CHAPTER I

INTRODUCTION

1.1 The Background of the Research

Language was an important instrument in human's civilization, to make interaction and communication with the other. Everyone who used language definitely aimed to convey information, ideas, knowledge, and thoughts. Without language people was not easily got confused with other people.

Reading was an important skill for English learners. This was important because it could help students obtain information and train to develop good reading habits, rich knowledge, and excellent writing skill, especially for students who learn English as a foreign language. According to Caroline Linse (2005:69) pointed out that reading was a set of skills which involving the following abilities: Make sense and derive meaning from print the text. The information came from the text and their own background knowledge to establish the meaning of the goal is understanding. In facts, that reading was a commonly used way to get information from other sources.

As addition, that reading was an essentially basic skill comprehension. Reading comprehension was an important skill and should be mastered by students. Grabe and Stoller (2002:7) state that reading comprehension was the ability to understand or obtain information from text. Pointed out that reading comprehension was due to thoughts and language. This means that the interaction in the reading process would produce thinking, and then we were thinking, we have a question to asked someone, that is language. In reading

comprehension could be defined as the following process explain the meaning, it was not only to read words, but also to include it could even explain knowledge efficiently and fluently.

Story impression was a strategy of pre-reading activity to develop the idea about the story. The student thought the story about the event, plot, setting, character, etc. Story impression strategy provided students with a proficient strategy that can help they focus on understanding and thinking while reading for further development understanding. By applyed strategy, Teachers can teach students how to find some text information. Then, students can understand the text through some questions posed by the teacher.

The writer chooses this strategy because this strategy was able to improve students' reading comprehension of the text especially the narrative text, and this research had been conducted for two months starting from January to February, showing the following result:

Table 1.1

The result of Preliminary Research

No	Students	Grade	Criteria
1	AA	30	Low
2	AF	40	Low
3	DB	40	Low
4	HF	30	Low
5	IM	30	Low
6	MI	40	Low
7	PB	40	Low
8	PM	40	Low
9	RS	40	Low

| 10 | YS | 20 | Very Low |

Table 1.2

The data of Reading Comprehension

No	Grade	Frequency	Percentage	Criteria
1.	80 - 100	0	0%	Very High
2.	60 – 80	0	0%	High
3.	40 - 60	0	0%	Fair
4	20 - 40	16	85%	Low
5.	0 - 20	4	15%	Very Low
Total		20	100%	

Based on the data above, the standard score of English at the school is 75. Based on the data above, students from class IX-U they get English scores below standard, there are even 4 students from class IX-U who get very low scores. To fix the reading problem, it's necessary to implemented influence teaching strategy in the teaching process of reading. The teaching strategy is "Story impression strategy".

Thus, it turns out that this result indicate that this strategy was able to improve students' ability to understand the text. Based on the explanation above, the writer took the title of this research to be investigate because the writer believes the writer is able to complete this research, so the writer takes the title **"The effect of Story Impression Strategy on students reading comprehension at SMP N 1 Lubuk Pakam".**

1.2   The Problem of the Research

According to the research background and research focus, the writer plan to study the effect of story impression strategy in reading teaching understanding. So, there will be issue of interest to discuss follow: "Does Story Impression Strategy affect student's reading comprehension?"

1.3   The Objective of the Research

Based on the research question above, the objectives of this study was to find out the significantly affect on students reading comprehension who are taught by using story impression strategy.

1.4   The Scope of the Research

In this study, the writer focused on student's achievement in reading comprehension in narrative text using story impression strategy. The write would examine in class IX-U and IX-A.

1.5   The Significances of the Research

After doing this research, the writer hoped that this research would bring several benefits.

1. Theoretically

   1) The result of the study was expected to give new perspective in teaching reading comprehension.

   2) The result of the study was expected to give a new model in teaching reading strategy.

2. Practically

   1) For the students

(1) To described the students' responses to story impression material used by the teacher in teaching.

(2) Students reading comprehension increased by using the story impression strategy.

2) For the teacher

(1) The teacher cpuld find out the advantages of using story impression strategy to students.

(2) To enable teacher to use story impression strategy as interesting strategy in teaching English in the classroom.

3) For the writer

(1) The research was expected to give contribution to the teacher in teaching reading and enlarge or develop the writer insight and knowledge.

