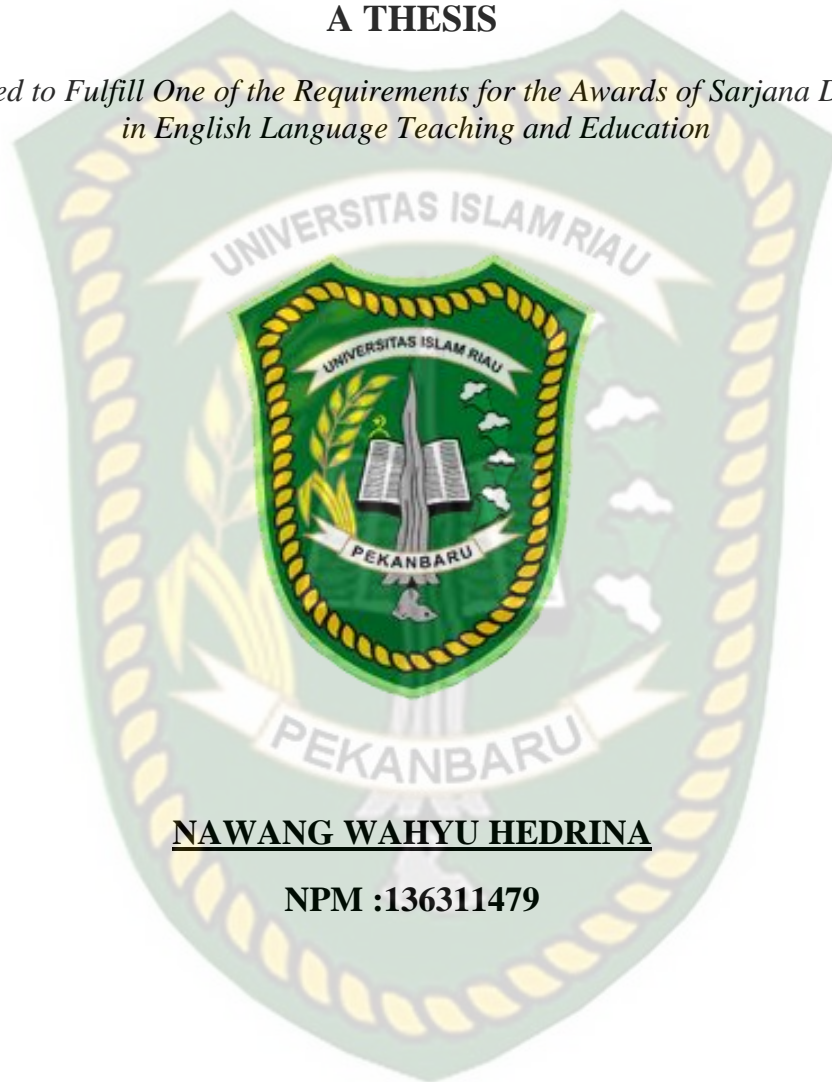


**THE EFFECT OF STORY MAPPING STRATEGY
TOWARDS READING COMPREHENSION OF THE SECOND YEAR
STUDENTS AT SMP N 3 PEKANBARU**

A THESIS

*Intended to Fulfill One of the Requirements for the Awards of Sarjana Degree
in English Language Teaching and Education*



