THE USE OF STORY FACE STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT MA AL-KARIIM BENGKULU TENGAH

(A Classroom Action Research at the Second Grade Students of MA AL-KARIIM Bengkulu Tengah)

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ABSTRACT

The objective of this research was to measure improvement the students in reading comprehension through Story Face Strategy of Narrative text at MA AL-Kariim Bengkulu Tengah. This reserach was conducted using classroom action. In conducting this research, the researcher used of story face strategyto improve students reading comprehension of narrative text. The researcher chose second grade students of MA Al-Kariim Bengkulu Tengah as the sample of the research. Class XI IPS consists of 26 students. Therefore, the subjects of this research were26 students. The finding of this research showed that Story Face strategy improved the students' reading comprehension at second grade of MA Al-Kariim Bengkulu Tengah. The percentage of students who passed the minimum mastery criterion improved continuallly from baseline data to cycle 1, cycle 2, and cycle 3. The mean score also improved continually from baseline to cycle 3.The researcher suggested the following points: English teachers can apply Face Story strategy as one of the alternative way to improve students' reading comprehension and to improve students' academic achievement. It could help the teacher in applying various activities in the classroom. Further research is highly recommended to find as many as good reading strategy and technique to be applied in the classroom. By finding other strategy and technique, it hopes can create better reading comprehension for the students.
Key Words: Story Face Strategy, Narrative Text, Reading Comprehension
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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan membaca pemahaman teks Naratif siswa di MA AL-Karim Bengkulu Tengah melalui Strategi story face. Penelitian ini adalah penelitian tindakan kelas. Dalam melakukan penelitian ini, peneliti menggunakan strategi story face untuk meningkatkan membaca pemahaman teks naratif siswa. Peneliti memilih siswa kelas II MA Al-Kariim Bengkulu Tengah sebagai sampel penelitian. Kelas XI IPS terdiri dari 26 siswa. Sehingga subjek penelitian ini berjumlah 26 siswa. Hasil penelitian menunjukkan bahwa strategi Story Face dapat meningkatkan membaca pemahaman siswa kelas II MA Al-Kariim Bengkulu Tengah. Persentase siswa yang lulus kriteria ketuntasan minimal meningkat secara terus menerus dari data awal ke siklus 1, siklus 2, dan siklus 3. Nilai rata-rata juga meningkat secara terus menerus dari awal sampai ke siklus 3. Peneliti menyarankan poin-poin berikut: Guru bahasa Inggris dapat menerapkan Strategi story face sebagai salah satu cara alternatif untuk meningkatkan membaca pemahaman siswa dan meningkatkan prestasi akademik siswa.Strategi Ini dapat membantu guru dalam menerapkan berbagai kegiatan di kelas. Penelitian lebih lanjut sangat disarankan untuk menemukan sebanyak mungkin strategi dan teknik membaca yang baik untuk diterapkan di kelas. Dengan ditemukannya strategi dan teknik lain diharapkan dapat menciptakan membaca pemahaman yang lebih baik bagi siswa.

Kata Kunci: Strategi Story Face, Teks Naratif, Membaca Pemahaman

INTRODUCTION

Reading is important things of our language and to get infomation, learning of the reading is stard from the children. Learning reading, especially for continued education, knowledge, and skill. Many people when they read a text but cannot understand what they read it, that's mean reading without comprehension. According to Ostrov (2003:1), comprehension is one of importantfactors that indicates how well people read. When we read a text fastly, then we cannot understand what we have read, it means that we do not read it with comprehension. Comprehension is usually measured by comprehension questions from text we have read. A reader's comprehension of a text might be different from the other. It is the process of reading comprehension of the text is affected by knowledge.

Reading comprehension is effective way to improve the students in good learning in their reading comprehension. Many strategies of reading comprehension. Saddleback (2002 : 4), for example, designing reading comprehension strategies to reinforce and extend the reading skills of students. The reading comprehension strategies are creating vocabulary knowledge, activating prior knowledge, pre-reading—previewing and predicting,

previewing and predicting text, mental imaging, semantic mapping, summarizing, and self-questioning. Therefore, the teacher should be able to develop the students in reading comprehension in test based indicator.