(2) By conducting this study, the writer hoped, it would be a guidance to improve students' reading comprehension by using narrative text.

1.6 The Hypothesis

Based on the background, formulation of the problem, writer has hypothesis as follows:

Ha: There was a significant effect of using story impression strategy on student's reading comprehension skill of narrative text.

Ho: There was no significant effect of using story impression strategy on student's reading comprehension skill of narrative text.

CHAPTER II

RIVIEW OF LITERATURE

2.1   Theoretical Framework

In this chapter, the writer would explain the materials which were involved that aimed to provide concepts and provide clear ideas in this study. these included reading, reading comprehension, genre of reading, narrative text, types of reading strategy, story impression strategy, previews study, conceptual framework.

2.2   Reading

Reading was an important skill in English and requires understanding of the meaning provided in the text. According to Brown (2004:185) reading was a process that expected the reader to get information or knowledge by reading the texts. Students must learn to read, because in reading students must have a good interaction with the text to get the meaning of the text. the goal of reading connected the ideas on the page with what the reader already knows.

Nowadays, reading was one of the skills, because English played a particularly important role in education, so it had been included in every English teaching. But related to the current situation, there were still some students who still cannot use the target language English for reading comprehension purposes. In order to solve this common problem, there must be some methods and solutions to improved students' reading ability through an available teaching strategy. In this case, the writer must choose the appropriate strategy that suits the   student's   situation   and   English   skills.

Readers use skills, knowledge, and strategies to determine the meaning. The readers' skills, knowledge and strategies include:

1. Language ability: the ability to recognize the elements of the writing system; vocabulary knowledge; knowledge about word structure into a sentence.

2. Discourse Competence: The knowledge of discourse markers and how they connect parts of the text to each other.

3. Sociolinguistic Competence: knowledge about different type or text and their general structure.

4. Strategic Ability: the ability to use top-down strategies and language knowledge. (bottom-up strategies)

Based on some descriptions about reading, the writer could conclude that reading was not only process of reading letters, but also the depth of interaction between the reader and the text, and it was a strategy which was needed to understand the text to lead to reading. In reading, students try to understand the content of the text, the various knowledge, information, and news that the author wants to convey. Obviously, reading was an important skill, especially for second language learners. Through reading activities, students can obtain a lot of information and knowledge that the classroom teacher couldn't obtain.

2.3 Reading Comprehension

Reading comprehension was part of the reading theme, and the comprehension of the reading content was the key point. In other words, reading comprehension referred to the act of mastering the content of reading with the mind. The understanding was included knowing and understanding the main ideas   and   related   details.

According to Catherine Snow (2002:41) reading comprehension was a process of simultaneously extracting and constructing meaning through interaction and participation with written language.

In addition, Catherine Snow (2002:41) pointed out that to understand, readers must have a wide range of abilities. These include:

1. Cognitive capacity (such as attention, memory, criticality, analytical skills, interference and visualization skills).

2. Motivation (the purpose of reading and interest in reading content, as well as self-efficacy as a reader).

3. Various types of knowledge (vocabulary, domain and subject knowledge, language and discourse knowledge for specific comprehension strategies).

Reading comprehension skills was a activity when the reader's eyes can engage strongly to build a connection. Next, this connection makes the reader study about what she/he reads and remembers about it.

1. Scanning

Scanning is the high-speed reading. The reader has information that she/he need it earlier after that she/he skip the unimportant word.

2. Previewing and Predicting

Previewing means the reader look and find out information at book's cover.

3. Vocabulary knowledge for effective reading

The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be conducted by the sentence surrounding the word.

4. Topics

Findings the topic of the passage was the others strategy to read for meaning. It gave advantage to use a question the topic that text is reading about such what is the general idea? What is this?

5. Topics for paragraph

In a paragraph contain sentence that have same aspect which related to text.

In conclusion, reading comprehension was a complicated process of understanding the information that the author was trying to convey from the printed text. The textual concept constructed by the reader must be meaningful, and it must be integrated with the reader's concept. The understanding process was depended on certain things. Readers' thoughts, experiences, reading background and learning. In order to understand students' problems in reading, teachers must understand the various skills that constitute comprehension skills.