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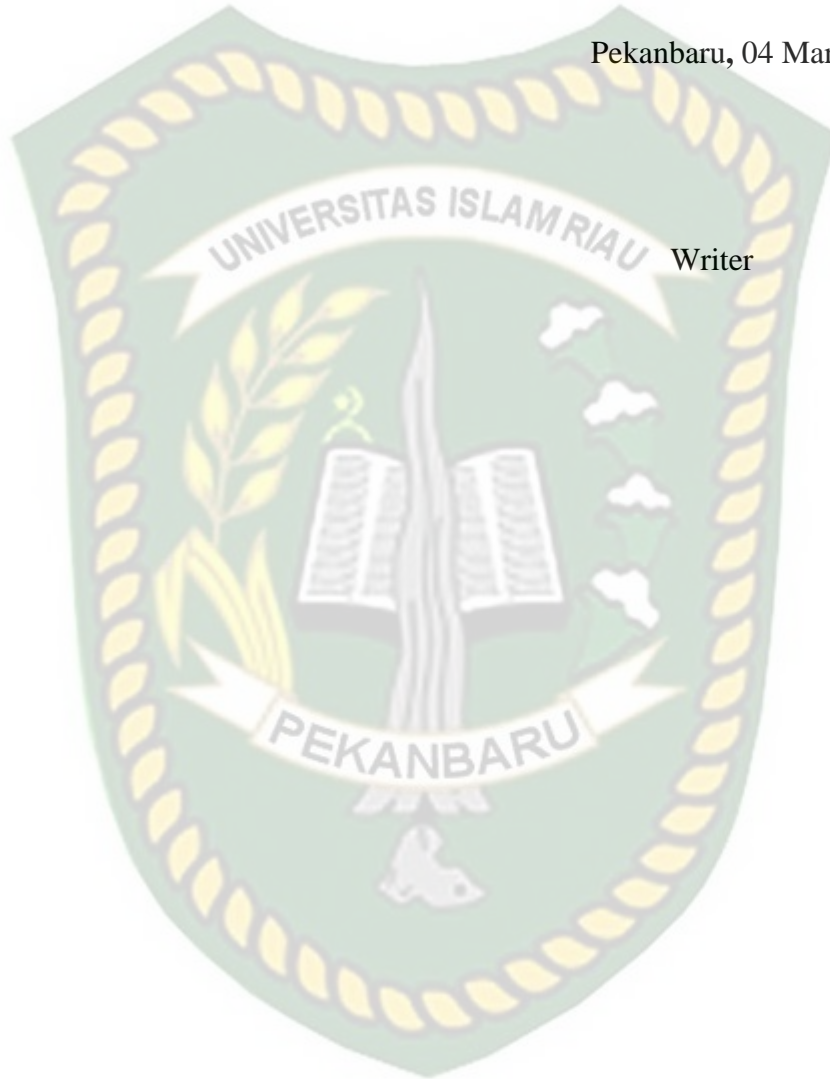
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Dokumen ini adalah Arsip Miik :

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ABSTRACT

Nawang Wahyu Hedrina, 2019, The Effect of Story Mapping Strategy Towards Reading Comprehension of the Second Year Students' at SMPN 3 Pekanbaru.

keyword: Effect, Story Mapping Strategy, Reading Comprehension

The objective of this study is to obtain the empirical evidence about the effect of story mapping strategy toward students' reading comprehension of the second year students' at SMP N 3 Pekanbaru, and to find out to what extent the story mapping strategy is effective toward students' reading comprehension.

The method used in this study was a quantitative method and the design used in this study was an experimental research. The sampling technique used in this study was purposive sampling. In this technique, two classes were chosen as experimental class and control class, in which each class consisting of 37 students. The technique of data collection used in this study was test which conducted twice as pre-test and post-test. The total number of each test was 20 multiple choice items.

The technique of data analysis used in this study was t-test. The result of this study showed that there was significant difference toward students' reading comprehension achievement after using story mapping strategy. In the table of significant, it can be seen that on $df= 36$ and in the degree of significance 5% the value of degree of significance was 2.028. By comparing the value to was higher than t_t , that is $8.517 > 2.028$, the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. Therefore, it could be interpreted that teaching reading by using story mapping strategy was effective toward students' reading comprehension. of the second year students' at SMP N 3 Pekanbaru.