Based on the observation result, the students of MA Al-Kariim Bengkulu Tengah have problems in their reading comprehension. The researcher has seen difficulties students in reading skill, some students have ability to read the text very well, but the students can't to connect because they have lack of knowledge. According to Utami (2017 : 26) in reading, the students should comprehend some aspects, such as main idea and details, word meaning and information. By comprehending them, the students will understand the content of the text easily. The effective way to help the students in their reading is Narrative Text to improve their reading, and the strategy to use the research is using the Story Face Strategy. Therefore, the researcher strives to improve the students in reading comprehend by using appropriate for learning narrative text. From the problem above, researcher intended to try students reading comprehension of narrative text by using story face strategy.

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According to Staal (2000 : 26-31), The story face is an adaptation of story mapping that also uses a visual framework for understanding, identifying and remembering elementsin narrative text. Based on the statement, the story face used the framework to understand about the text and make students better understand the contents of the text, before read the text studentsshould be remember and identify the elements of narrative text, and the students have background knowledge in reading narrative text.

There are several steps that should be mastered in using the story face in narrative text. Before reading the text, the teacher gives an ilustration about the text, and then the teacher tells about the text to student, and the last when the techer reading the text, the teacher asking what they thinking and feeling. And at the time students can understand the content of the text that has been received from the teacher who has provide ilustration of the content of the story before and after reading the text.

To measure the improvement reading skills, especially in reading comprehension. The researcher is seeking effective way to assist students in MA AL-Kariim Bengkulu Tengah when reading narrative text. To help students to improve their reading, teachers should be able to identify various types of texts that a student will encounter when reading and various strategies of reading which the student might adopt. So the researcher strives to improve students comprehension by using a way that appropriate for learning narrative text. The researcher found that using Story Face Strategy is appropriate to help students comprehend of narrative text. Because, Story face provides a visual framework before read the text for understanding the content, and some charachters in the text, identifying and remembering the elements of narrative text.

The researcher intend to conduct classroom action research (CAR) at MA Al-Kariim Bengkulu Tengah using a Story Face Strategy in their reading comprehenison to provide improvisation for students in the ability to read especially in Narrative Text. That is the reason why the researcher interested in this title *" The Use of Story Face Strategy to Improve Students' Reading Comprehension of Narrative Text AtMA AL-Kariim Bengkulu Tengah".*

This research was expected to be benefit for the students, Story Face strategy is an effective way of reading comprehension, especially in narrative text. So, that the students can understand the contents of the text through the framework of the text. For the teachers, The teachers can

use this strategy to improve students reading comprehension, so the students will know comprehension in the text that has been given to them. While for other researchers. this study can use as a reference and provide useful information about the strategy to improve students reading comprehension

Based on the statement above, the objective of this research is to find out whether there is anay improvement of the students' reading comprehension through Story Face Strategy of Narrative text at MA AL-Kariim Bengkulu Tengah.

METHODOLOGY

This reserach was conducted using classroom action. According to Risky (2007: 59) states that action research is teacher research in increasing the effectiveness of learning in the classroom, so it has its own criteria.This research purpose to improve the process of the quality of teaching and learning in the classroom, so that students were more comfortable and interested in learning.

In conducting this research used of story face strategy to improve students reading comprehension of narrative text at MA Al-Kariim Bengkulu Tengah is an action research study. In conducting this research, the researcher have applied story face strategy in the process of teaching and learning in the classroom to improve students reading comprehension of narrative text. This research consisted of three cycles and each cycle consist of four elements Planing, Action, Observation and Reflection, as follows:
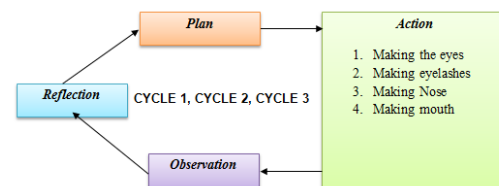
Picture 1. Cyclical AR model based Kemmis and Mc Taggar (1988)

Planning

In the planning phase, researcher have implemented activities such as: 1) Preparing lesson plan, 2) Preparing research instrument and 3) Arranging the schedule.