2.4 Genre of Reading

Genre was text type had function as a frame of reference so that the text was effective in this purpose, choice and structure of the text elements, and grammar. Based on generic structure and language feature dominantly used, text were classified into several types. They were recount, news item, procedure, narrative, explanation, analytical exposition, report, and anecdote. The genre focused on this study narrative.

1. Procedure

Procedure was the set of steps which should be completed in the right sequence to get the goal. In daily life, people often have to perform some steps

to make or get something done. This is why, reader should understand what a procedure text is how to make it and used it.

2. Recount

A recount was a type of spoken or writer text with past experience. The function was to retell some events that happened in the past for certain purposes and to inform and or to certain the listener or reader.

3. Report

A Report text was as a result of systematic observation and analysis. Report was used for many purposes, they are to provided information about natural and non-natural phenomenon, to documented, to organized, and store factual information on a topic, to classified and described the way things are.

4. News Item

News item was used to inform readers, listener or viewers about event of the day which are considered newsworthy or important. It was often found in a newspaper because the passage often tells the readers about great, important, interesting, tragic, entertaining or fresh incident or event that all people should know about it.

5. Explanation

Explanation was a text which tells process related to forming of natural, social, scientific and cultural phenomena. Explanation text is to "why" and "how" of the forming of the phenomena. Explanation text gave you step by step explanation. This explanation was written in paragraphs, it was often found in science, geography and history text book. It was main purpose was to describe a particular   person,   place   or   thing   in   detail.

6. Anecdote

Anecdote was a type of spoken or written that deals with past incidents. The function was to retell an account or story of unusual or amusing incidents. The incident happened in the past. The purposes was focused on sharing with others an unusual or amusing incidents and entertaining others.

7. Analytical Exposition

Analytical exposition was one of the text types of argumentative game which had function to persuade readers. The social function of an analytical exposition was to persuade the readers or listener that something should or shouldn't the case. To make persuasion stronger, the speaker or writer give some arguments as the fundamental reasons why something in the case.

8. Narrative

A narrative was a type of spoken or written text that of one character or more who face certain situation. There are various kinds of narrative such as fairy story, mystery, science fiction, romance, horror, and so forth. This type of text could be founded in short story books, magazines, novels, movie etc. Narrative was popular because they present a plot which consist of complication and resolution

2.5   Narrative Text

Narrative was a text that focused on specific participants. Its social function is to tell the past even and entertain readers. Narrative text was a story conveyed to entertain readers or listeners. It's usually written in the form of the past. Billups-Thomas (2011:81) states that the purpose of narrative text was to

entertain, to tell a story. Similarly, the basic purpose of narrative text was to entertain, to amuse and to hold reader's interest.

The example of narrative text include folktales, tall tales, myth, fables, legend, fantasies, and science fiction. Narrative articles and essays tell a story, they review events that have happened. Usually the events are presented in the order in which they occurred.

1. The generic structure of narrative text

    1) Orientation

        Introducing the participants and informing the time and the place.

    2) Complication

        Describing the rising cries in which the participants have to do with.

    3) Resolution

        Showing the way of participants to solves the crises, better or worse.

2. Language features of narrative text

    1) Use of word that link stages in time

    2) Use of adjective and adverb

    3) Use of action verb

    4) Written in the first or third person

2.6 Types of Strategy in Teaching Reading

1. The 3-2-1 Strategy

    The 3-2-1 Strategy was reading strategy that requires students' perception on summarizing ideas from the text, engage with the text. Coe et al (2004:381) state that The 3-2-1 Strategy was a studying approach

that requires students to participate in summarizing ideas form the text, encourages them to think independently and invites them to interact with the text. It means this skill strategy was powerful and useful to help collage recognize the reading text.

2. Word Short Strategy

The Word Short Strategy developed by Gillet and Kita (1979), ask students to classify words into categories based on what they already know or have experienced about the word. In the Word Short strategy, students used a list of key words identified by the teacher from the unit to be studied, examine the meaning of word, and then categorize the word according to features or similarities word share.

3. Collaborative Strategy Reading (CSR)

Collaborative Strategy Reading (CSR) was a combined teaching reading strategy used to stimulate the students' reading comprehension on the text. Kligner and Vaughn (1982:32), state that Collaborative Strategy Reading was a strategy for reading comprehension which was utilized through teaching some strategies to the collage students observed by undertaking of working in a group. Collaborative strategy reading teach students to use comprehension strategy while working cooperative.