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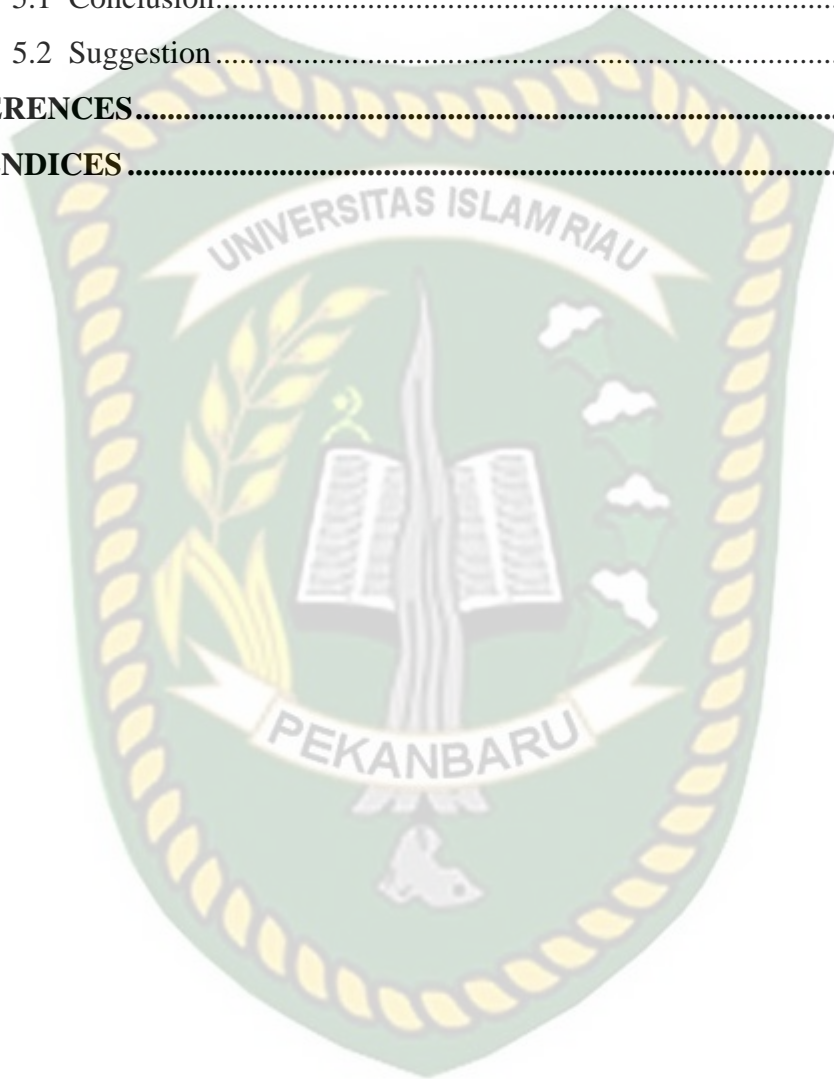
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CHAPTER 1 INTRODUCTION

1.1 Background of the Problem

Reading is considered as an important aspect for students in their language learning because reading is constantly developing skill. By reading the students are able to get a lot of information based on what they have already read. It is also supposed to be an aspect to develop self-confidence and motivation within the students in dealing with difficulties in academic reading, especially in learning English in Junior High School

That explanation above from Urquhart & Weir (1998:14) states that reading as the process of receiving and interpreting information encoded in language from via the medium of print. Reading becomes important because it will bring some advantages. By reading, the students will gain a lot of information from various sources that can add their insights to the world and its development. They also get more additional knowledge which has not gained from the teacher's explanations at school. The information that is obtained can be important information that they need to know. Moreover, about everything that happened or something they do not know before, which will enrich their knowledge about everything.

Sometimes, reading is seen as a simple activity, but actually it is a complex. It is not just speak of symbols that form of writing but also to understand the purpose of the text. In reading, students are expected to observe, understand and think. In conclusion, the readers should be able to understand the indented message by the author. Reading is called receptive skill and receptive

skills are the ways in which people extract meaning from the discourse we see or hear and we read a story or a newspaper, listen to the news, or take a part in conversation.

Some people think that reading is a difficult skill to be mastered. In reading, the reader has to know the meaning of the words and sentences they have read accurately. Another difficulties is the reader has to know what is the goal or the mind idea of each paragraph of the text. Many students also get the same difficulties in their reading process.

Reading can be thought of as a way to draw information from the text and to form an interpretation of that information. However, this statement does not really tell us much about what happens when reading and how to comprehend a text. Sometimes, students may know most of the vocabulary and understand the main concept of a text, but they may not follow the specific development of the text, the new information being presented or the arguments being made.

Based on preliminary research at SMP N 3Pekanbaru, many students have difficulties in reading comprehension. First, most of the students used their traditional readingway, that is, still focus on printed symbols (words), finding the difficult words. Second, they also did not know how to pronounce the word, but it occurred without understanding the meaning. Third, some students who have tried to comprehend the text by reading it many times but they failed because they did not know its meaning. So, the students could not find good impressions from the text they read and they did not know what they read for.

In some cases, students may not be fully familiar with overall genre expectation of certain type of texts. Students recognize and aware that something is not working the way they expect, but they do not know why. Reading is skill which highly valued by students and teacher alike. Students almost get texts in their study. The text can be difficult or easy, depending on factor inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. The text in reading material can be articles, advertisement, folktales, myth, legend, hero tales, or short stories that can be found easily in newspaper or magazine. Thus, this is very important in modern schools. While reading comprehension is a difficult skill; it needs some teaching strategies, while teacher just ask students to read texts rather than comprehend the text. Teacher can use some strategy of teaching reading so that the students can enjoy and be stimulated in learning EFL reading comprehension.

