

The Effectiveness Of Story Face In Teaching Reading (A Pre- Experimental Study At Class Xi Female Of SMA IT Misykat Al- Anwar Kwaron Jombang)

by Desi Agustin

Submission date: 26-Jun-2024 01:42PM (UTC+0700)

Submission ID: 2408853456

File name: ARTIKEL_Desi_Agustin_Tebu_Ireng_pendidikan.docx (98.25K)

Word count: 4490

Character count: 25775

2
5
The Effectiveness Of Story Face In Teaching Reading
(A Pre-Experimental Study At Class Xi Female Of SMA IT Misykat Al-
Anwar Kwaron Jombang)5
Desi Agustin, Sayid Ma'rifatulloh
Universitas Hasyim Asy'ari Tebuireng JombangAlamat : Tebuireng, Jl. Irian Jaya No.55, Cukir, Kec. Diwek, Kabupaten Jombang, Jawa Timur 61471
Korespodensi email : desiagustin75@gmail.com

Abstract. As an international language, English is widely used in many countries for communication. This widespread use makes English important for many aspects of life including education. Consequently, English is a mandatory subject in schools, studied from elementary levels through to university. It leads to the point of how important the mastery of English for all the students. Furthermore, the ultimate goal of English instruction is emphasized on developing students' communicative competence. This research use pre-experimental design with a quantitative approach to collect data. Quantitative methods involve gathering, analyzing, interpreting, and reporting results. The research utilized an experimental approach to evaluate students' achievement differences after receiving treatment. The Story Face strategy was used to teach students. They were given a pre-test before the treatment and a post-test after to measure any differences in reading comprehension. The specific design used was a one-group pre-test and post-test. The researchers concluded that the Story Face strategy significantly improved reading comprehension among female students in class XI at SMA Misykat Al-Anwar Kwaron Jombang. This conclusion is substantiated by the quantitative data, showing a dramatic increase in reading comprehension scores from the pre-test to the post-test. Specifically, the average score improved from a "Poor" category (33.64) to a "Very Good" category (80.91), highlighting the strategy's effectiveness.

Keywords: Effectiveness, Story Face, Teaching Reading.

Abstrak Sebagai bahasa internasional, bahasa Inggris banyak digunakan di banyak negara untuk berkomunikasi. Penggunaannya yang meluas ini menjadikan bahasa Inggris penting dalam banyak aspek kehidupan termasuk pendidikan. Oleh karena itu, bahasa Inggris merupakan mata pelajaran wajib di sekolah, dipelajari mulai dari tingkat dasar hingga universitas. Hal ini menunjukkan betapa pentingnya penguasaan bahasa Inggris bagi semua siswa. Lebih jauh lagi, tujuan akhir pengajaran bahasa Inggris ditekankan pada pengembangan kompetensi komunikatif siswa. Penelitian ini menggunakan desain pra-eksperimental dengan pendekatan kuantitatif untuk mengumpulkan data. Metode kuantitatif melibatkan pengumpulan, analisis, interpretasi, dan pelaporan hasil. Penelitian ini menggunakan pendekatan eksperimental untuk mengevaluasi perbedaan prestasi siswa setelah menerima perlakuan. Strategi Story Face digunakan untuk mengajar siswa. Mereka diberikan pre-test sebelum perlakuan dan post-test setelahnya untuk mengukur perbedaan dalam pemahaman membaca. Desain khusus yang digunakan adalah one group pre-test and post-test. Para peneliti menyimpulkan bahwa strategi Story Face secara signifikan meningkatkan pemahaman membaca di kalangan siswa perempuan di kelas XI di SMA Misykat Al-Anwar Kwaron Jombang. Kesimpulan ini didukung oleh data kuantitatif yang menunjukkan peningkatan dramatis dalam nilai pemahaman membaca dari pre-test hingga post-test. Secara khusus, skor rata-rata meningkat dari kategori "Buruk" (33,64) menjadi kategori "Sangat Baik" (80,91), yang menunjukkan efektivitas strategi tersebut.

Kata Kunci: Efektivitas, Wajah Cerita, Pengajaran Membaca.

BACKGROUND

As an international language, English is widely used in many countries for communication. This widespread use makes English important for many aspects of life including education. Consequently, English is a mandatory subject in schools, studied from elementary levels through to university. It leads to the point of how important the mastery of English for all the students. Furthermore, the ultimate goal of English instruction is emphasized on developing students' communicative competence (Puspitasari, 2018).