Action

The reseacher conducted the action for teaching and learning especially in improving reading comprehension based on lesson plan with story face strategy. According to Bedrimiati (2012 : 24) The stage of action based on story face strategy procedure, they are 1) The teacher gave a narrative passage to the students, 2) The teacher told the students that they are going to learn the parts of a narrative text and the story face helps them to understand and to

remember more about what they read, 3) The teacher explained about narrative text and its elements, 4) The teacher helped the students to understand how the elements are interrelated. For example, tell students that identifying the theme requires studying the main character(s), the main problem, and the way in which the main characters solve or do not solve the problem, 5) The teacher asked the students to sit in a group, 6) The teacher asked the students to read the text with their partner, 6) The teacher distributed a copy of the form of story face to each group, 7) The teacher reviewed the information (setting, main characters, problem, events, and resolution) that students are expected to find, 8) The teacher asked the students to complete the face as follows: (a) main character and major event, (b) setting and second major event, (c) problem and third major event, and (d) story outcome and fourth major event, 9) The teacher assigned weaker readers to the easier tasks of main character and setting, for the first few sessions, 10) The teacher leaded a class wide discussion of the story elements,focusing on helping students to evaluate whether their answers are correct.

Observation

The researcher made observation in teaching learning process. Researcher write in an observation sheet describing the steps of teaching and learning activities in accordance with lesson plan, the students response and the class situation using the field note and structured observation sheet.

Reflection

After conducting the action phase, the reseacher used to make reflection of activity in the action stage by analyzing observational data and analyze pre-test and post-test score to know that story face strategy is better implies in teaching reading comprehension.

This research conducted in MA Al-Kariim Bengkulu Tengah the located at Jln. Air Rikis Desa Sidodadi Kecamatan Pondok Kelapa Kabupaten Bengkulu Tengah. The researcher chose this school through some interviews and observations. The research selection of study was based on students lack reading comprehension at MA Al-Kariim. Classroom action research was an activity under take to improve their performance and teaching skill in the classroom. It was done from May to June 2019. The population of this research at MA Al-Kariim Bengkulu Tengah. The researcher chose second grade students of MA Al-Kariim Bengkulu Tengah. Class XI IPS consists of 26 students. Therefore, the populations of this research were 26 students. The sampling of this research consisted of 26 students, the sample is the part or representative of the

population that has been the research of Arikunto (2013: 174).

The instrument of this research was a reading test. The test intended to gather information about the students reading comprehension. Story face can increase students ability in identifying the orientation in narrative text. And to measure the students reading comprehension in order to obtain emprical data. They were three techniques of data collecting in this study, observation, test and interview.

The data of this research was collected by using pre-test and post-test of reading comprehension of narrative text. The reseacrh tends to use techniques as follows:

a) Qualitative data presentation is carried out by providing coherent narratives at each stage/procedure in the form of pharagraphs. The general feature of this technique is that it contains stories throughout the learning process. In the implementation of the action carried out by providing a qulitative analysis with free observation on the implementation of learning.

In this technique the presentation performed on the action observation is done comprehensively, namely that all observations are presented in full in dercriptive narrative, *b) Quantitave* data prentation needs to be done in order to provide clarity on the effectiveness of the action. The effectiveness of action can be identified in two elements, namely: (1) An increase in learning outcomes or the ability of children between cycles and, (2) The achievement of indicators of research success.

The criteria of success from an action in classroom action research Story face strategy can improve students reading comprehension with percentage and standard KKM of the students who reach more than 75 is 70% of the total students. Students will have be better motivation, so that students don't feel boring and fear during the implementation of the story face strategy. Moreover, the observation result also showed that there are number of students who participate the classroom.