On the other hand, teachers used appropriate learning strategies in teaching reading comprehension, but the strategy needed to be up grade. The strategy used should influence students' interest in reading to avoid boredom so that students can be easier to understand reading comprehension. In order to solve that problem, a good strategy, method, or strategy should be used in order to make students become active, enjoy, interest and comprehend about the main point of the reading text.

The researcher has done a teaching practice on December, 10th 2016 at this school. Based on the interview, the researcher concluded that there were some

problems of the students in reading narrative text. First, the students had problem in finding information of the reading text. Furthermore, they still have difficulties to find out the meaning of words or meaning of vocabulary context. Second, the students had lack of vocabulary. Last, most of the students were lazy to read the text. One factor that affects students might be caused by the strategy. The researcher interviewed with the teacher that she/he has not used any strategy in teaching yet. He/she often used conventional strategy in teaching reading activities.

Whereas, Adler (2004) said that story mapping is used to chart the story structure. These can be organized into fiction and nonfiction text structures. For example, defining characters, setting, events, problem, and resolution in a fiction story; however in a nonfiction story, main idea and details would be identified.

One of strategies that the teacher can introduce is Story Mapping. Story mapping is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Story mappings provide a visual spatial display for key information in narrative text (T. Boulineau, Fore III, C., & Hagan-Burke, S., & Burke, M. D, 2004). This technique of instruction uses a diagram (called a 'story mapping') to depict visually the setting or the sequence of events and action of story characters. The purpose of a story mapping is to help students focus on the important elements of narrative-theme, characters, setting, problems, plot events, and resolution-and on the relationship among those elements.

According to curriculum 2013, there are many kinds of texts that should be learned by the students at junior high school level. There are three texts for

secondary junior high school they are descriptive text, recount text and narrative text. The researcher decides to take one of those kinds of text that is narrative text because the past studied have already taken descriptive text. This text is also suitable with the strategy. Based on explanation above, the researcher hopes that the Story Mapping strategy can improve reading comprehension and helps students more easily and enjoyable when studying.

Based on the information above it can be concluded that there are some problems in reading at the eighth year of SMP N 3 Pekanbaru in learning reading comprehension. The researcher will use Story Mapping strategy to get information how effective the strategy is in teaching reading comprehension to the students. Finally, the researcher is interested in doing a research entitled: “ **The Effect of Story Mapping Strategy Towards Reading Comprehension of The Second Year Students at SMP N 3 Pekanbaru**”.

1.2 Setting of the Problem

The researcher found some problems. First, the students had problem in finding information of the reading text. The students are difficult to find the author intended message to the reader. This problem happened because the students did not attempt to comprehend the text. Some of them read the text quickly and quoted the answer from the text. The students quoted the answer based on the text; it did not produce positive outcomes for their comprehension.

Second, the students had lack of vocabulary. The indicators of vocabulary mastery are spelling, pronunciations, understanding the meaning, and using the words in the context. Most of the students are unable to pronounce of particular

words. Another problem, most of the students sometimes didn't know how to pronounce the word properly. They were difficult to understand the meaning of the text. The students were unable to use the word in the context. It meant that they didn't know how to use the words' meaning. Sometimes students looked up the meaning of the difficult words in the dictionary. Then, when they went back to the text, the students struggled to apply the meaning in the appropriate context of the passage. Sometimes, they did not use the meaning of the word correctly.

Last, most of the students are monotonous to read the text. It is because of the teacher always uses conventional strategy in teaching reading. There is no variation while learning process in reading activity. The students are instructed to read the text independently and answer the question based on the text after that discuss it together. It could influence students' motivation in learning because this silent reading made the students cheat to the other friends for the answer.

1.3 Limitation of the Problem

Based on the problems above, it is necessary for the researcher to focus the problem. The researcher will focus on how to find the information from the text. The researcher assumed that there should be some suitable techniques in teaching reading which could motivate the students to read all the text so they could understand the information. To help the students' problems, the researcher will be teach the students use narrative text by using Story Mapping strategy.

1.4 Formulation of the Problem

Based on the focus of the problem above, the problem is formulated as follows:

Is there any significant Effect of Story Mapping Strategy Towards Reading Comprehension of The Second Year Students at SMP N 3 Pekanbaru?

1.5 Objective of the Research

The researcher carried out the research for an objective stated below:

To find out whether story mapping strategy gives significant effect towards the students reading comprehension of The Second Year Student at SMP N 3 Pekanbaru.

