TEACHING READING NARRATIVE TEXT THROUGH *STORY FACE* STRATEGY TO THE EIGHTH GRADE STUDENTS OF MTS NEGERI 4 OKU TIMUR.

THESIS

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ENGLISH EDUCATION STUDY PROGRAM
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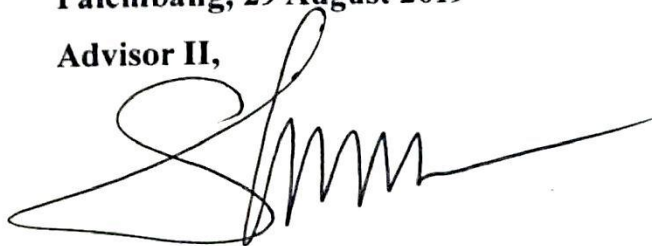
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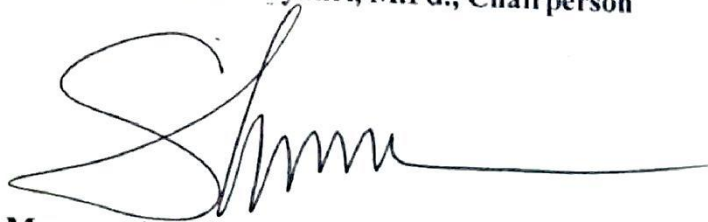
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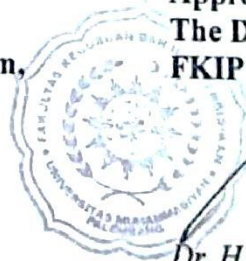
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MOTTO AND DEDICATION

Motto:

"To get success, your courage must be greater than your fear"

This is Dedicated to:

- ❖ *My beloved parents Haitami and Roniah who always help me in everything. Thank you so much for the endless love, pray, and financial support. I believe something beautiful that I feel, is your prayer that God has granted.*

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ABSTRACT

Saimona, Indriana. 2019. Teaching Reading Narrative Text through *Story Face* Strategy to The Eighth Grade Students of MTs Negeri 4 OKU Timur. English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang. Advisors*: (I) Prof. Indawan Syahri., M.Pd., (II) Masagus Sulaiman, S.Pd., M.Pd.

Keywords: *Story Face* Strategy, Reading Comprehension , Narrative Text.

This study entitled *Teaching Reading Narrative Text throught Story Face Strategy to The Eighth Grade Students of MTs Negeri 4 OKU Timur*. The problem of this study was whether or not there was any significant difference on the Eighth Grade Students' reading comprehension achievement who were taught through *Story Face* startegy and those of the students who were not taught using Story Face strategy of MTs Negeri 4 OKU Timur. The objective of this study was to determine the difference Story Face strategy in teaching reading narrative text to the Eighth Grade Students of MTs Negeri 4 OKU Timur. The population of this study was all the Eighth Grade Students of MTs Negeri 4 OKU Timur 90 students from 3 classes. The samples 60 students which were divided into two group: experimental group and control group. The test consisted of 30 questions in terms of multiple choice questions. The data obtained were analyzed by t-test. The result of data analysis revealed that t-obtained was 5.060, with the critical value 1.671, at the significance level of 5% and df 58. Since t-obtained was higher than critical value, the null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. It could be concluded that there were significant differences between students' ability in answering reading comprehension question to the students who were taught through *Story Face* strategy those of the students who are not taught using Story Face of MTs Negeri 4 OKU Timur. Additionally, teaching narrative text through Story Face strategy can develop students' reading comprehension achievements particularly for the Eighth Grade Students of MTs Negeri 4 OKU Timur.

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Last, the researcher hopes this thesis will be useful for the people who read it and for other researchers in the future. The writer realizes that the thesis is still far from being perfect, therefore any comments, suggestions and constructive criticisms are very much welcome.

Palembang,   August 2019

The writer

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LIST OF CONTENTS

Pages

CHAPTER I. INTRODUCTION

CHAPTER II. LITERARTURE REVIEW

.

CHAPTER III. METHODOLOGY

CHAPTER IV. FINDINGS AND INTERPRETATION

CHAPTER V. CONCLUSION AND SUGGESTION

LIST OF TABLES

Tables   **Pages**

LIST OF APPENDICES

Appendices   **Pages**

CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) problems of the study, (3) objective of the study, (4) significance of the study, (5) hypotheses of the study, (6) criteria of testing the hypotheses.

1.1 Background of the Study

As one of the language skills, reading is very crucial to back up other language skills. In other words, by reading, the students can explore their English proficiency, (example: written and spoken forms). The students can obtain much information and knowledge, and also improve their ability in English. Yet, they usually find it hard to understand the reading text and it makes them not interested for learning reading.