FINDING AND DISCUSSION
Findings

Before doing the pre-test, the test itself was tried in another class in similar school. The try out was used to find the validity and item characteristics of the original draft. From 30 try out item questions, 26 of them were found to be valid, and 4 were invalid. Then 25 of them were used as the research instrument. Since it was a classroom action research, the researcher was helped by two collaborators who were the English teachers of MA Al-

Kariim Bengkulu Tengah in doing this research. There were four steps in each cycle of this research; they were plan, action, observation, and reflection. The result of each cycle was used as reflection to make better improvements for the next cycle.

Before doing the research, the researcher collected the baseline data. The mean score of baseline data was 65.4. The result showed that the mean score could not reach the standard of passing grade of MA Al-Kariim that was 75. This result also concluded that the students' reading comprehension was still low. Furthermore, a new strategy or technique in teaching was needed to be applied in order to create a better learning process and to improve the students' reading comprehension. Therefore, the implementation of using Story Face Strategy was expected to solve the problems and to improve students' reading comprehension.

Result of Cycle 1

Cycle 1 was conducted in 3 meetings (3 x 90 minutes). The researcher was helped by collaborator. This cycle was consisted of four steps; plan, action, observation, and reflection. The brief explanation of this cycle can be seen as follows:

Observation

In this stage, the researcher was helped by the collaborators who observed the teaching and learning process. All the data in this stage were collected by using observation checklist which filled by the collaborator. The observation checklists used were consisted of students' observation checklist and teacher's observation checklist. The observation result will be explained for each meeting except the post-test.

The collabrators observed the teacher's and students' activities for three meetings in cycle 1 then the researcher analyzed the result by summing up the point given by the collaboators to find the means. The result was categorized acording to the summary table of means. The result of observation checklist and notes were used to identify how the implementation of Story Face Strategy in cycle 1. The result revealed that generaly the students' activities during learning process using Story Face Strategy was moderate. It means that the students did not understand enough about the use of Story Face Strategy.

Plan

All of the elements that needed in doing this research had been completed in the plan stage. They were schedule, lesson plan, learning material, reading test, students' and teacher's observation checklists. The lesson plan and the learning

material had been designed based on the curriculum K13 and school's syllabus. However, based on the syllabus, the researcher had planned to teach about narrative text. The reading test had been designed in order to see the improvement of students' reading comprehension. Observation checklists also had been designed based on the indicators and learning strategy used in this research.

Action

The researcher applied the action according to the lesson plan in action stage. The action on this research was consisted of three meetings.

In the first meeting, the teacher gave the students a kind of narrative text. Firstly, the teacher gave apperception to the students. The teacher gave explanation about narrative text and Story Face Strategy. The teacher explained briefly about what the students had to do.

In the second meeting, the researcher applied Story Face Strategy in reading class. The researcher gave the students to how to apply Story Face stategy in group. Then the researcher asked the students to read the text and answer the questions.

In the last meeting, the researcher recalled the students' knowledge about narrative text and Story Face Strategy. Then, the students had to answer the reading test

designed by the researcher. Thus, the reading test at the end of cycle 1 was taken as the result of cycle.

Beside of reading test, the observation was also done through the result of reading test which was held at the end of the cycle 1. Firstly, the interval ability category of reading test result in cycle 1 will be presented in the following table :

Table 1.Students' Reading Score in Cycle 1

Number of Students	Category	Percentage
9 Students	Passed	34,62%
17 Students	Fail	65,38%

Chart 1. The Students' Percentage in Cycle 1

Regarding to the table 3 and chart 1, there were only 9 students or 34,62% o students who passed the reading test and the rest with number of students 17or 65,38% of students did not passed the test. Meanwhile the students' reading mean score in cycle 1 increased from baseline data.