1.6 Significance of the Research

1. By doing this research, the researcher will get some new experiences in teaching. This research is conducted to fulfill one of the requirements to get the master degree in Islamic University of Riau. In addition, the result of the research can be useful as reference for the next researchers who are interested in the same topic and be valuable document for English department of FKIP UIR.
2. By using Story Mapping strategy can encourage students in reading. The researcher expects the students will not ignore the reading activity anymore. They can comprehend the text by using Story Mapping strategy while reading to get the factual information in the text.
3. The result of the research can be used by the teachers as the information about the skill that the student's have in reading comprehension by using Story Mapping strategy. It can motivate the teacher that Story Mapping strategy is an example of a strategy that can help students in reading activity. The researcher expects that the

teacher can use it or find another effective strategy to help both teacher and students in learning.

1.7 Definition of the Key Terms

1. Reading

Reading is a complex process that requires the analysis, coordination, and interpretation (Scanlon, 2010: 8).

2. Reading comprehension

According (Ontario, 2003:215) reading comprehension is the process of making sense of text – is a complex, multifaceted activity that calls on the reader's thinking and problem-solving skills

3. Strategy

is a specific method of approaching a problem or task, models of operation for achieving a particular end, planned design for controlling and manipulating certain information (Brown, 1990:118).

4. Story Mapping

A Story Map is a strategy that uses a graphic organizer to help students learn the elements of a book or story.

5. Narrative Text

Narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors (Rebecca,2003).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Reading

Reading is considered as an important aspect for students in their language learning because reading is constantly developing skill. Therefore, reading is one of the important skills that is needed by the students from elementary school through university levels. According to Urquhart & Weir in Grabe Wiliam (1998: 22) Reading is “The process of receiving and interpreting information encoded in language from via the medium of print” It means that readers must be able to do much more than read the print words only. They have to know the words mean and understand the text. In order to understand a text, the readers or the students need to draw on and use their existing knowledge to interpret meaning of the text being read.

According to Simanjuntak (1988:3) Reading is a process of putting the readers in contact and communicates with ideas (Simanjuntak, 1988:3). Whereas, Mackay (1979) said that Reading is stated as an active process, the readers forms a preliminary expectation about materials, then select the fewest, most productive clues necessary to confirm or reject that expectation.

According to Scanlon (2010: 8) reading is a complex process that requires the analysis, coordination, and interpretation. To understand the text, the reader obviously needs to be able to (1) read the words, (2) retrieve the words’ meanings, (3) put the words together to form meaningful ideas, and (4) assemble a larger

model of what the text is about. Because difficulties with any of these processes can result in reading difficulties, all of these important processes need to be considered when designing instruction to help students learn to read variety of sources of information.

Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader's competence continues to grow through engagement with various types of texts and wide reading for various purposes over a lifetime. The text can serve as a tool to help students think critically about issues they are faced with on a daily basis. The text can take its reader beyond the confines of her own prior experience and provide her with material and experience from which new ideas can be formulated (Probst, 2004, in Stone, 2009:86).

Based on the theory above, it can infer that reading is an activity to understand the idea which the author tries to deliver in the writing. And then, the researcher also can conclude that reading is the important skill in teaching reading. By reading, the reader will know what they read and challenged to response the ideas of the author.

2.1.2 Reading Comprehension

Before dealing with the definition of reading comprehension it is necessary to define the meaning of comprehension itself. According to Tankersley (2003:90) comprehension is the center of reading. She also says that comprehension is the hearth of reading process and we bring our life experiences to the act of reading. So It can be said that comprehension is one part which

become important in reading, this process need intentional thinking, students as the readers need more focus to able comprehend the text. Based on statements above, it can be concluded that reading comprehension is the center of reading that need intentional thinking process to understand the text.

According to Wood and Connelly, reading comprehension is a dynamic and interactive process (2009: 59). It means that in understanding the written text, the reader needs to recognize each word and to recover its meaning, puts together this information with syntactic knowledge to make meaningful sentences, and merge the meanings of each sentence to construct a representation of the state of matters described by the text.

Indeed, Ontario (2003:215) states that “Reading comprehension – the process of making sense of text – is a complex, multifaceted activity that calls on the reader’s thinking and problem-solving skills”. Klingner (2007:2) stated that reading comprehension is the processes of constructing meaning by coordinating a number of complex processes that include word reading, word, and word knowledge, and fluency. Furthermore, Snow stated that reading to read well is a long-term developmental process. At the end point, the proficient adult reader can read a variety of materials with ease and interest, can read varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting (2002: 8). On the other hand, reading comprehension facilitates students in reading passage to get the point of the text in order to make them interest in reading.