Received: Mei 28, 2024; Accepted: Juni 26, 2024; Published: September 30, 2024

* Desi Agustin, desiagustin75@gmail.com

1 Reading comprehension is an effective way to improve the students in good learning in their reading comprehension. According to (Utami, 2017) 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. Reading comprehension is the act of understanding what you read. If you don't understand, reading just following the symbols on the page with your eyes and probing them.

In Senior High School, teaching reading can be used to understanding some kind of text in English, especially Narrative Text. Narrative text is a type of story text that containing the settings, character, problems, and resolution. It means that, narrative text is a long story that describes people and events, There are several things considered in comprehending narrative text, such as the elements of text, the text comprehension, the words analysis, etc. compared with the others type of text, the language feature and generic structure of narrative text are more complex.

There are some kind of method that can be used by teacher for teaching reading. One of the teaching strategy that researcher choose to implemented in teaching reading comprehension is The Story Face strategy. The Story Face strategy is an adaptation of story mapping that also uses a visual framework for understanding, identifying and remembering elements in narrative text. According to (Damanik, 2020) 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 students should be remember and identify the elements of narrative text, and the students have background knowledge in reading narrative text. According to (Khairi & Nawaz, 2023) The Story Face strategy is a strategy implemented by presenting an image to interest students during the reading processes. Chandra et al., (2020) also stated that this technique can be used by teachers to increase their pupils reading comprehension and help them understand the texts they have been given.

The previous studies by (Firdaus, 2018) entitled Improving students' reading comprehension in narative text by using story face strategy at X-IPS 2 grade students of 12th State Senior High School Surabaya. Is to find out whether the Story Face method improved reading comprehension in senior high school students. The researcher employed classroom action research (CAR) and involved 35 students from the 12th State Senior High School in Surabaya. Using qualitative data, the study demonstrated significant progress in reading comprehension among the students. The methods used included observation and a reading comprehension exam, which showed the students' improvement in reading skills (Fatikhatul, 2023) also conducted relevant previous study entitled *The Influence of Using*

Story Face Strategy Toward Students' Reading Comprehension in Narrative Text At. The objective of this research is to know whether the Story Face strategy significantly improves reading comprehension in narrative texts among eighth-grade students at MTs N 2 Bandar Lampung. The students' reading comprehension skills were found to be low, particularly in narrative texts. To address this issue, the researcher employed the Story Face strategy, which provides a framework for understanding narrative texts by identifying and remembering key elements.

The study from Alfyna & Aswir (2021) is also evaluate the effectiveness of using the Story Face method with visual materials to improve reading comprehension. The research was carried out with the 7.9 class of SMPN 03 TangSel, where one class was selected as the experimental group using purposive sampling. Thirty students participated, and pre-tests and post-tests were administered to collect data. Over a month, the experimental class used the Story Face method in their English lessons. The results of the pre-tests and post-tests were analyzed using SPSS 22. The findings indicated that the t-test value (5000) was significantly higher than the df t-value (2.045) at n=29 with a range of 0.025, leading to the acceptance of the hypothesis (h1) and rejection of the null hypothesis (h0). This demonstrated that the Story Face method significantly improved students' reading comprehension of narrative texts.

(Anjaina, 2023) conducted on the previous studies on a classroom action research to investigate the effectiveness of Story Face strategy in enhancing reading comprehension among 8th-grade students at SMP IT Az-Zahra Sragen. The study used a qualitative approach, including observation and interviews, and a quantitative approach, including a reading comprehension test. The results showed that the mean score of the pre-test was 62.17, which improved to 79.95 in the first cycle, indicating significant improvement. The percentage of students who scored 76 or higher also increased from 13% to 100%. The study suggests that the Story Face strategy can effectively improve reading comprehension among students.

The researcher did an observation at the Senior High School of SMA Islam Terpadu Misykat Al- Anwar Kwaron Jombang. Based on the researcher experience, it was found that when teaching reading comprehension, especially narrative texts, students encountered significant difficulties in understanding the meanings of words within the reading materials. This challenge was compounded by the fact that the current teaching strategies employed by the teacher were not engaging or effective in motivating the students. The primary strategy involved asking students to read a text and answer questions about it, or having the teacher read the text aloud while students listened passively. These methods did not foster active engagement or critical thinking among the students, leading to a lack of motivation to read

narrative texts.