Reflection

The result of the reading test showed that just few students approximately 34,62% passed the standard passing grade which was 75. Through the reflection and discussion between the researcher and the collaborator, it would be taught more effectively on the

next cycle. Moreover, from the observation checklists, it could be concluded that students' and teacher's attitude during the learning process and during the using of Story Face Strategy in reading were not maximal. The students' participation during the using of Story Facewas still moderate, some students did not give their good ideas while answer the question.

The teacher also could not control the class well. Based on the result above, it was important to conduct the next cycle with some improvements for the best result. Based on those weaknesses, the improvement of applying the strategy had to be done. The improvement in applying Story Face Strategy can be seen in the following table. Table 2: The Weaknesses and The Improvements of applying Story Face Strategy in cycle 1.

Table 2: The Weaknesses and The Improvements of Applying Story Face Strategy in Cycle 1

No	The Weaknesses	The Improvements
1	The teacher gave the questions orally	The teacher wrote the questions on the whiteboard
2	The teacher only focused on some students	The teacher enhanced in controlling and monitoring the students
3	The teacher did not give enough information to predict the main idea and the speciic information of the text	The students' mean score in cycle 1 was better than students' mean score in baseline data

Result of Cycle 2

Cycle 2 was conducted in 3 meetings (3 x 90 minutes). The researcher was helped by collaborator. This cycle was consisted of four steps; plan, action, observation, and reflection. The brief explanation of this cycle can be seen as follows:

Observation

In this stage, the researcher was helped by the collaborators who observed the teaching and learning process. All the data in this stage were collected by using observation checklist which filled by the collaborator. The observation checklists used

were consisted of students' observation checklist and teacher's observation checklist. The observation result will be explained for each meeting except the post-test.

The collabrators observed the teacher's and students' activities for three meetings in cycle 2 then the researcher analyzed the result by summing up the point given by the collaboators to find the means. The result was categorized acording to the summary table of means. The result of observation checklist and notes were used to identify how the implementation of Story Face Strategy in cycle 1. The result revealed

that generaly the students' activities during learning process using Story Face Strategy was moderate. It means that the students did not understand enough about the use of Story Face Strategy.

Plan

All of the elements that needed in doing this research had been completed in the plan stage. They were schedule, lesson plan, learning material, reading test, students' and teacher's observation checklists. The lesson plan and the learning material had been designed based on the curriculum K13 and school's syllabus. However, based on the syllabus, the researcher had planned to teach about narrative text. The reading test had been designed in order to see the improvement of students' reading comprehension. Observation checklists also had been designed based on the indicators and learning strategy used in this research.

Action

The researcher applied the action according to the lesson plan in action stage. The action on this research was consisted of three meetings.

In the first meeting, the teacher gave the students a kind of narrative text. Firstly, the teacher gave apperception to the students. The teacher gave explanation about narrative text and Story Face Strategy. The teacher explained briefly about what the students had to do.

In the second meeting, the researcher applied Story Face Strategy in reading class. The researcher gave the students to how to apply Story Facestategy in group. Then the researcher asked the students to read the text and answer the questions.

In the last meeting, the researcher recalled the students' knowledge about narrative text and Story Face Strategy. Then, the students had to answer the reading test designed by the researcher. Thus, the reading test at the end of cycle 1 was taken as the result of cycle.

Beside of reading test, the observation was also done through the result of reading test which was held at the end of the cycle 2. Firstly, the interval ability category of reading test result in cycle 2 will be presented in the following table:

Table 2. Students' Reading Score in Cycle 2

Number of Students	Category	Percentage
19 Students	Passed	73,08%
7 Students	Fail	26,92%

Regarding to the table 3 , there were only 7 students or 26,92% of students who did not passed the reading test and the rest with

number of students 19or 73,08% of students passed the test.