Thoughtful readers interact with text by retrieving prior knowledge and experience as they read and by comparing and contrasting what they already know with what they are reading to discover the author's intended message. They monitor their own reading: they know when they understand what they are reading and when they do not, and they recognize why comprehension breaks down. "They can identify when and why the meaning of the text is unclear to them and can use a variety of strategies to solve comprehension problems or deepen their understanding of a text" (Duffy et al. 1987, Paris, Cross, and Lipson, 1984).

So, it can be said that reading comprehension is a text that students use to help them to increase their reading skills. And then, by reading it can help the students to answer questions relating to the text use as a test or examination of reading skills. Students' comprehension is very important during students' learning process. The students have problems in reading because of the lack of vocabulary that makes them lazy to continue reading and guessing the overall meaning. That's why, the strategies are needed to help students understand the text easily. This research will try to make improvement on students' comprehension by applying Story Mapping strategy.

2.1.3 Types of reading

According to Brown (2003:189) there are some types of reading :

- a. *Perceptive* reading tasks involved attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

- b. *Selective* .in order to as certain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true-false, multiple-choice, etc.
- c. *Interactive*. Including among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text.
- d. *Extensive*. Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

Brown (2001: 312) states reading performance as follows :

1) Oral Reading

Occasionally, a teacher will have reason to ask a student to read orally. This reason in line with the advantages of oral reading. At the beginning and intermediate level, oral reading can 1) serve as an evaluation check on bottom-up processing skills, 2) double as pronunciation check, and 3) serve to add some extra student participation if she/he wants to highlight a certain short segment of reading passage.

However, doing this oral reading a lot may make some disadvantages in the learning process. Brown (2001: 311) states that oral reading is not a very authentic language activity. In reality, people often read silently. Then, while one students is reading, others can easily lose attention. Moreover, shy students will

read slowly in the class. Finally, it decreases students' participation in reading activity.

2) Silent Reading

Silent reading may be sub categorized into intensive and extensive reading. According to Brown (2001: 311), intensive reading is classroom-oriented activity that focuses on the linguistic or semantic detail of a passage. The students analyze the text from words, grammatical form, and structure details. It is also called bottom-up processing. Meanwhile, extensive reading is top-down processing. Extensive reading is reading for general understanding of a longer text. In top- down processing, the students read the whole text first and then try to check the micro skills later.

Types of reading by G.E. Tompkins :

1. Independent Reading

Students read silently by themselves and at their own pace (Taylor, 1993).The selections must be at students' reading level in order for them to comprehend what they're reading.

2. Reading Aloud to Students

Teachers use the interactive read-aloud procedure to share selections that are appropriate for students' interest level but too difficult for them to read by themselves (Barrentine, 1996).

3. Guided Reading

Teachers scaffold students' reading to teach reading strategies (Fountas&Pinnell, 1996, 2001). Guided reading is conducted with small groups of students who read at the same level.

4. Shared Reading

Students follow along as the teacher reads a selection aloud (Fisher & Medvic, 2000). Primary-grade teachers often use big books-enlarged versions of the selection-for shared reading (Holdaway, 1979).

2.1.4 Indicators of Reading

King and Stanley in Darlis (2004:8) state that reading has five components or indicators in reading text which are appropriate with the junior high school curriculum. They are:

1. Finding factual information. : Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of question; reason, purpose, result, time, comparison, etc. which of the answer can be found in the text.
2. Finding main ideas :Recognizing of the main idea of paragraph is very important because it helps you not only understand the paragraph on the first reading, but also help you to remember the content later. The main idea of paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understand not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while other subordinate.
3. Finding the meaning of vocabulary in the context :It means that the reader could develop his or her guessing ability to the words which is not unfamiliar with

him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text being read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4. Identifying reference :In English, as in other language. It would be clumsy and bring to have and repeat the same words or phrases every time you used it. Instead of repeating the same words or phrases several time, the researcher can use reference words. Recognizing reference words and being able to identifying the words to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun such as; it, she, he, they, this, etc.

5. Making inferences :Inference is a skill where the reader has to able to read between lines.

And then, this indicator can help the researcher to doresearch in that school based on curriculum.