The researcher used Story Face strategy to teach reading in the eleventh grade of Misykat AL- Anwar Integrated Islamic High School because the researcher is one foundation with the school that the researcher live, therefore the researcher knows the situation at Al-Anwar Kwaron Jombang, especially the eleventh grade which is taught using the story face strategy. Researchers want to conduct research entitled Teaching Reading Comprehension Using the Story Face Strategy with eleventh grade students of Al-Anwar Kwaron Jombang in the academic year 2023/2024.

The researcher intends to study the use of the Story Face strategy. In this research, the researcher intends to understanding the difference before and after being taught by using Story Face method on understanding Narrative Text and also looking for any significant effectiveness that happened after being taught by using *story face* on narrative text to reading comprehension at class XI SMA Islam Terpadu Misykat Al-Anwar Kwaron Jombang. The main reason for choosing the Story Face method for teaching reading comprehension because this method has never been used before. As a result, the researcher were motivated to conduct a research named “The Effectiveness of Story Face in Teaching Reading”.

This research aims to make a substantial contribution to the field of English language learning and teaching, particularly in the area of reading comprehension. The results of the study demonstrate that the Story Face strategy significantly enhances students' comprehension of narrative texts. This strategy has been shown to address common issues in reading comprehension, such as limited vocabulary and difficulties in grasping the main ideas of texts. Furthermore, the study emphasizes the importance of engaging students in the learning process and ensuring that this process is enjoyable and stimulating.

The research seeks to enrich theoretical frameworks in English language learning and teaching by providing empirical evidence on the effectiveness of the Story Face strategy. The findings offer practical insights for educators, suggesting that the implementation of this strategy can lead to improved reading comprehension among students. By making learning more interactive and enjoyable, teachers can better motivate students and enhance their educational outcomes.

For students, the study illustrates how the Story Face strategy can expand their knowledge and understanding of narrative texts. This approach not only aids in comprehension but also makes the learning experience more engaging, thereby increasing students' interest and participation in reading activities. The interactive nature of the Story Face strategy helps students to connect more deeply with the material, fostering a more

profound and lasting understanding of the texts they read.

Additionally, the research serves as a valuable resource for other scholars and educators. It provides a comprehensive guide on the implementation and benefits of the Story Face strategy, offering a foundation for future studies in reading comprehension and English language education. Other researchers can build on these findings to explore further applications and adaptations of the strategy in different educational contexts and with various types of texts.

In summary, this research not only validates the effectiveness of the Story Face strategy in improving reading comprehension but also underscores the need for engaging and enjoyable teaching methods. By contributing to the body of knowledge in English language education, the study provides practical recommendations for teachers, beneficial insights for students, and a robust basis for future academic research.

RESEARCH METHOD

This research use pre-experimental design with a quantitative approach to collect data. Quantitative methods involve gathering, analyzing, interpreting, and reporting results. The research utilized an experimental approach to evaluate students' achievement differences after receiving treatment. The Story Face strategy was used to teach students. They were given a pre-test before the treatment and a post-test after to measure any differences in reading comprehension. The specific design used was a one-group pre-test and post-test (Bedrimati, 2012).

The experimental research design consisted of three stages: pre-test (T1), treatment (X), and post- test (T2). Initially, a pre-test assessed the students' reading comprehension levels. Then, the students were taught narrative texts using the Story Face strategy. Finally, a post-test was administered to evaluate the impact of the treatment on their reading comprehension. The design is written as follows :

Pre Test	Treatment	Post test
T1	X	T2

Table 3.1 Design Research

The place that the researcher will use was at SMA Islam Terpadu Misykat Al-Anwar in the academic year 2023/2024, with a total of 34 students in class XI with the formation 16 male students and 11 female students, which consisted of students that were divided into two

classes. Because male and females have different classes. The researcher took one classes for a sample Those are Class XI Female with 11 students to be an experimental group. The goal of this sampling is to obtain a representative subset of a larger population, allowing researchers to study the smaller group and make accurate generalizations about the whole. Researchers aim to use techniques that yield highly representative samples. Quantitative researchers often use probability sampling, which is based on mathematical probability theories, to achieve this goal.

The research process involves several steps. Initially, in the reconnaissance phase, the researcher prepares for the quantitative study by employing observations and a questionnaire. The questionnaire targets students' interest in reading comprehension (Variable X), while the observations focus on the Story Face method (Variable Y). In the planning phase, following the observations, the researcher collaborates with colleagues to design exercises aimed at enhancing students' reading comprehension, utilizing Collaborative Strategic Reading (CSR) and lesson plans based on the course grid. During the acting and observing phase, the researcher conducts the activities, and collaborators, including a partner from the English Education Department and a teacher, observe and document students' reactions and behaviors, also helping to manage disruptive students. Finally, in the reflection phase, the researcher and collaborators reflect on the actions through interviews with students and each other. the researcher analyze the feedback to determine the effectiveness of the activities in improving reading comprehension, and successful activities are repeated in the subsequent cycle.