Reflection

The result of the reading test showed that just few students approximately 73,08% passed the standard passing grade which was 75. Through the reflection and discussion between the researcher and the collaborator, it would be taught more effectively on the next cycle. Moreover, from the observation checklists, it could be concluded that students' and teacher's attitude during the learning process and during the using of Story Face Strategy in reading were not maximal. The students' participation during the using of Story Face was still moderate, some students did not give their good ideas while answer the question. The teacher also could not control the class well. Based on the result above, it was important to conduct the next cycle with some improvements for the best result. Based on those weaknesses, the improvement of applying the strategy had to be done. The improvement in applying Story Face Strategy can be seen in the following table.

Table 3. The Weaknesses and The Improvements of Applying Story Face Strategy in Cycle 2

No	The Weaknesses	The Improvements
1	The teacher did not too active to ask the students in teaching process	The teacher wrote the questions on the whiteboard
2	The teacher only focused on some students	The teacher enhanced in controlling and monitoring the students
3	The teacher did not apply the technique better	The students' mean score in cycle 1 was better than students' mean score in baseline data

Result of Cycle 3

Cycle 3 was conducted in 3 meetings (3 x 90 minutes). The researcher was also helped by collaborator. This cycle was consisted of four steps; plan, action, observation, and reflection. The brief explanation of this cycle can be seen as follows:

Observation

In this stage, the researcher was helped by the collaborators who observed the teaching and learning process. All the data in this stage was collected by using observation checklist which filled by the collaborator. The observation checklists used were consisted of students' observation checklist. The observation result will be

explained for each meeting except the post-test.

The collabrators observed the teacher's and students' activities for three meetings in cycle 3 then the researcher analyzed the result by summing up the point given by the collaboators to find the means. The result was categorized acording to the summary table of means. The result of observation checklist and notes were used to identify how the implementation of Story Face Strategy in cycle 3.The result revealed that generaly the students' activities during learning process using Story Face Strategy was good. It means that the students understood enough about the use of Story Face Strategy.

Plan

All of the elements that needed in doing this research had been completed in the plan stage. They were schedule, lesson plan, learning material, reading test, students' and teacher's observation checklists. The lesson plan and the learning material had been designed based on the curriculum K13 and school's syllabus. However, based on the syllabus, the researcher had planned to teach about narrative text. The reading test had been designed in order to see the improvement of students' reading comprehension. Observation checklists also had been designed based on the indicators and learning strategy used in this research.

Action

The researcher applied the action according to the lesson plan in action stage. The action on this research was consisted of three meetings.

In the first meeting, the teacher gave the students a kind of narrative text. Firstly, the teacher gave apperception to the students. The teacher gave explanation about narrative text and Story Face Strategy. The teacher explained briefly about what the students had to do.

In the second meeting, the researcher applied Story Face Strategy in reading class. The researcher gave the students to how to apply Story Face stategy in group. Then the researcher asked the students to read the text and answer the questions. In the last meeting, the researcher recalled the students' knowledge about narrative text and Story Face Strategy. Then, the students had to answer the reading test designed by the researcher. Thus, the reading test at the end of cycle 3 was taken as the result of cycle.

Beside of reading test, the observation was also done through the result of reading test which was held at the end of the cycle 3. Firstly, the interval ability category of reading test result in cycle 2 will be presented by using the following table:

Table 4. Students' Reading Score in Cycle 3

Number of Students	Category	Percentage
23 Students	Passed	88,46%
3 Students	Fail	11,54%

Regarding to the table 5, there were 23 students or 88,46% of students who passed the reading test and the rest with number of students 3 or 11,36% of students did not passed the test .

Reflection

The result of the reading test showed that just few students approximately 88,46,% passed the standard passing grade which was 75. Through the reflection and discussion between the researcher and the collaborator, the treatment was stopped. Moreover, from the observation checklists, it could be concluded that students' and teacher's attitude during the learning process and during the using of Story Face Strategy in reading were maximal. The students' participation during the using of Story Face was good, some students gave their good ideas while answer the question. The teacher also controled the class well. Based on the result above, it was no more treatment for the next cycle. It means that Story Face

Strategy was effective in improving students' reading comprehension.