So, based on the writer's interview with an English teacher at SMP N 3 Pekanbaru, she found that most of the students at that school had passed their final examinations with a good mean score for English of 75. The students also reached the passing score when the teacher gave them a test for reading comprehension. In that interview, the researcher also learnt that the teacher used many strategies for teaching reading. This School has implemented the 2013 curriculum as the new curriculum mandated by the government since 2017. Based on the above, strategies for teaching reading are the processes used for transferring knowledge in order to get good reading comprehension and

understanding of a text to achieve the goals of the learning process. Teachers need to use appropriate strategies based on the materials and the purpose of learning. In this study, the researcher focuses on the strategies used by the English teachers at SMP N 3 Pekanbaru.

2.1.5 The Characteristics and Skills in Reading Comprehension

Penny Ur, (1993:148) states that when someone needs a success in reading she/he must know well about the characteristics of efficient reading.

They are as follows:

1. language, the language of the text is comprehensible to the learner,
2. Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge,
3. Speed, the reading progresses fairly fast: mainly because the reader has automatic recognition of common combination, and does not is the time working about each of group of new words,
4. Attention, the reader concentrates on the significant bits, and skim the rest, may even skip part he or she knows to be significant,
5. Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without uses a dictionary only when these strategies are insufficient,
6. Prediction, the reader thinks a head, hypothesizes and predict,
7. Background information, the reader has and uses background information to help understand the text,

8. Motivation, the reader is motivated to read: by interesting content or a challenging task,
9. Purpose, the reader is aware of clear purpose in reading for example, to find out something, or to get pleasure,
10. Strategies, the reader uses different strategies for a different kind of reading.

Conciously , it can be concluded that when someone needs a success in reading the students should aware about their weaknesses in reading. They also have to know that reading is must to reach by them self. It can be implied if the students focus on their about English in the classroom and pay attention seriously in learning to the teacher. In reading, the readers should use their background knowledge; it means the reader bring their knowledge, emotion, experience, and culture to what they read. Based on that explanation, the researcher can conclude that reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

Harmer (1991: 181-184) points out that in reading the reader employs a number of specific skills when reading and their success at understanding the content of what they depends to large extent in these specific skills. The six skills of reading are:

1. Predictive skills,
2. Extracting specific information,
3. Getting specific picture,
4. Extracting detail information,

5. Recognizing function and discourse patterns,

6. Deducing meaning from context

The main purpose of reading is to understand and to find out the information from the passage. To be able to understand and find the information, the reader should know the characteristics and skills above because to understand the contents are not easy. By using the skills above, the researcher will find the information or the authors' mean exactly.

2.1.6 The Purposes of Reading Comprehension

Grabe and Stoller (2002:13) state the purpose of reading as follow:

1. Reading to search for simple information

In reading to search, we typically scan the text for a specific piece of information or a specific word.

2. Reading to skim quickly

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading task and a useful skill it is own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and than using basic reading comprehension skills on those segments of the text until a general idea is formed.

3. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text.

4. Reading to integrate information, write and critiques texts.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.

5. Reading for general comprehension .

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

The reader's purpose plays an important part in determining the kind of reading they do. Different persons may read the same book in different ways, because their purposes are different. The readers construct their purposes by thinking and by asking question about what they plan to read.

Comprehension and speed vary according to the reader's purpose. It is important to read with purpose. It helps to understand more what is read by people. It is known that the purpose of reading is to get the meaning from the

written symbol. One of the most important tasks on the reader is to find out what the writer said.

There are two basic purpose of reading ability.

- a. Reading for information. It is reading to study for goal such as to obtain factual information and solve problem.
- b. Reading for pleasure. It is reading for enjoyment which may vary in to follow our favorite" sport, comics, article, fairy tale and movie program.

2.1.7 The Nature of Narrative Text

Anderson and Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.

Thomas S. Kane (2000) stated that "a narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology."

From the explanation above, narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. It is written with certain characteristics and its language features. The writer should arrange the text interestingly. Beside entertain the readers, the purpose of telling the story is to give meaning.

2.1.7.1 Purpose of Narrative Text

The purpose of a narrative, other than providing entertainment, can be to make the reader think about an issue, teach them a lesson, or excite their

emotions. In well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details all work together to develop an identifiable story line that is easy to follow and paraphrase.

2.1.7.2 Structure

Generic Structure of Narrative Text

Derewianka (1990: 32) states that the steps for constructing a narrative are:

1. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
2. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
3. Resolution, The complication may be resolved for better or for worse, but it is rarely left completely unresolved.