4. Point Counterpoint Strategy

Point Counterpoint Strategy was developed by Roger (1990) as a way of helping students develop their own interpretation of stories rather than depend on conventional explanations or rely on the teacher's

viewpoint. According to Rogers, students need to have practice in dealing with the intricacies of complex narratives.

5.   Questioning Strategy

Questioning Strategy Delores Durkin (1979) stated that, as teachers we use questioning more than any other strategy to determine whether or not our students learning. We often dominate the questioning process by generating all the questions and requiring our students to generate only a few. The majority of the questioning that occurs in the classroom follow the IRE cycle: Initiate, Respond, Evaluate, wherein the teacher initiates the question, and when the students respond to the question, the teacher decides whether the answer right or not.

6.   Direct Reading Thinking Activity (DRTA)

Direct Reading Thinking Activity (DRTA) was to get students to make reading inferences while reading. The role of teacher is to guide students through selection in order for them to formulate question for them prediction, and validate or reject the prediction. Stauffer (1969), state that DRTA was a strategy that encourages collage students to make predictions whilst they are. After reading segments of segments of a text, students stop, confirm or revise preceding predictions about what they new predictions about what they will read next.

7.   Discussion Cube Strategy

According to Bloom (1984) state that Discussion Cube Strategy was an effective strategy that gave teachers a precis language for

communicating the outcomes of their language instruction, help students identify different levels of thinking and questioning, and was a valuable tool for building students' critical and creative thinking skills.

8. Mind Mapping Strategy

Main Mapping Strategy was used to brainstorm a topic and its great strategy students for increase reading comprehension. Furthermore, Marton and Booth (1997), state that Mind Mapping Strategy was a device for enhancing gaining knowledge and thinking. It offers a shape to expose a number elements of a story such as the sequence of events, the purpose and the effect, the relations of ideas and so on.

9. Study Guide Strategy

Wood, Lapp, and Flood (1992) posit that Study Guide Strategy asked students to read an entire chapter or book without some sort of assistance was an arduous assignment. Thus, in order to facilitate students learning, study guides had been developed to assist students as they read. Effective study guided not only gave students instructional support but foster their higher-order thinking skills as well.

10. Partner Reading Strategy (PRS)

Partner Reading Strategy (PRS) was another fun and effective pedagogical strategy for promoting the development of analyzing reading fluency and analyzing reading comprehension. According to Meisinger, Schwanenflugel, Bradley, and Stahl (2004:114), Partner Reading Strategy was a scripted cooperative gaining knowledge of strategy, was

regularly used in classroom to promoted the improvement of fluent and automated strategy.

11. Pyramid Diagram Strategy

Pyramid Diagram Strategy was a reading practice that allow students to summarize a story a limited number of words. By carefully evaluated the main character, setting, problem, event, and solution, this strategy ensured that students fully appreciate a range of different aspect of the story. This strategy that helped students determine important details from their reading was the Pyramid Diagram. Buehl (2001), This strategy ask students to search out important facts and then, from those facts, draw conclusions and develop a summary of what was read.

12. Story Impression Strategy

Story impression was a strategy of pre-reading activity to developed the idea about the story. The student thinks the story about the event, plot, setting, character, problem etc. The Story Impression Strategy (Mc Gingley & Danner 1987:320) asked students to use clue word associated with important idea and events in the content area to write their own version of the material prior to reading.

2.7 Story Impression Strategy

Story impression was one of strategies to support students in teaching-learning process. The story impression strategy Mc Gingley & Denner (1987:320-326) asked to use clue words associated with important ideas and events in the content area to write their own version of the material prior to reading. Story Impression Strategy help readers understand and make prediction

about the terms and information before they read, help them make possible connection to the material, and help improve comprehension skills by provided them with fragments of the actual content. After reading a set of clues, students are asked to make sense of them and use them to compose a paragraph of their own in advance of reading the content. According to Bligh (1995:287-288), story impression was a pre-reading activity that developed a schema for ideas found in the story, and provide a started point for revising and confirming ideas as the students read. According to Wood (2001:31) Story Impression requires students to predicted a story line using sequentially presented words or phrase derived from a selection to be read. Roberta L. Sejnost (2010:35) state that the story impression strategy was a strategy which asksed students to use clue words associated with important ideas and events in the content to write own version of the material prior to reading.