Before giving the pretest and posttest to class XI Female as a research sample, the researcher carried out the pretest and posttest on another subject, class XI Male to test their validity. It is found out that from the 20 questions, it's only 13 questions were valid. Furthermore, the researcher took 10 questions had been questions no. 6, 9, 10, 12, 14, 15, 16, 17, 19, 20. The test consists of a set of 10 questions which still focuses on narrative text. Previously, the researcher had consulted with one lecture expert in English lectures at Universitas Hasyim Asy'ari. After that, construct validity was given to 11 respondents, and the results were analyzed by using SPSS.023.

RESULT AND DISCUSSION

In this study, the researcher conducted research in one class during the observation in the teaching and learning process. The research subjects consisted of 11 students from class XI Female at SMA Islam Terpadu Misykat Al-Anwar. This research use pre-experimental

design with a quantitative approach to collect data, the aim of this research is to determine the reading comprehension of class XI students at SMA Misykat Al-Anwar Kwaron Jombang before and after being taught by using the story face strategy, and also looking for the significant differences in the average reading comprehension scores before and after being taught using the story face strategy in class XI SMA Misykat Al-AnwarKwaron Jombang.

Students' Reading Comprehension before being taught by Using Story Face on NarrativeText

On the pretest section, the students must answer 10 multiple-choice questions. The numbers of students who took the pretest were 11 students. The test was intended to know the student's reading comprehension before and after students got treatment. The student's reading average score in the pretest was presented in the table below:

Table 1. pre test result score

No	Name	Pre Test Score
1	AMA	50
2	AS	20
3	ACK	20
4	CAP	30
5	GRJ	20
6	KR	30
7	LF	40
8	NDW	20
9	RM	50
10	ZAZ	50
11	ZAN	40
Total (ΣX)		370
Maximal Score		50
Minimal Score		20
Std.Deviation		12.863
Average		33.64
Mode		20

Based from the data that the researcher get, in pretest result the average student got a score of 33,64. Meanwhile, the mode is 20. The data shows that the maximum score is 50, while the lowest scores is 20. And the Std. Deviation is 12.863.

Students' Reading Comprehension after being taught by Using Story Face on Narrative Text

After receiving instruction in reading comprehension through the Story Face method, the students took a post-test. Similar to the pre-test, the post-test included 10 multiple-choice questions, and 11 students participated. The post-test results showed scores ranging from 70

to 100. This post-test aimed to evaluate the students' reading comprehension levels following the instructional intervention. By comparing their performance before and after the intervention, the post-test assessed the effectiveness of the instructional method. The average reading comprehension score from the post-test is presented in the table below:

No	Name	Posttest Score
1	AMA	100
2	AS	80
3	ACK	70
4	CAP	80
5	GRJ	70
6	KR	90
7	LF	80
8	NDW	70
9	RM	90
10	ZAZ	80
11	ZAN	80
Total (ΣX)		890
Maximal Score		100
Minimal Score		70
Std.Deviation		9.439
Average		80.91
Mode		80

Conducted on June 8th, 2024, the post-test included eleven participants. The average score was 80.91, with a mode of 80. The data revealed a maximum score of 100 and a minimum score of 70, with a standard deviation of 9.439. Based on the research data, the pre-test and post-test scores assessed students' reading comprehension among 11 female students at SMA IT Misykat Al-Anwar Kwaron Jombang. The pre-test mean score was 20, reflecting students' performance before the instructional program. After the program, the post-test mean score rose significantly to 80, indicating a substantial improvement in reading comprehension.

The researcher further showed that most students achieved or exceeded the criteria for successful comprehension in the post-test, demonstrating enhanced reading skills compared to the pre-test. These results highlight the effectiveness of the instructional program in improving students' reading comprehension, as evidenced by their improved scores from the pre-test to the post-test.

14
After being taught by Story Face Strategy. The researcher found out that, the analysis indicated a majority of students achieved scores meeting or exceeding the criteria set for successful comprehension. This implied that more students demonstrated improved reading comprehension skills in the posttest compared to their performance in the pretest. These findings underscored the effectiveness of the intervention or instructional program in enhancing students' reading comprehension, as evidenced by their improved performance from the pretest to the posttest.

