachers exploit reading texts for fun; good teachers integrate the reading texts into an exciting class sequence, using the topic for discussion, and further tasks, using the language for study activation. From the explanation above, it can be concluded that teaching is helping someone to learn something, not transfer knowledge or strategy to study. Teaching reading is an essential job for the teacher. The teacher must use a suitable technique and learning media in teaching based on the students" condition. Because the students' situation in a particular school is different from the students' state in another school, it is essential for the teachers to know their student's condition first and then choose appropriate techniques and media to teach their students.

2.2.4 Principles for Teaching Reading Comprehension

For most second language learners who are already literate in a previous language, reading comprehension is primarily developing appropriate, efficient comprehension strategies. Brown (2004:188-189) stated in Language Assessment: Principles and Classroom Practice that there are ten such strategies which can be practically applied in the classroom:

a. Identify young purpose in reading a text.

b. Apply spelling rules and conversation for bottom-up decoding.

c. Use linguistic analysis (prefixes, roots, suffixes, etc.) to determine to mean.

d. Guess the meaning (of words, idioms, etc.) when you aren't sure.

e. Skim the text for the gist and the main idea.

f. Scan the text for specific information (names, dates, keywords).

g. Use silent reading strategies for rapid processing.

h. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.

i. Distinguish between literal and implied meanings.

j. Capitalize on discourse markers to process relationships.

Based on the skills offered by Brown, the researcher used some spectrums for objectives in the principles for teaching reading comprehension as follows: identify the purpose of the text, skim the text for the gist and main idea, scan the text for specific information and the last is distinguish between literal and implied meanings.

2.2.5 Types of Reading Comprehension

Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text. Readers typically use background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies to help them understand written text.

Brown (2004:189) writes that there are several types of reading performance are typically identified:

Perceptive reading tasks involve attending to the components of large stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

a) Selective Selective category

It is mostly an artifact of assessing format that a combination of bottom-up and top-down processing may be used to ascertain one is reading recognition of lexical, grammatical. Or discourse features of language within a very short stretch of language, specific typical tasks are use: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Quick responses are intended as well.

b) Interactive Reading

It is a process of negotiating to mean; the reader brings to the text a set of schemata for understanding it, and in taking is the product of that interaction. Typically, genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical. Symbolic, grammatical, and discourse) within texts of moderately short length to retain the information that is processed. Top-

down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

c) Extensive reading

Applies to texts of more than a page, up to and including professional articles, essays, technically refers to "extensive reading as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour.

From the explanation above, it can conclude that the most important applied in senior high school is interactive reading because it is about the process of negotiation, meaning to understand the text, for example, is narrative text.

2.3 Review on Genre

This chapter presents some study genres in teaching reading comprehension in the narrative text by using story face strategy at the second-grade students of MTs Al-Madaniyah Mataram in Academicyear 2020-2021.

2.3.1 The Definition of Genre

It is a book category defined by style, content, and form. The following are the most common types of reading genres. Read on find out what each genre represents.

Pardiyono (2007:2) states that genre is the text type that functions as a frame reference that a text can construct effectively, practical purpose and construction of text element also diction. Hartono (2005: 4) states that genre

refs to particular text types, not to traditional varieties of literature. It means that genre is a type or kind of text, defined in terms of its social purposes, also the level of context dealing with a social sense. Based on the explanation above, it can be concluded that genre is a text type with a function, stage, goal, and social process. So every genre has a different purpose, generic structure, and language features.

2.3.2 Kinds of Genre

Pardiyono (2007:2) classifies the text into nine types: descriptive, recount, narrative, discussion, exposition, news item, report, anecdote, and review. It can be explained as below:

1) Descriptive

It is a type of text with a specific function to describe an object or thing or people.

2) Recount

It is a type of text, which has a specific function to inform about the past activity.

3) Narrative

It is a type of text to retell an activity or past event for narrating problematic and resolution to amuse or entertain and often intended to give morality to the reader.

4) Discussion

   It is a kind of text to packaging information in the general ideas or options about the phenomenon in the community from the two points of view.

5) Exposition

   It is a kind of text to argue that something is the case (analytical exposition), and something should be or no (hortatory commentary).

6) News

   Item It informs the readers, listeners, or viewers about the newsworthy event.

7) Report

   It is a type of text to gives information on natural or non-natural phenomenon or things in the world to add knowledge to the reader.

