CHAPTER II
THEORETICAL BASES AND HYPOTHESIS

This chapter explained all theory related from this research such as: definition of strategy, definition of story face, theory of reading, the principle of teaching reading, reading comprehension, assessing reading comprehension, method and strategy for improving comprehension, the teaching reading comprehension by using story face strategy and hypothesis.

2.1 Story Face Strategy

2.1.1 Definition of Strategy

Strategy is the way to research out the education goals. Iskandarwassid et al, (2008: 2) said that “strategy as a skill to manage event”. Teacher should choose learning strategy correctly to fit situation and condition, source of study, and the character of students. In addition, according to Whittington (2001: 2) strategy is a rational process of deliberate calculation and analysis, designed to maximize long term advantage. Based on explanations above it can be concluded that strategy is the process to make situation more interesting. Beside that, strategy helps students understand the text easily. So, the story face strategy was chosen to improve students’ ability in reading comprehension.

2.1.2 Story Face

Klingner et al in Stall (2007: 79) said “Story face strategy is an adaptation of story mapping that provides a visual framework for understanding, identifying, and remembering elements in narrative text”. The topic or title in story mapping is written
in a circle in the middle of the page and the subtopics or components written in the surrounding circle. The students were applied the structure of the narrative story in the circle; it was used to connect their knowledge about the narrative text with chart.

**Figure 1. Example of the story mapping**

![Story Mapping Diagram](image)

Klingner et al, (2007:80)

Based on explanation above, story face strategy is a good strategy to help students identifying the elements of narrative text because the story face strategy is adaption from story mapping. Beside that Virginia Department of Education (2004 : 12) explained that “The 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. The different of them is story face like a face. The function is to made students enjoy because this strategy is easy and they
would be more thinking in the process of learning. This is example of the story face figure.

**Figure 2. Story faces figure by Klingner**

Based on the picture above students can apply most of the elements of story face strategy, they can choose the setting, main character, problem, event, solution that they have analyzed one by one from the text. Beside that Virginia Department had sample figure of story face strategy. The instruction same with figure number two from Klingner, but it was have some different.
Two pictures above are the sample of story face strategy, both of them explained about the elements of narrative text. The different of two pictures is the component of the story, in the first picture, all of the elements narrative text is included, but in the second picture, one of elements narrative text is not included, that is solution. So, the first picture for this research was chosen because it concordant with elements of narrative text.

2.2 Reading

2.2.1 Theory of Reading
Reading is one activity needs the focus and concentration. Harmer, (1991: 190) said “reading is an exercise dominates the eyes and the brain”. It means that the activity using the eyes to read and then the brain of that organization of message. Then Eainburg, (1999: 249) explained reading is a process looking at the words and understanding them. Reading activity makes students gain the information, experience and can improve the positive effect for their life. Moats, (1999: 5) stated that “Reading is the fundamental skill upon which all formal education depends”.

From some definitions above, it can be concluded that reading is an activity to build our knowledge and comprehension about the material. Beside that by reading we can know what the authors want to say in his written.

For students, reading is important to find out information and get the knowledge. By reading they can enquire new ideas, information and get answer question given by the teacher. Beside that they can get positive influences from the message in the text.

Mcwhorter, (2005: 32) explains that many of students consider reading as a single step process such as: open the book, read and then close the book. But the effective of reading is a complex set of skills involving activity before, during and after reading. Before reading activity hope students to interesting what they will read, predict what will happen, learn new vocabulary, students must know what they read because it helps them understand the text and the meaning of the author. After reading Activity, Macecca (2007: 12) said that after reading activity are as follows: Reread to review information and located specific information, confirm prediction,
discuss what was understood and share information, clarify meaning, relate the reading to the read, summarize what was read, synthesis new information, annualizes different element to the text, generate new questions and asses what was learned.

Based on the explanations above, reading is activity to understand the content of the text, after reading we can get message and information which can add our knowledge. The activity analyzed different element to the text after reading is one way to understand the content of the text and it was same with the attention of this research. This activity can be applied with the story face strategy.

2.2.2 The Principles of Teaching Reading

Harmer, (1991: 70) explains six principles in teaching reading. They are:

Principle 1: reading was not a passive active. Reading does not read the text, but must reading comprehension. So, it can be understood the argument and the means of the text.

Principle 2: students not to be engaged with what they are reading. Students interest what they have done if the topic was really and give them motivation.