8
The Significant different of the Student's Reading Comprehension Between Before and After Treatment by Using Story Face

The following results of descriptive statistical analysis calculations using SPSS.0.23 below

Table 4 1 Descriptive Statistic of Pretest Post-test Score

	N	Minimum	Maximu m	Mean	Std. Deviation
Pre test	11	20	50	33.64	12.863
Post test	11	70	100	80.91	9.439
Valid N (listwise)	11				

12
The data above indicates that the minimum score of the pretest is 20 and the maximum score is 50. Then, the mean is 33.64 and the std. deviation is 12.863. After implementing the Story face, the result displays and the minimum score of the posttest is 70 and the maximum score is the same, which is 100. 5
The mean of the students' post-test is 80.91, and the std. deviation is 9.439. So it can be underlined that after treatment, the student's reading comprehension ratings improved significantly. Field data indicates that students' post-test average scores exceeded their pre-test average.

7
Table 4 2 Test of Normality

	Statistic	Shapiro-Wilk df	Sig.
ResultsPretest	.831	11	.024
ResultsPosttest	.877	11	.095

Based on the table, it was found out that, the normality testing indicates that the data was normally distributed (significance value bigger than 0.05). Furthermore, it is to determine whether or not there were significant differences between two conditions measured in the same sample. A simple paired t-test was used.

The results of the Simple Paired T-Test calculations after transform can be seen, and the explanation is as follows:

Paired Samples Test

	Paired Differences	t	df	Sig. (2-tailed)					
					Mean	Std. Deviation	95% Confidence Interval of the Difference		
	Mean	Std. Deviation	Lower	Upper					
Pair 1	Pre_test - Post_test	-472.73	9.045	2.727	53.349	41.196	-17.333	10	.000

From the results of the simple paired t-test, the sig (2-tailed) value is $0.000 < 0.05$. Based on the results, it can be concluded that there exists a statistically significant disparity between the learning outcomes observed in the pre-test and post-test assessments.

DISCUSSION

The pre-test conducted on June 5th, 2024, showed that the average score among students was 33.64, indicating that most scores fell within the "undeveloped" range. At SMA IT Misykat Al Anwar- Kwaron Jombang, the KKTP scores for female students in class XI revealed that most had scores below 75, failing to meet the achievement criteria. This suggests that many students in this class have low reading comprehension, likely due to ineffective teaching strategies, especially in high school settings where student engagement in reading is typically lower.

Students often face challenges in understanding reading texts due to both external and internal factors. External factors include insufficient teaching resources and a lack of emphasis on literacy development in the curriculum, while internal factors involve individual differences in learning styles, motivation levels, and prior knowledge of the subject. Addressing these factors is crucial for improving students' reading comprehension.

The post-test conducted on June 8th, 2023, showed a significant improvement, with the

average score rising to 80.91. This moved the students' performance from the "undeveloped" to the "beginning to develop" criteria. At SMA IT Misykat Al-Anwar Kwaron Jombang, the KKTP scores for class VII-I students indicated that most met the achievement criteria, with scores above 75. This suggests that the Story Face Strategy had a substantial impact on most students.

The improvement in the majority of class XI female students after implementing the Story Face Strategy can be attributed to several factors, including better teaching methods, increased engagement with the material, tailored support for individual learning needs, and enhanced motivation from the strategy's interactive nature.

In conclusion, there is a significant correlation between students' reading comprehension and the use of the Story Face Strategy. This finding is supported by most of the journals collected by the researcher, which show a strong link between the two variables. The condition and background of the research subjects also warrant further investigation.

CONCLUSION

The effectiveness of the Story Face strategy in teaching reading comprehension of narrative texts can be comprehensively evaluated through a combination of observation data and student interviews. During pre-test observations, it was evident that students were not fully engaged in their studies and often failed to pay attention to the teacher's explanations. This lack of seriousness was reflected in their performance. However, a marked transformation was observed in the post-test phase. Students demonstrated greater engagement, attentiveness, and a noticeable improvement in completing tasks effectively.

Interviews with students provided further insights, revealing that the Story Face strategy not only enhanced their understanding of narrative texts but also made the learning process more enjoyable. Students expressed that they found the method interactive and helpful in grasping complex reading material, which in turn increased their interest and participation in class activities.

The researchers concluded that the Story Face strategy significantly improved reading comprehension among female students in class XI at SMA Misykat Al-Anwar Kwaron Jombang. This conclusion is substantiated by the quantitative data, showing a dramatic increase in reading comprehension scores from the pre-test to the post-test. Specifically, the average score improved from a "Poor" category (33.64) to a "Very Good" category (80.91), highlighting the strategy's effectiveness.