8) Anecdote

   The text uses for sharing with others an account of the unusual or amusing event

9) Review

   It is a kind of text to evaluate the quality of books and other works of art.

2.4 Narrative Text

Furthermore, in the syllabus of the second grade of MTs Al-Madaniyah Mataram, genres of the text are taught, namely: Descriptive, Recount, and Narrative. Hence, the researcher only focuses on narrative text. The narrative text is one of the genre text forms. It is the material that has been used by the

researcher in teaching reading text. The researcher measured the students reading narrative text ability. Therefore, the researcher discusses some points that relate to the narrative, including the definition, the social function, generic structure, and language features of narrative text.

2.4.1 The Definition of Narrative Text

The story with complications or problematic events tries to find the resolutions to solve the problems.

Anderson (1997:9) states that a narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Nurdwiansyah (2015:2) writes that narrative text is a text about telling a story that tells conflicts among the participants, and there is a plot of problem-solving in it. Furthermore, Wagner (2008:8) states that narrative text is a kind of text that is suitable to tell about the activity or past events using the problematic experience and resolution to amuse and entertain the readers. Based on the definition above, it can be concluded that narrative text is a story that tells us about events or something interesting in the past that has the purpose to amuse and entertain the reader.

2.4.2 The Social Function of Narrative Text

Text focusing on specific participants and its social functions is telling stories of past events and entertaining the readers.

Herlina (2012:149) states that narrative text's social function is to amuse, entertain, and deal with the actual and vicarious experience. Based

on the website of ArisMunand, the purpose of narrative text is to amuse or entertain the reader with a story based on the explanation above, which means that the social functions of narrative text are quite similar to the purpose of the text. Related to narrative text, the social process is to amuse and entertain the readers about a story and deal with actual or various experiences differently.

2.4.3 The Generic Structure of Narrative Text

Anderson (1997:8) states that the steps for constructing a narrative are:

a. Orientation: The narrator tells the audience about who is in the story is, when the action is taking place, and where the action is happening. (Can be a paragraph, a picture, or opening chapter).

b. Complication Sets off a chain of events that influences what was happening in the story.

c. The sequence of events where the characters react to the complication.

d. Resolution in which the characters finally sort out the complication.

e. Coda is an optional step in constructing a narrative text. It provides a comment or morally based on what has been learned from the story.

2.4.4 The Language Features of Narrative Text

Language features of narrative text also become a part that we need to know. Besides, we can develop the narrative text of our own by understanding the narrative text's language features; we indeed could find information from the text.

Wagner (2008:9-10) states that language features usually found in the narrative text are:

a. Can use either past or present tense, but consistency needs to be maintained.

b. Use varied sentence length: varied sentence types-simple, compound, and complex.

c. Use particular rather than general nouns, especially for main characters: "Harry" instead of "the boy."

d. Use personal pronouns to avoid overuse of proper nouns when referring to characters.

e. Use prepositions in phrases telling where, when, and how.

f. Use conjunction related to time, such as "before," and other connectives, such as" suddenly."

g. Generally, the active voice is preferred over the passive, as it gives more of a sense of immediacy: the falling branch hit her" instead of" the falling department hit her.

2.5 Story Face

This chapter is presented story face strategy and theoretical framework in the narrative text at the second-grade students of MTs Al-Madaniyah Mataram in the Academic year 2020-2021.

2.5.1 Definition of Story Face Strategy

Story face is constructed by making the eyes: two circles representing the setting and main characters, eyelashes: specific descriptors and secondary characters, nose: problem, and mouth: comprises a series of circles representing the main events that lead to the solution.

Supported by Whitten et al. (2009:188), Story Face is an adaptation of story mapping, which also uses a visual framework for understanding, identifying, and remembering elements in narrative text. In this theory, he explains that Story Face used the framework to make students understand a text. Before the students read a text, the students should be identifying and remembering the narrative text element so that the students reading the narrative text, the students have background knowledge about the text.

Whitten (2009:188) writes that Story Face is a strategy in which students read a story and generate a map of its events, ideas, and critical elements. It means that students should read the framework first. By understanding the framework, the students were remembered the content of the text. When the students read the text, the students were easy to understand the text.

Based on the explanation above, it can conclude that Story Face is one of the teaching-learning processes. Story Face is a graphic organizer of a story adapted from the story map to help students recognize a narrative text's essential pieces. The story face constructed by making the eyes, eyelashes, nose, mouth.

