

**USING STORY FACE STRATEGY IN TEACHING READING  
NARRATIVE TEXT AT JUNIOR HIGH SCHOOL**

**PAPER**

*Submitted as a Partial Fulfillment of the Requirements for Strata One (S1) Degree*



**By**

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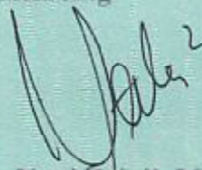
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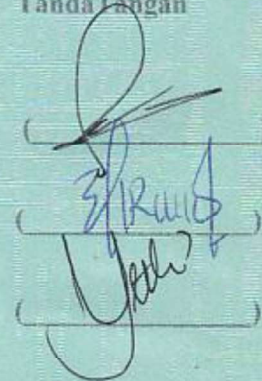
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## ABSTRACT

**Lusiana, Maitri.** 2018. Using Story Face Strategy in Teaching Reading Narrative Text at Junior High School

This paper discusses how to use Story Face Strategy in teaching reading narrative text at Junior High School. Based on the writers' experience in teaching English, many students find the difficulties in reading narrative text. Considering this problem, the teacher needs to apply a strategy in teaching and learning process to help the students understand the text. Story Face Strategy is a graphic organizer that aids reading comprehension of narrative text. 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. It functions like a story map, allowing students to visualize the important component of narrative text, including setting, main characters, problems, events, and a resolution. By applying the Story Face Strategy in reading narrative text, the teacher can reach the goal of teaching narrative text to junior high school students.

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

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improvement of this paper. It is hoped that this paper will be useful for the readers, especially for the English teachers.

Padang, August 2018

The Writer

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# CHAPTER I

## INTRODUCTION

This chapter consist of (a) background of the problem; (b) limitation of the problem; (c) formulation of the problem and (d) purpose of the paper.

### **A. Background of the problem**

Learning English is the important ones for all of the people around the world. Some people will take an English course to help them speak well and understand some article in English. In Indonesia, English has an important role in all of the aspects of life, especially in the educational system. English is the important subject which must be mastered by the students in the school. One of the skills in learning English is Reading.

Reading is useful in learning English. Helping students to be able to read English text is an important part of the teacher's job. Many students want to be able to read a text in English either for their careers, for study purposes or simply for pleasure. The more the students read, more or less they understand what they read and the better their reading has a possitive effect on students' vocabulary and on their spelling. (Harmer, 2007).

Learning to read English text has been taught to the students from the Secondary school level until university level. Students are required to comprehend the text being read. It means that through reading students can understand the text and receive more knowledge and information they

need. It can provide the students with interesting information and it will help them to improve their English mastery.

The National Department of Education in Indonesia includes Reading as a skill in learning English. According to Curriculum 2013, students are expected to comprehend and understand a text in English. Therefore, in the level of school, students will learn some kinds of text. Junior high school students will learn five types of texts such as Descriptive text, Narrative text, Procedure Text, Announcement Text, and Recount Text. Based on the syllabus of Junior high school class eight in the second semester, one of the text that will be learned is the Narrative Text.

Narrative text is found in stories and has a structural organization that includes beginning, a middle, and the end of the story. The narrative text has the generic structure. Klingner (2007:77) states that the structure of narratives is often called a “story grammar”. This term refers to the different elements of a story, such as the characters, setting, plot and a resolution to the problem.

However, the students find some difficulties in understanding the narrative text when they are asking to read. Based on the writers’ experience in teaching English at junior high school and from the students point of view in learning to read narrative text. There are some problems that make the students found it difficult to read a narrative text.

First, the lack of vocabulary in English become one of the problems why students difficult to understand what they read. Students

which have much vocabulary in English will feel that reading a story or narrative text is fun and entertainment to them, but for some students, it is hard because of a lack of vocabulary.

Second, the students cannot find the keyword of the text automatically and they can not get the meaning of the text and bring the ideas from the text into their own word. Finding the keyword of the text correctly and based on the text they read, will help the students comprehend the text.

Third, students got low motivation and low reading skills in class. According to the results of research conducted by the team of programs of international students Assessment (PISA) research and development of National development of education (2003) who stated that reading skills of children aged 15 years in Indonesia are very alarming. It is about 37,5 percent students can only read without capturing its meaning and 24,8 percent students can only associate text they read with their knowledge of information.

The next problem is students do not give their attention while their teacher explains the material; the students do other activities like doing homework or talking with their friend. Thus, the effects of the problems above are the students were failed in reading and they can not comprehend the text.

Besides the difficulties faced by students in reading the narrative text, the teacher also finds it difficult to find an appropriate model of learning. The teacher got difficulties to encourage the students to make

reading become an interesting activity in the classroom. The teacher needs a technique or strategy in teaching reading narrative text that can make students able to understand the narrative text.

A strategy is an important factor to get a success in teaching. Most of English teacher often used the same strategy in teaching reading. Klingner( 2007:79) says that some strategy focused on providing students with an organizational guide to use when reading it includes the principal components of a story. He also mentions that other activities draw students' attention to different story elements.

Regarding that problem, the teacher needs to make the students interested to read and comprehend when they are asking to read. The solution that is proposed in this paper is by using "Story Face Strategy". Staal (2004:12) states that story face strategy is a graphic organizer that aids strategy comprehension of narrative text. It functions like a story map, allowing students to visualize the important component of a narrative text, including setting, main characters, problems, events, and a resolution. This 'Story Face Strategy' can be learned through discovery and is flexible in how it and accommodate key element in narrative text.

Furthermore, by using the Story Face Strategy it can help students' comprehend a story in a narrative text. Students will understand the meaning of the text that consists of the setting, the main characters, problems, event and a resolution of the story or narrative text. Also, this strategy can help students in remembering elements in the narrative text and guide them to retelling the story.

Overall, the teacher can use the Story Face Strategy to help the students in reading a narrative text.

#### **B. Limitation of the Problem**

Based on the background above, the problem is limited to the use of Story Face Strategy in teaching reading a narrative text to junior high school students.

#### **C. Formulation of the Problem**

The formulation of the problem is “How to use the Story Face Strategy in teaching reading a narrative text to junior high school students?”

#### **D. Purpose of the Paper**

The purpose of the paper is to introduce and explain to the readers how to use Story Face Strategy in teaching reading a narrative text. This paper is hoped to be able to help the teacher to get attract students' attention and maintaining the student's motivation in reading activity, as well as a suitable strategy for the teacher to teach the text.