Principle 3: students should be encouraged to respond the content of a reading text, not just to the language. It means that the students must understand the text, the message of the text it must important and gave students a charge respond that message in some way.

Principle 4: prediction was a major factor in reading. prediction was very important activity before we read the text by the book cover, the head line, and the word processed page. The brain can start predicting what we were going to read.
Principle 5: match the task to the topic. Much text reading can be understood if we can answer the question correctly. For example question, engaging and used puzzle. Most interesting text can be undetermined by asking boring and inappropriate questions.

Principle 6: Good teacher exploits reading text to the full. Reading text was full of sentences, words, ideas, descriptions, etc. A teacher integrates the reading text into interesting class sequences, teacher using the topic for discussing the tasks.

2.2.3 Reading Comprehension

Snow (2002: 11) stated that “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”

Reading comprehension is an active skill to build good communication in written text. Grellet (2006: 9) stated “reading comprehension activities should be suited to the text and to one’s reason for reading them”. It means that to read the text need an activity to make the text meaning is clearly whether it comes from the main idea, the author view side and conclusion.

Tanskerley (2003: 90) stated “Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented”. When the reader read for comprehension and
understands they must connect their background knowledge with new information in
the text.

Beside that Snow (2002: 11) explained three elements in reading
comprehension, they are: the reader, the text and the activity. The readers are
consisting with who is doing the comprehension all the abilities, knowledge and
experience. The text is text from author will give information for the readers and the
last is the activity the process to read and understand the text. In reading
comprehension the readers does not only read but also makes interpretation,
identification, evaluation and judgment from one element to other

2.2.4 Method and Strategy for Improving Reading Comprehension

Klingner et all (2007: 79-86) explained that there are some specific
strategies for improving comprehension. They are as follows:

a. Story Maps. Using story maps added the C-SPACE (C-characters, S-
setting, P-problem, A-action, C-conclusion, E- emotion) helping students to
remember and understand elements of a story

b. Story face. Shape of story face like “happy” and “sad” faces, the functions
understands the element of story.

c. Story Glove. comprehension is based on clues through icons on each finger
and in the palm.

d. Story Recipe. It can be completed after students read a story as an exercise
for analyzing story structure.
e. **Retelling.** Procedure to asking students to recall the event in a story after they have read it or heard it.

f. **TELLS.** (T- study story titles, E- examine and skim pages for clues, L-look for important words, L- look for difficult word, S-think about the story setting)

g. **Theme Scheme.**

h. **Prediction Task.** The students predict what comes next in the finished story.

i. **Cloze Task.** Students fill in the missing information, completed it individually, pairs and a small groups.

j. **Scrambled Stories.** Teacher mixed the kind of story and put the pieces of the story.

Furthermore the strategy for improving comprehension is supported by Talibo (2009:44) she found that a context clue was one of strategy that could be used in teaching English reading. The context clues can help students understand the meaning of difficult words and improving their reading comprehension. Then Yuliana (2009:37) found that PACA Strategy can improve students’ ability in reading. The students are more active in learning process by predicting what the text told about by looking the title of the text or an article. Based on explanation above, the story face strategy used to influence students’ reading comprehension. The use of Story face strategy can help students’ derive the full meaning the message by analyzing the element of story.

### 2.2.5 The Teaching Reading Comprehension by Using Story Face Strategy
The comprehensions in reading are necessary because through comprehension students can take the conclusion after they read. Comprehension in reading refers students’ ability to get main idea and explained the materials that have been read into their own words. Actually, the teacher should use strategy in teaching reading, such as story maps, story face, retelling and etc to influence the students’ reading comprehension. In this case, one of strategy for improving comprehension used is story face strategy that may influence students’ ability in reading comprehension.

Story face strategy is used after reading activity; there are steps in using story face strategy:

a. Organize students into small groups
   Ask students to make a small group into 5-6 students

b. Distribute the paper of story face to each group
   It consists of the element of story and the students would be correct them in that papers.

c. Introduce the story face
   Explain the students about element of story face, setting, explain about the setting of place and time when the story happens. Main characters, introduce who is the character dominate in this story. Problem, what happens in this story, the conflict of main character with the others. An event is the chronologies of event when the problem happens. And the last is, Solution, the end of the story. After doing some steps, teacher gave a reading to students, they discussed it with their small group.
2.3 Hypothesis

There is a significant influence of Story Face Strategy to students’ ability in reading comprehension.