2.5.2 The procedure of Story Face Strategy

It like a story map, allowing students to visualize the important component of narrative text, including setting, main characters, problems, events, and a resolution.

Whitten (2009:188) states that in these steps, the teacher first gives the students an illustration of the text before they read the text. Next, the teacher tells the students about the text. When the teacher read the story, the teacher paused and gave each character a chance to say to the class what they are thinking and feeling.

Procedures that we can use to teach the strategy of story face. The process is as follows:

1. Preview the Story Face with students before reading a narrative text.

2. Review the information (setting, main characters, problem, events, and resolution) that students are expected to find.

3. Have students read the text and complete the Story Face individually, in pairs, or as a group. Some teachers prefer to have students fill out the story face as they read, while others prefer to fill it out after reading.

Besides that, Morellion in Bedrimiati (2012:23) also contributes to the teaching procedure. The procedure is as follows:

1. Web the main ideas on sketch paper.

2. Negotiate three to five main ideas and circle them.

3. Number the ideas in the order they happened in the book.

4. Record them on the story face.

5. Copy notes from the class story face.

2.5.3 Advantages of Story Face Strategy

Story face and adaptation of story mapping provide a visual framework for understanding, identifying, and remembering elements in narrative text.

In Klingner et al. (2007:98), Staal states that this strategy gives some advantages to the students; first, easy to construct. Second, it is easy to remember. Third, it can guide retelling. Then is collaboratively learned through discovery. Next, it is flexible. Finally, it provides a framework that can facilitate narrative text.

2.5.4 The Shape of Story Face Strategy

The teachers need to apply a teaching and learning strategy to help the students understand the text.

In Klingner et al. (2007:98), Staal states that it looks like a story map; only it is shaped like a face. Staal provides examples of "happy" and "sad" faces. We offer an adaptation of the happy version (for the sad face, the smile is upside down).

Staal write that the Story Face is constructed by:

1. I am making the eye: two circles representing the setting and main character.

2. Eyelashes: specific description and secondary characters.

3. Nose: problem.

4. Mouth: comprises a series of circles representing the man events that lead to the solution.
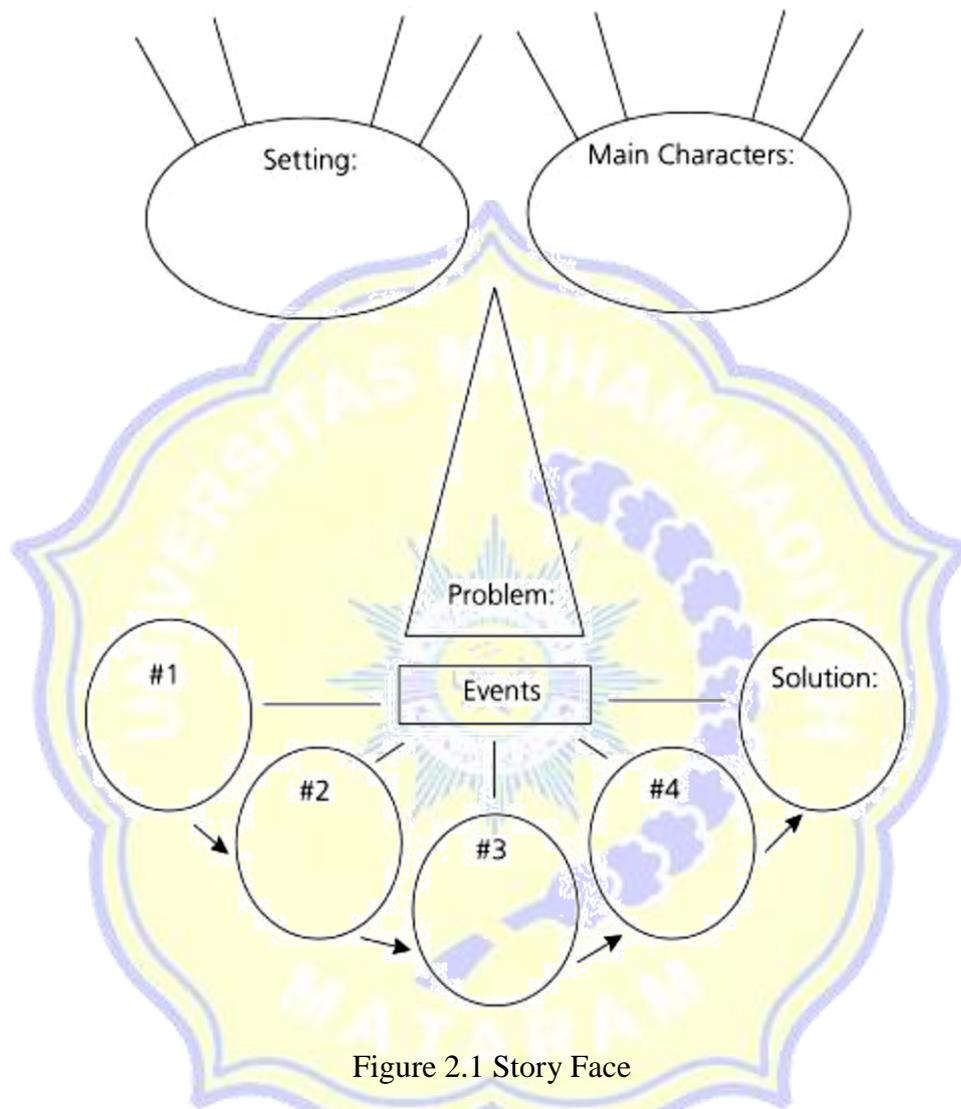