Discussion

The finding of this research showed thatthere was a better improvement from the mean score of the cycle 1 (70,92), the mean score of students' reading test in cycle 2 (74,92) and cycle 3 (80,03). This increasing point could be categorized as good and satisfying since 88,46% of the students passed the test. It means that had improved the students' comprehension yet. Furthermore, the result of the observation checklist was also good and satisfied.

In teaching reading process, teacher uses many strategies. Teaching strategies has a variety of purposes. One of the strategy is story face, the researcher tends to use story face as teaching strategy that has purposes to improve students reading comprehension of narrative text. This strategy function like a story map, to make the students visualize the important components of a narrative text. The story face is a graphic organizer that aids students comprehension. It function like a map, allowing students to visualize the important components of narrative text, including setting, the characters, problems, events, and resolution. Setting is when a story takes place and time. The character is the

people/actors in the story. Even is that make up the story including, exposition, rising action. Climax is falling action and resolution. Resolution is where the problems in the story is solved.

Teaching reading through story face is teaching reading with imagination and vizualization to find main of every component in each story. Teaching reading through story face is using story map that provides a visual framework with make the shape with the main component looks like the face to help student understand of the text. The students find their imagination through story mapping and describe about their read. Students understanding, identifying, and remembering the elements of narrative text and the students will know setting, main characters, problems, events, and a solutin of the story. Teaching reading through story face strategy makes students understanding in reading materials.

This finding confrirred some previous studies. topic. The first is The Effectiveness of Story Face in teaching Reading Comprehension at The Tenth Grade of SMK Batur Jaya 2 Ceper Klaten. This thesis is arrenged by Zahriyatul Mufidah from English Education Department Islamic Education and Teacher Training Faculty The State Islamic Institute of Surakarta in Academic Year 2018. The aim of this

research is to find the phenomenon of the problems associated with reading comprehension of senior high school, especially in SMK Batur Jaya 2 Ceper Klaten. The researcher did observation and interview to English teacher and the tenth grade students of SMK Batur Jaya 2 Ceper Klaten. This Thesis is to find out the effectiveness of Story Face in teaching reading comprehension on narrative text at tenth grade students of SMK Batur Jaya 2 Ceper Klaten in academic year 2017/2018.

The second title is The Effect of Story Face on Students' Reading Comprehension of Narrative Text in Grade VIII of Islamic Juniour High School Nurul Hidayah Pematang Kayu Arang. This thesis is arrenged by Bedrimiati from Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru in Academic Year 2012. The aim of the research is focus on the effect of story face on students' reading comprehension. The text to be studied is also limited to the narrative text type. The researcher believes that this research theoretically contributes and expands the theories of teaching English for foreign language students in relation to the use of story face and its effect on students' reading comprehension of narrative text.

The third title is Teaching and Learning Reading Through Story Face at The First Semester of The Eleven Grade at SMA Al-Azhar 3 Bandar Lampung. This thesis is arranged by Teguh Juliansah from Tarbiyah and Teacher Training Faculty The State Institute of Islamic Studies Raden Intan Lampung in Academic Year 2016. The aim of the research is to know the process of teaching and learning reading through story face and the problem in the process of learning reading at the first semester of the eleven grade at SMA Al-Azhar Bandar Lampung.

CONCLUSION

From the research result, it can be concluded that Story Face strategy improved the students' reading comprehension at second grade of MA Al-Kariim Bengkulu Tengah. The percentage of students who passed the minimum mastery criterion improved continuallly from baseline data to cycle 1, cycle 2, and cycle 3. The mean score also improved continually from baseline to cycle 3.

SUGGESTIONS

Based on the conclusion above, the researcher suggested the following points: English teachers can apply Face Story strategy as one of the alternative way to improve students' reading comprehension and to improve students' academic achievement. It could help the teacher in applying various activities in the classroom.

Further research is highly recommended to find as many as good reading strategy and technique to be applied in the classroom. By finding other strategy and technique, it hopes can create better reading comprehension for the students.

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