In class, students should keep their predictions in mind when reading a paragraph, and then they can choose to construct another storyline to reflect the actual content of the paragraph. In addition, the story impression strategy was a activity before reading the story, the teacher prepares a set of ordered words or short phrases. Therefore, based on the above point of view, the writer concluded that the story impression strategy was to achieve the goal by giving students a key word or phrase in the teaching process.

Based on explanation above, the author wants to bring Mc Gingley & Danner theory to answer the problem of the research.

2.7.1 Purpose of Story Impression Strategy

Mc Gingley & Danner (1987) There were some purposes of using this story impression strategy:

1) Focusing students on upcoming reading.

2) Helping students anticipate what they might be learning.

3) Increasing student's motivation.

4) Allowing students to connect prior connect to upcoming material.

5) Helping students make connections to new material.

6) Increasing student's comprehension of reading material.

7) Giving teacher an idea of where students are at with their knowledge.

2.7.2 Steps for Story Impression Strategy

1. Before teaching

   1) Preview a beginning or essential portion section of the text

   2) Identify a scries of terms or two to three-word phrases that are related to significant concepts.

   3) List the word or phrases in the order that students will find them in the text.

   4) Create a word sheet with the terms arranged in a vertical column connected by arrows to indicate the order.

2. To teach

   1) Students can work with a partner or in small groups to brainstorms possible connection among the terms and to make predictions about the content and the meaning of unfamiliar words.

2) Continuing in their pairs or small group, students work together to write a paragraph that represents their interpretations of the word.

3) After writing their paragraphs, students read the text.

4) After read the text, students read their paragraphs and mark the term used accurately.

5) If needed, students can write a second paragraph and mark the terms they used accurately.

2.7.3 Advantages Using Story Impression Strategy

In this strategy was be explained some advantages for teacher and students, as follow:

1) Story impression was not only a powerful tool for helping remedial readers improve their comprehension but also are compatible with the way reading was viewed today as a process.

2) Story impression engages students in reading and writing, develops prediction, activities and focused schema and generates ideas rather than answers question over literature.

3) Story impression was also an effective way to model the reading process.

4) The use of story impression clued could be beneficial in helping students organize researcher retelling and as a way to document comprehension growth.

2.8 Previous Study

There are several researches that had been done by researcher which relevant with this study:

First, Suryani (2017) in her study *"Teaching Reading Narrative Texts Through Story Impression Strategy to Islamic Junior High School Students"* (A Quasi Experimental Research at the Eight Year Students of MTs Sabilul Hasanah in the Academic Year of 2016/2017).* The objectives of the study were to find out whether or not there were a significant difference and a significant improvement on the eight grade students" achievement in reading narrative text between those who were taught by using story impression strategy and those who were not. This research was use Yule's theory. In this study, quasi experimental design was used. The result of the test was analyzed by using independent sample t-test, paired sample t-test and percentage analysis, it was found that there was a significant difference between students" posttest experimental and control group, since the p-output (0,038) was lower than 0.05 and t-value (2.126) was higher than t-table (1.966). Furthermore, there was a significant improvement both of group, since p-output (0.024), was lower than 0,05 and t-value (2.386) was higher than t-table (2.042). It showed that the result of the post-test improved in their reading comprehension in reading. From this study, I as a writer made this research as reference.

Second, Rina Merli (2015) in her study *"The Effect of Story Impression Strategy Toward Reading Comprehension of Narrative Text at Second Year Students at Sma Muhammadiyah Rambah".* (A Quasi Experimental Research at SMA Muhammadiyah Rambah).* The objectives of the study in this research were to find out students" reading comprehension on narrative text taught by using Story Impression strategy and taught without using it and to find out whether there was a significantly affect of using Story Impression strategy toward reading

comprehension of narrative text. This research was use Housden's theory. This research was quasi experimental research, the design of research was pre-test – post-test. The result of this research in post-test experimental group 22 students got 95.7% (good to excellent). While in post-test control group 3 students got 11.5% (good to excellent). It showed that the result of the post-test improved in their reading comprehension in reading. From this study, I as a writer made this research as my reference.

