

**Teaching Reading a Narrative Text by Using
Story Face Strategy to Junior High School Students**

Paper

*Submitted as Partial Fulfillment to Obtain
Strata 1 (S1) Degree*



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2011


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Padang, Agustus 2011

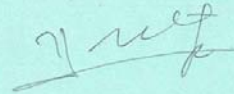
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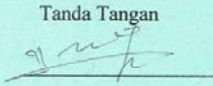
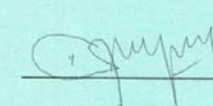
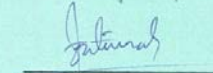
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ABSTRAK

Arisanti, Yossi. 2011. Teaching Reading a Narrative text by Using Story Face Strategy to Junior High School Students. Paper (Unpublished Paper). Padang: State University of Padang.

Membaca merupakan salah satu kemampuan berbahasa yang dipelajari siswa menengah pertama (SMP). Dengan membaca siswa mendapatkan informasi dalam berbagai aspek kehidupan seperti ilmu pengetahuan alam, teknologi, sosial budaya dan yang lainnya. Oleh karena itu membaca merupakan aktifitas yang sangat penting untuk perkembangan pengetahuan siswa.

Dalam pembelajaran membaca disekolah guru diharapkan lebih kreatif dalam menggunakan teknik dan strategi dalam meningkatkan pemahaman membaca siswa melalui *story face* untuk teks *narrative*.

Story face ini merupakan adaptasi dari *story map*. *Story face* ini memberikan kerangka visual untuk memahami, mengidentifikasi dan mengingat elemen-elemen yang terdapat dalam teks *narrative*. Dalam *story face* ini setiap bagian dari struktur teks *narrative* dipetakan ke dalam diagram yang berbentuk wajah. Dengan *story face* guru akan lebih mudah untuk menjelaskan struktur teks *narrative*. Selain itu *story face* membuat siswa lebih mudah memahami teks karena bentuknya yang menarik. Beberapa kegiatan yang akan dibahas dalam makalah ini adalah kegiatan awal, kegiatan utama dan kegiatan akhir dalam pembelajaran membaca teks yang berbentuk *narrative* dengan menggunakan *story face*. Oleh karena itu *story face* ini diharapkan mampu membantu siswa dalam pembelajaran membaca teks *narrative*.

ACKNOWLEDGMENTS

Alhamdulillahirabbil'aalamin, praise to Allah SWT who has blessed the writer thousands of blessing and mercy so that she can finish this final project which entitled *Teaching Reading a Narrative Text by Using Story Face Strategy to Junior High School Students*. The writer also wants to deliver shalawat and salam for her inspirational figure, Prophet Muhammad SAW.

The writer would like to express her special thanks to her advisor, Yuli Tiarina, S.Pd.M.Pd. who has given his time, valuable advice and guidance during the writing of this paper. Her thanks also goes to Drs.Saunir Saun M.Pd as her academic advisor and Dr. Kusni M.Pd. as a chairman of English Department. The writer also thanks to Dra. An Fauziah Rozani Syafei, M.A as a secretary of English Department and also to all of the lecturers and administratif staffs in English Department of State University of Padang.

The writer's deepest gratitude goes to her beloved father, Dasril MY (Alm). The writer will always love him . Furthermore, her deepest gratitude also goes to her beloved mother, Dayarti who always works hard for her children happiness. The writer wants to thank for every spirit, advices and prayer that has been given. Moreover, her deepest gratitude goes to her brother,Aldefry, Almedhy and the family. Finally, the writer's deepest gratitude is addressed to her best sisters,Dian Putri Rahayu and Roza Fitria along with her beloved family,Naswiradio and Nayotama Zaira.

Special thanks are also delivered to her special best friends – Marham,Riza, Vivi, Dila,Patrika, Mila, Yeni, Ade, Wela,Emillisa, Ola, Dian, Dela, A.Selfia and Kiky. She thanks for all of advices and positive support. Also, her deepest gratitude is addressed to every person who has helped her in finishing this paper that cannot be mentioned one by one. She thanks for giving spirit, advices and inspiration.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is one of the crucial skills in learning languages. People believe that the more they read, the more they learn, or that reading is the road to knowledge. Therefore, non-English speaking learners or learners who learn English as speaker of other languages (ESOL) learn English because they well aware of the importance of speaking and reading one of international languages in the world. Although ESOL students in non-English speaking countries do not frequently have a chance to listen, speak or write in English, they have more chances to apply English in their reading. They may read information on a variety websites, English newspapers, labels and instructions of merchandise, and textbooks.

Moreover, reading is intended to seek and understand information from the English reading texts. For junior high school students, reading is a compulsory skill that should be mastered by the students. Through reading they have incidental contact with grammar. As stated by Johnson (2008), the students can develop their knowledge about structure of the language and grammar and increase their vocabulary.

Additionally, reading is a process of linking one idea to another. Putting ideas together to create a sensible meaning is the essential part of reading. It means if there is no meaning being created, there is no reading taking place. It is not necessary to know every word in order to read. In a text one idea is

being linked to another and thus, the students have no need to stop reading when they find difficult word.

In KTSP curriculum, there are 5 genres that should be learned in junior high school. They are descriptive, recount, narrative, procedure, and report. The standard competencies teaching reading in junior high school are to comprehend meaning of short essay and functional text. Actually, those kinds of text are new for junior high school students. Therefore, sometimes they find difficulties to comprehend the text since each text has different generic structure.

The difficulties in narrative text are caused by some factors. The students cannot identify the generic structure of narrative text. In general, this text has generic structure which consists of orientation (exposition), complication (rising action), sequence event (climax), resolution (falling action) and reorientation (it is optional). In fact, the students do not know what the topic of the text is and they are unable to understand the paragraphs they have just read.

The last factor comes from the reading strategies used by the teacher. The teacher firstly reads the text and then asks the students to read a text loudly in turn. After that, the teacher finds difficult words and translate them into Indonesian. Then he/she asks the students to answer the questions given based on the text until the end of the class. These activities will not help the students to get the objective of reading.

Actually, the difficulties in reading of narrative text are classical problem which must be solved. The teacher should find appropriate reading strategy to

improve the students' reading comprehension. One of the ways to help the students in solving these problems is by using story face. Story face can help the junior high school students to comprehend the generic structure of narrative text. It is an adaptation of story map. This strategy gives visual frame to understand, identify, and remember elements in narrative text. In story face every part of generic structure in narrative text is charted in to diagram shaped like face. Moreover, by using this strategy the teacher will be easier to explain the generic structure of narrative text and the students also more interested in learning narrative text.

B. Limitation of the Problem

The focus in this paper is limited to the discussion on how to teach reading of narrative text by using story face strategy to junior high school students.

C. Formulation of the Problem

The problem in this paper is formulated as follows:

“How story face strategy can be implemented in teaching reading of narrative text to junior high school students?”

D. Purpose of the Paper

The purpose of this paper is to explain about teaching reading of narrative by using story face strategy to junior high school students. In addition, the writer hopes that this paper can help the teacher in teaching reading and encourage the students' motivation in reading.