According to Medina (2012), reading is important because it is one of the most frequently used language skills in everyday life, as witnessed by the use of internet. Students search for information through the web and most of it is published in English (p.81). In relation to teaching reading comprehension, some genres of the text were usually applied by the teachers, especially for the teachers of the Eighth Grade of Junior High School, such as narrative text, descriptive text, recount text, report text, procedure text.

According to Pourhoseingilakjani (2016), reading is interactive process in which readers construct a meaningful representation of a text using effective reading strategies, effective reading strategies are considered as significant skills that have received the special focus on students reading comprehension proficiency (p.229). In addition, Gamble

and Yates (2002) state that narrative is text relates a sequence of events. Narrative is not an aesthetic invention but the basic way in which we make sense of our experiences (p.20)

Additionally, Bojovic (2010) says that comprehension is a process of getting meaning from and bringing meaning to a text. Theoretical framework, concerning classification of reading skills, criteria for skill ranking and skill transfer, is presented (p.1). In addition, Mikulecky and Jeffries (2016) state that comprehension is part of life that could be compared, in fact to a very complicated computer. Messages are constantly coming in about what you see, hear, touch or taste and your brain receives these messages, intreprets them, sorts them, and saves them (p.14)

In addition, the writer conducted an observation and she found some problems faced by the Eighth Grade Students of MTs Negeri 4 OKU Timur in learning reading text, as follows:

1) they had limited vocabulary, so that they could not understand the reading text.

2) they could not answer the questions directly, before translating by looking up the dictionary.

3) they had low reading scores, less than "75" based on minimum passing standard (SKM).

To overcome the problems, it is suggested that the teacher of English has to use an effective strategy. One of the strategies is that *Story Face* strategy. According to Stevens and Bruce (2004), *Story Face* is a graphic organizer that aids students' comprehension of narrative text. It functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution (p.12)

The benefit of using this strategy *Story Face* is that students are more active and enthusiastics in learning reading narrative texts. From the explanation stated, the writer was interested in conducting a study under the title *"Teaching Reading Narrative Text through Story Face Strategy to the Eighth Grade Students of MTs Negeri 4 OKU Timur"*.

1.2. Problems of the study

The problems of the study have something to do with teaching reading narrative text through *Story Face* strategy to the Eighth Grade Students of MTs Negeri 4 OKU Timur.

1.2.1. Limitation of the Problem

In this study, the writer limited the problem on teaching reading narrative text through *Story Face* strategy to the Eighth Grade Students of MTs Negeri 4 OKU Timur. In this case, the writer limited the genres of narrative text on five folklores, such as : "SuraBaya ", "The Monkey and the Crocodile", "Lonely Landy" and "Two Goats".

1.2.2. Formulation of the Problem

In this study, the writer formulated the problem into the following question: "is there any significant difference on the Eighth Grade students reading comprehension achievement taught through *Story Face* strategy and those of the students who are not taught using *Story Face* strategy of MTs Negeri 4 OKU Timur?"

1.3 Objective of the Study

Based on the problem stated, the objective of the study was to find out whether or not it is effective to use *Story Face* strategy in teaching reading narrative text to the Eighth Grade students of MTs Negeri 4 OKU Timur.

1.4 Significance of the Study

   The writer believes that this study can give valuable input and contribution to some parties, as follows:

1. For the Writer Herself

   This study can give valuable information and knowledge about teaching reading comprehension especially using *Story Face* strategy that can improve the writer's teaching performance.

2. For the Teacher of English

   Hopefully, this study could be used as a good reference for teachers of English to improve their teaching skills in reading text to the students in the classroom activity.

3. For the Students

   This study hopefully can make the students interested in learning reading narrative text with the teacher in the classroom.

4. For Other Researchers

   This study could be used as a good source or reference for other researchers to conduct a deep on going research to the topic of this study.

1. 5 Hypotheses of the Study

According to the Fraenkel and Wallen (2012), hypothesis is simply put a prediction of the possible outcomes of a study (p.45). The writer proposes two hypotheses in this study. They were alternative hypothesis (H_a) and the null hypothesis (H_o).

1. (H_a)   :There was a significant difference on the Eighth Grade Students'

   Reading comprehension achievement taught using narrative text

   through *Story Face* strategy and the students who are not taught *Story Face*

   strategy at MTs Negeri 4 Oku Timur.

2. (H_o)   : There was no significant difference on the Eighth   Grade

   Students Reading *Story Face* strategy at MTs Negeri 4 OKU

   Timur.

1.6 Criteria of Testing the Hypotheses

To prove the research problem, testing research hypotheses were formulated as follows:

1.)   if p-output (Sig.2-tailed) was lower than 0.05 level , the null hypothesis (H_O) was

   rejected, and the alternative hypothesis (H_a) was accepted.

2.)   if the p-output (Sig.2-tailed) was higher than 0.05 level , the null hypothesis was

   accepted, and the alternative hypothesis (H_a) was rejected.

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