Third, Sri Puji Astuti (2013) in her study *"The implementation of using story impression to increase reading comprehension at Senior High School One Muaro Jambi"*. This study aimed to find out the effect of Story Impression strategy toward students" reading comprehension skill at senior high school one Muaro Jambi, this research was quantitative research and it was conducted by quasi experimental design. This research was use Roberta. L. Sejnost theory. The subject of this research was 64 students from 2 classes and was chosen by cluster random sampling. They are in 2 groups, 32 students in experimental class and 32 students in control class. The experimental group was taught by using Story Impression strategy while the other group used conventional strategy. The instrument for collecting data was 20 items of multiple choice tests. It given in pre-test and pos-test. After collecting the data, then the researcher analyzed the data by using t-test formula. The finding of paired test shown t-count t_0 was 20,011, and the t-table (t_t) of df (31) in significant 5 % was 1.696. Next, the finding of independent test shown t-countt_0 was 7.828, meanwhile, the t-table (t_t) of df (62) in significant 5 % was 1.670. It means It means t-count was higher than t-table (t_t), so the alternative hypothesis (Ha) was accepted and the null

hypothesis (Ho) was rejected. It is proven that there was a significant effect of Story Impression strategy towards students" reading comprehension of narrative text. From this study, I as a writer made this research as my reference.

All of those previous study focused on the using Story Impression Strategy to teach reading comprehension. This strategy was needed to help students to increasing their reading comprehension. It would successfully in connect teachers and student in the reading process to created a reading text. Therefore, the writer decided to use Story Impression Strategy to improve students' reading comprehension in narrative text.

2.9   Conceptual Framework

Reading was the process of activating peripheral knowledge to help readers to understand specific text. Reading was the ability to extract meaning from printed pages and interpret this information appropriately. Through reading, students can obtain information and improve their knowledge.

In reading there were many genre of reading they were recount, news item, procedure, narrative, explanation, analytical exposition, report, and anecdote. The   genre   focused   in   this   study   narrative.
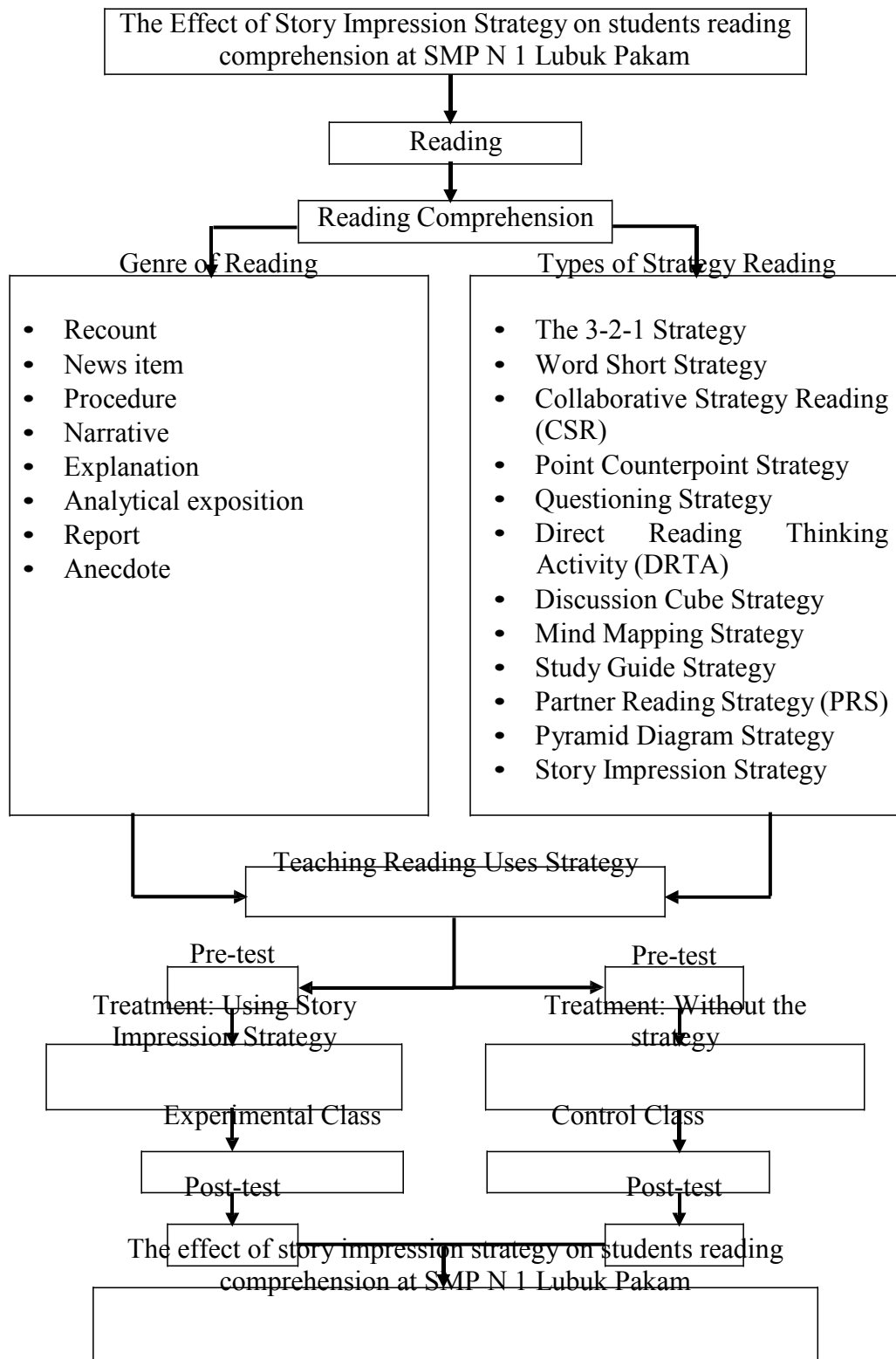
Conceptual Framework