In light of these findings, the researchers strongly recommend the integration of the

Story Face strategy into reading instruction. This approach not only boosts students' reading comprehension skills but also enhances their overall enjoyment of learning narrative texts. English teachers who have not yet implemented this strategy are encouraged to do so, as it has proven to be an effective tool in improving student engagement and comprehension.

Moreover, teachers should consider exploring additional methods to cultivate a genuine love of learning in their students. The Story Face strategy stands out as a particularly effective approach in this regard, making narrative texts more accessible and enjoyable for students. To build on these positive results, the researchers propose further investigation into the efficacy of the Story Face strategy across various educational levels. Such studies could provide deeper insights into how this strategy can be adapted and applied in different contexts to maximize its benefits for a broader range of students.

REFERENCES

- Alfyna, F., & Aswir. (2021). The Use Of Story Face To Improve Students Reading Comprehension By Narrative Text. *Jall: Journal Of Applied Linguistics And Literacy*, 5(2), 32.
- Anjaina, K. (2023). Using Story Face To Improve The Students' Comprehension Of Narrative Text. *Journal Of Engineering Research*.
- Bedrimati. (2012). *The Effect Of Story Face On Students' Reading Comprehension Of Narrative Text In Grade Viii Of Islamic Junior High School Nurul Hidayah Pematang Kayu Arang*. 66, 37–39.
- Chandra, A., Yuneva, Y., & Utami, E. (2020). Improving The Students' Reading Comprehension Through The Use Of Suggestopedia Method. *Edu-Ling: Journal Of English Education And Linguistics*, 3(2), 207. <https://doi.org/10.32663/Edu-Ling.V3i2.1387>
- Damanik, M. S. (2020). *The Use Of Story Face In Teaching Reading Comprehension Of Narrative Text*. Universitas Negeri Medan.
- Fatikhatul Hikmah. (2023). *The Influence Of Using Story Face Strategy Toward Students' Reading Comprehension In Narrative Text At*.
- Firdaus, N. A. . (2018). Improving Students' Reading Comprehension In Narative Text By Using Story Face Strategy At X-Ips 2 Grade Students Of 12TH State Senior High School Surabaya. *Nabila Firdaus A.Z*.
- Khairi, R., & Nawaz, S. (2023). Rashidul Khairi's Social Narratives: Rashidul Khairi Ki Samajik Kahaniyan. In *Premchand On Literature And Life* (Pp. 218–227).

Routledge.

Puspitasari, L. (2018). *Improving Students ' Reading Comprehension Of Narrative Text Through Reciprocal Teaching Technique At The First Grade Students Of Sma Negeri 1 Way Pengubuan English Education Study Program Department Of Language And Arts Education Faculty Of Teacher Train.*

Utami, N. (2017). *The Influence Of Using Collaborative Strategic Reading (Csr) Towards Students' reading Comprehension At The Second Semester Of The Eleventh Grade Of Sma Negeri 16 Bandar Lampung In 2016/2017 Academic Year.* Uin Raden Intan Lampung.

The Effectiveness Of Story Face In Teaching Reading (A Pre-Experimental Study At Class Xi Female Of SMA IT Misykat Al-Anwar Kwaron Jombang)

ORIGINALITY REPORT

22%

SIMILARITY INDEX

22%

INTERNET SOURCES

6%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1	journals.unihaz.ac.id Internet Source	3%
2	eprints.iain-surakarta.ac.id Internet Source	3%
3	digilib.unila.ac.id Internet Source	2%
4	repository.radenintan.ac.id Internet Source	2%
5	jurnal.unikal.ac.id Internet Source	2%
6	journal.formosapublisher.org Internet Source	2%
7	journal.ikopin.ac.id Internet Source	1%
8	repository.uinjambi.ac.id Internet Source	1%

repository.uinsu.ac.id

9	Internet Source	1 %
10	jurnal.untad.ac.id Internet Source	1 %
11	ejournal.unhasy.ac.id Internet Source	1 %
12	repository.upstegal.ac.id Internet Source	1 %
13	ejournal.unp.ac.id Internet Source	1 %
14	repository.uin-suska.ac.id Internet Source	1 %
15	mjltm.org Internet Source	1 %
16	digilib.esaunggul.ac.id Internet Source	1 %
17	erepository.uwks.ac.id Internet Source	1 %

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On