Figure 2.1 Story Face

Teachers and professionals have contributed many teaching strategies to improve students' ability to comprehend English text. Every teacher strategy has a variety of purposes. As mentioned before, this research tends to use story face as a teaching strategy that has benefits in the students reading comprehension of narrative text. Therefore, the researcher only

presents literature about the story face that benefits students' reading comprehension of narrative text.

2.6 Teaching Reading Using Story Face Strategy

Teachers and professionals have contributed many teaching strategies to improve students' ability to comprehend English text. Procedure to conduct the classroom:

1. The teacher gives a narrative passage to the students.
2. The teacher tells the students that they will learn the parts of narrative text and the story face helps them understand and remember more about what they read.
3. The teacher explains the narrative text and elements.
4. The teacher helps the students to understand how the elements are interrelated. For example, telling students to identify the theme requires studying the main characters, the main problem, and how they solve or do not solve the problem.
5. The teacher asks the students to sit in a group.
6. The teacher asks the students to read the text with their partners.
7. The teacher distributes a copy of the form of story face to each group.
8. The teacher reviews the information (setting, main characters, problem, events, and resolution) that students are expected to find.
9. The teacher asks the students to complete the face as follows: (a). main characters and significant event, (b) setting and second major event, (c)

problem and third major event, and (d) story outcome and fourth major event.

10. The teacher assigns weaker readers to the main characters' more manageable tasks and setting for the first few sessions.

11. The teacher leads a class-wide discussion of the story elements, focusing on helping students to evaluate whether their answers are correct.

2.7 Previous Studies

The researchers present the previous study dealing with the topic. The first title is: Bedrimiati arranges this Thesis from the Department of English Education Faculty of Education and Teacher Training of The State Islamic University of Sultan Syarif Kasim Riau in Academic Year 2012. This research aims to find out whether teaching reading using story face effectively increases the students' reading comprehension. The study's subject was the students of Islamic junior high school Nurul Hidayah in grade VIII in the academic year 2011-2012. The research method which was used in this research is a pre-experimental design.

The research using pre-test and post-test in collecting the data. The result that the t-test was more significant than the t-table, which was 2.06 < 3.43 > 2.79. The researcher said that students' reading comprehension increased significantly after the researcher implemented story face when teaching narrative text. The story's beginning had a significant effect on improving students' reading comprehension of narrative text. It can be proved from the result of pre-test and post-test. The similarities this Thesis with

researchers Thesis is this study used story face strategy to teach reading comprehension. The differences are;

1. The Thesis used a pre-experimental research design, but the researcher's thesis used a quasi-experimental design

2. The subject of this Thesis is in junior high school, but the researcher's thesis is in senior high school. 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 title is The Effectiveness of Story Mapping Technique toward Students" Reading Comprehension of Narrative Text (A Quasi-Experimental) Study at the Tenth Grade Students of SMAN 1 Kota Tangerang Selatan in The Academic Year of 2014/1015. This Thesis is arranged by Dewi Nur biriyani from the department of English Education Faculty of Tarbiyah and Teachers" Training Syarif Hidayatullah State Islamic University in Academic Year 2015. This research aims to find out the effectiveness of story mapping technique in teaching reading comprehension of narrative text to tenth-grade students to see whether or not using story mapping technique is effective toward students" reading comprehension and to find out to what extent story mapping technique is effective towards students" reading comprehension of narrative text. The study subject was the students of SMAN 1 Kota Tangerang Selatan in grade tenth in the academic year of 2014/1025.