The Effect of Story Impression Strategy on students reading comprehension at SMP N 1 Lubuk Pakam

Reading

Reading Comprehension

Genre of Reading

Types of Strategy Reading

- Recount
- News item
- Procedure
- Narrative
- Explanation
- Analytical exposition
- Report
- Anecdote

- The 3-2-1 Strategy
- Word Short Strategy
- Collaborative Strategy Reading (CSR)
- Point Counterpoint Strategy
- Questioning Strategy
- Direct Reading Thinking Activity (DRTA)
- Discussion Cube Strategy
- Mind Mapping Strategy
- Study Guide Strategy
- Partner Reading Strategy (PRS)
- Pyramid Diagram Strategy
- Story Impression Strategy

Teaching Reading Uses Strategy

Pre-test

Pre-test

Treatment: Using Story Impression Strategy

Treatment: Without the strategy

Experimental Class

Control Class

Post-test

Post-test

The effect of story impression strategy on students reading comprehension at SMP N 1 Lubuk Pakam

Figure 2.9 Conceptual Framework of Improving Students' reading comprehension using Story Impression Strategy.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This design of this study was experimental quantitative. This research applied this study because the writer measured the effect of story impression strategy in students reading ability. According to Indrawan and Yaniawati (2014:14) state that quantitative research is a form of scientific research that examines a problem applied. Quantitative research is a process of gaining knowledge by using a number of data as an instrument of what variable.

The writer used two classes. They were the experimental class and control class. The experimental class used Story Impression Strategy in teaching reading comprehension, and then the control class did not use Story Impression Strategy in teaching reading comprehension. It means that, in quantitative experimental design used pre-test and pot-test. The research design can be figured as follow:

Table 3.1

Research Design

No	Class	Pre-test	Treatment	Post-test
1.	Experimental class	√	Using story impression strategy	√
2.	Control class	√	Without using story impression strategy	√

3.2 Population and Sample

This research was conducted in the ninth-grade students in the academic year of 2021/2022.

3.2.1 Population

Best (2002:13) states that a population is a group of individual, namely: person, object, or item from which samples will take for the measurement. The population of this research was all the second-grade students of SMP N 1 Lubuk Pakam in the academic year 2021/2022 that consisted of 224 students into eight classes (IX-U, IX A, IX B, IX C, IX D, IX E, IX F, IX H).

3.2.2 Sample

To get the sample in this research the writer chose class randomly. The writer used cluster random sampling by applying lottery technique. Arikunto (2006:14) state that random sampling a sampling technique in which all individuals in the population either individually or together are given the same opportunity to be selected as sample members. There were 3 ways to take samples by random sampling, namely: lottery way, ordinal way, randomization method. The writer chose lottery way to get the sample. The writer researched in 2 classes which were IX-U as the experimental class and IX A as the control class, as usual, each class consist of 32 students, but now in a pandemic situation, each class consist of 10 students. The experimental class used story impression strategy, and control class didn't use story impression strategy.

3.3 Instrument of Collecting Data

In collecting the data, pre-test and post-test conducted to both the experimental class and control class. The multiple-choice test was used as the instrument   of   this   research.

3.4 Technique of Collecting Data

There were some steps in collecting data for this research. The writer had used the test in the data collection technique. The test was used the measure the persons' competence and to achieve the objective. The data was collected by giving multiple-choice test. The reading test was be conducted Pre-test and Post-test.

Experimental Class	Control Class
Pre-test 1. Greeting to the students. 2. Checking to the student's list. 3. Explaining the purpose of the research. 4. Giving the test. 5. Monitoring all students and their works. 6. Asking students to collect their paper. 7. Closing the meeting.	Pre-test 1. Greeting to the students. 2. Checking to the student's list. 3. Explaining the purpose of the research. 4. Giving the test. 5. Monitoring all students and their works. 6. Asking students to collect their paper. 7. Closing the meeting.
Treatment 1. Greeting the students, introducing my self to students. Giving motivation and checking student's list. 2. Trying to get student's attention by asking them about the title of narrative text. 3. Showing a narrative text, spreading the copies to students, and asking them to reading the text. 4. Explaining about narrative text, and how to write narrative text. 5. Introducing and explaining about Story Impression Strategy in narrative text. 6. Asking the students to look back their paper, and asking the	Conventional 1. Greeting the students, introducing my self to students. Giving motivation and checking student's list 2. Trying to get student's attention by asking them about the title of narrative text. 3. Explaining the material 4. Telling the students to read the text and answer the question from the text. 5. Asking students to give some question. 6. Asking students to respond the question from some of their friends. 7. Concluding the lesson before closing. 8. Closing the meeting.

students to writing the story again using their own version. 7. Asking them to looking at a list of words or phrases to helping them remembering the story line and can rewrite it with their own version. 8. Asking students to form small groups of 3 people. 9. Monitoring all students and their work. 10. Asking students to collect their paper, giving the correction for the exercise and giving the score. 11. Closing the meeting.	
Post-test 1. Greeting the students. 2. Checking student's list. 3. Giving the test. 4. Monitoring all students and their works. 5. Asking students to collect their paper 6. Giving a conclusion and giving some vision and mission about what the purpose of the reading test. 7. Saying thank you and goodbye to students. 8. Closing the meeting.	Post-test 1. Greeting the students. 2. Checking student's list. 3. Giving the test. 4. Monitoring all students and their works. 5. Asking students to collect their paper. 6. Saying thank you and goodbye to students. 7. Closing the meeting.

3.5 Technique of Analyzing Data

This study applied the quantitative data, the procedures were scoring the pre-test and post-test of experimental and control class and analyzing data by using t-test formulated as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{d_1{}^2 + d_2{}^2}{n_1 + n_2 - 2}} \, (\frac{1}{n_1} + \frac{1}{n_2})}$$

Where:

t   : The effect

Mx : The mean of experimental class

My : The mean of control class

dx : The deviation square of the experimental class

dy : The deviation square of the control class

nx : The sample of experimental class

ny : The sample of control class

Concluding on the data analysis:

1. Ha (alternative hypothesis) is accepted if the t-calculated is higher that t-table (t-calculated ≥ t-table).

2. Finding the degree of freedom (df) = N1 + N2 – 2

3.6 Scoring the Test

After doing three steps above, the writer calculated the score of the students. For scoring the test, the writer used the way of scoring the test:

$$S = \frac{R}{N} \times 100$$

Where:

S   : Score number of the text

R   : Number of correct answer

N   : Number of question

3.7   Validity of the test

Validity refers to measurement of the test whether the test valid or not. According Arikunto in Lestari and Yudha negara (2015:190) with the statement that the validity of the test is a test is consider valid if the test measure what it intends to measure.

For the establishment of the test validity in this study, the validity used in this study is construct validity. A test could be said valid if this test was able to measure what if being measure exactly. In other words, validity related to accuracy to the concept, the object or the variable that was measure.