The research method used in this research is quantitative, and the design used in this study was purposive a quasi-experimental plan. The sampling technique used in this study was purposive sampling. In this technique, two classes were chosen as experimental class and control class. The method of collecting data used in this study was a test conducted twice as pre-test and post-test. The result of this study showed that there was a significant difference toward students "The effectiveness of story face strategy in teaching reading comprehension." It can be proved from the result of pre-test and post-test. The similarities this proposal with the researchers are;

1. The aim of this Thesis is practical toward students" reading comprehension of narrative text in the tenth grade.

2. The Thesis uses a quasi-experimental design.

3. The technique of collecting the data used to test with pre and post-test. But the differences are the name of the strategy is different from the Thesis of the researcher.

A comparison between the previous study and current study, The first previous study using direct reading thinking activity (DRTA) but in my own not use DRTA to conduct effectiveness of story face strategy because I need students to understand reading comprehension covered about reading. The second previous study still using Story Mapping Technique because it's still not adopted into a story face, whereas I have use a story face strategy that was adopted from mind mapping, so the teaching method is a bit different in the framework part.

CHAPTER III

RESEARCH METHOD

This chapter explains the research design, population and sample, instrument research, data collection data, and procedure of the data analysis.

3.1 Research Design

This study used the quantitative method and belonged to quasiexperimental research. Johnson and Christensen (2008:41) state that experimental research in which the researchers were the independent variable and interested in showing cause and effect. This research involves two groups. They received different treatments and strategies. The difference was in the form of the story face strategy in teaching reading comprehension. The experimental class has been taught by using the story face strategy in teaching reading comprehension.

Meanwhile, the control group has been taught without using the story of face strategy. The difference between both groups may define the significance of treatment (Bell, 2009: 147), cited in (Wiersma and Jurs, 2009:165). : the table of quasi-experimental designs could be illustrated as follows.

Table 3.1 Quasi-Experimental Design

Group	Test	Treatment	Test
Experimental Group	Pre-Test	Experimental Treatment	Post-Test
Control Group	Pre-Test	Standard Treatment by Use Teacher	Post-Test

3.2 Population and Sample

3.2.1 Population

The population is the whole research subject (Arikunto, 2013, 309). This research population is all the second-grade students of MTs Al-Madaniyah Mataram in Academic Year 2020-2021. The total number of people of students in each class are :

No.	Class	Student
1.	A	26
2.	B	26
Total		52

(Source,MTs Al-Madaniyah, 2019)

3.2.2 Sample

The sample is a subject of the populations in which the research intends to generalize the results. The researchers took two classes as a sample at the second-grade students of MTs Al-Madaniyah Mataram in Academic Year 2020-2021. Those are Class VIII A with 26 students to be a control group and class VIII B with 26 students to be an experimental group. So, the sample is 52 students.

Table: 3.2 Sample at the second grade MTs Al-Madaniyah Mataram in Academic Year 2020-2021.

No.	Class	Male	Female	Number
1.	VIII A	26		26
2.	VIII B		26	26
Total				52

3.3 Instrument of Research

The instrument is one of the most important things when doing research. A device is a tool used to collect the data (Arikunto, 2013). The researcher used a test as the instrument of this study. It is a kind of objective test in the form of a multiple-choice test. There were 20 items of the multiple-choice test; the students select one of the best answers, the researcher gave a score of (5) if the answer correct and (0) if it wrong because each question has the same level of difficulty. The researcher gave tests for both the experimental and control group named pre-test and post-test.

3.4 The technique of Data Collection

Data are bits of information (number of facts). A piece of data is also called a score or an observation, which conveys information about some topic. The topic itself has called variable. Meanwhile, a variable is an objective of the investigation. In this study, the data means all information that is directly gathered from the subject. The researchers used the test method to collect the data. The data was be obtained through pre-test, treatment, and post-test.

a. Pre-test

To determine students' initial abilities, a Pre-test is a test given before doing the treatment. In the process of collecting data, the researchers were come to the class and provide a multiple-choice test in reading comprehension of the narrative text by using the story face strategy, which is consists of 20 items, and the score of one thing is five if

the answer is correct and 0 if it is wrong. The test was given to the experimental and controlled class.

The title of the narrative text:

- Dayang Sumbi

- Stepmother

- Wonderful Parrot

- Snow White

b. Treatment

The next step is the Treatment. In this step, the researchers conducted the story face strategy in teaching reading comprehension of narrative text. This method was only applied in the experimental class. While in control class was not be implementing. Kubiszyn and Boriszyn (2001:47), a test is a tool that can significantly contribute to evaluating students, the curriculum, and the teaching method. The test is defined as a series of questioner, problems, or physical responses design to determine knowledge, intelligence, or ability. The test was used to get data and information in the research. The researchers gave the students short stories to know how far the students improved reading comprehension using narrative text. In this case, the students were asked to comprehend the text by answering the given text questions. The researchers evaluated the students' comprehension, main idea, supporting details, vocabulary, and inference. At the experimental class, the researchers gave reading English language texts with short stories as the pre-test to the students in the first

meeting, while at the control class, the researchers gave the long stories text. In the test, the students were asked to read short stories and answer the questions based on short stories. The test was given in the multiple-choice form.

c. **Post-test**

To find out the student's final ability is post-test. In this step, the researcher gave a multiple-choice test in reading comprehension of the narrative text by using a story face strategy consisting of 20 items. The score of one thing is five if the answer is correct and 0 if it is wrong. The test was being given to the experimental and control class.

The title of the narrative text:

-   The Wolf and the Goat

-   Flowers

-   Milkmaid

-   Animals

-   Vegetables

-   The Queen

3.5 The procedure of the Data Analysis

To analyze the data, the researcher used SPSS 17.00, the data collecting from pre-test and post-test. To investigate the process reading effect, the researcher used the Normality Test and if the data is Normal. The researcher used Paired Test; while the information is not Normal, the researcher used the Wilcoxon test. To analyze the student who is taught using process reading

and without using process reading, the researcher applied the Homogeneity Test. If the data is Homogeny, the researcher conducted an Independent test; while the information is not Homogeny, the researcher used the Mann Whitney Test :

3.5.1 Descriptive Data

Descriptive statistical data is useful for explaining and describing research data, including the amount of data, maximum score, minimum score, average score, and others.

3.5.2 Normality Test

a. A normality test is done to find out whether the research data is usually distributed or not.

b. Standard data is an absolute requirement before we do parametric statistical analysis.

c. There are two types of normality tests in parametric statistics: the Kolmogorov-Smirnov test and the Sharpie-Wil test.

Suppose the significance (Sig) score is more > (excellent) than 0.05. In that case, the data is usually distributed, while if the significance (Sig) score is more < than 0,05, then the information is not normally distributed.

3.5.3 Paired Test

a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs

b. Requirements in the paired sample t-test are average distribution data

c. For homogeneous variant data, it is not a requirement in the paired sample t-test.

d. The paired sample t-test in this research is used to answer the problem statement.

e. To answer the problem's formulation, a paired sample t-test is conducted on the pre-test experimental class data with post-test practical class, then the pre-test control class data with the control class post-test data.

3.5.4 Wilcoxon Test

a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs

b. The research data used in the Wilcoxon test is ideally ordinal or interval data

c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test, there is not needed for research data that are typically distributed

d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if a study is not normally distributed.

3.5.5 Homogeneity Test

a. The homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous.

b. Homogeneous data is one of the requirements in the independent sample t-test.

c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test

data of the control class are homogeneous or not. If the significance (Sig) score is based on mean $> 0,05$, then the data variant is HOMOGEN, while if the significance (Sig) score is based on mean $< 0,05$, then the data variant is NOT homogenous.

3.5.6 Independent Test

a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.

b. The basic requirements in the independent sample t-test are data that is typically distributed and homogeneous.

c. The independent sample t-test in this research is used to answer the problem formulation.

d. To answer the problem's formulation, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

3.5.7 Mann Whitney Test

a. Mann Whitney test aims to determine whether there are differences in the average of two unpaired samples

b. The number of samples used does not have to be the same

c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test, there is not needed for research data that is typically distributed and homogenous

d. Mann-Whitney test is an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.