According Anderson and Anderson (2003) state that narrative usually include the following grammatical features:

- a. nouns that identify the specific characters and places in the story.
- b. adjectives that provide accurate description of the characters and setting.

c. time words that connect events to tell when they occur.

c. verbs that show the actions that occur in the story.

2.1.8 The Nature of Story Mapping Strategy

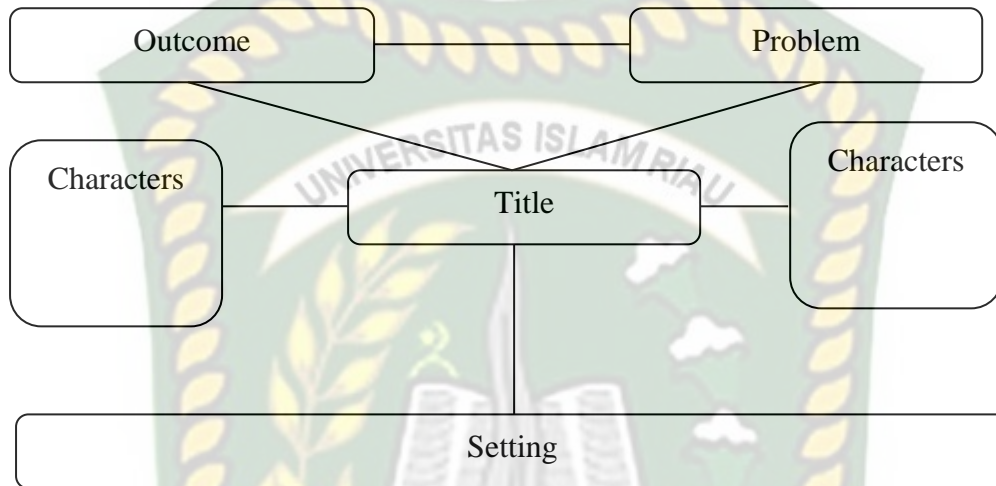
According to Brown (1990:118), strategy is a specific method of approaching a problem or task, models of operation for achieving a particular end, planned design for controlling and manipulating certain information. A second language learning strategy as specific actions, behaviors, steps, or techniques are used to enhance their own learning. These strategies will vary from moment to moment or from one situation to another. Each individual have their own strategy. It means that, each individual has of possible option for solving a particular problem in learning a second language.

A Story Map is a strategy that helps the students to identify the elements of story. Based on the Idol (1987) Story Mapping is a procedure which is used to train the beginner to recognize the basic framework of narrative stories in order to improve the comprehension of text. Idol Maestas and Croll (1987) demonstrate this using a reader directed story map as a study guide procedure structured to take reader's attention to the elements of story grammar (setting, problem, goal, action) during reading. Another expert state that Story Mapping is a visual graphic map in which is provided the elements of story such as characters, setting, problems, and resolution which are presented to help the writers connect the whole content of the story.

Therefore, Story Map strategy can make students easy to identify the structure of the text and understand the content of the text. It is supported by

Burke et.al (2004) the purpose of story map is to require the students to identify the story elements and give them space to record this information.

Figure 2.1 Story map components for Group Story Mapping.



(Source : Pamela J. Farris, 2004)

2.1.9 The Procedure of Story Mapping Strategy

There are some procedures of applying Story Map strategy that have to be mastered by the students in reading narrative text. According to Idol (1987) there are four procedures to apply the Story Map strategy in the class :

Four phases of implementation

Phase 1: Modeling the use of Story Mapping

1. Display the overhead transparency of the story map. Have the students complete their own copies as you call on students for responses.
2. Have the students hand in their story maps, put away their reading materials, and answer the comprehension questions individually.

Phase 2: Checking students use of Story Mapping

1. Have the students fill in their story maps individually. Tell them that they can fill in the maps as they read their story or after they read or both.
2. After silent reading and map completion, call on students to identify story map elements. Record the answers on the transparency and provide corrective feedback.
3. Again, have the students hand in their story maps, put away their reading materials, and answer the comprehension questions.

Phase 3: Independent Use of Story Mapping

1. Have the students silently read the story and complete their story maps. Do not call on students to identify story map elements.
2. Test comprehension by having again the students hand in their story maps, put away their reading materials, and answer the comprehension questions.

Phase 4: Maintenance

1. Have the students silently read the story and answer comprehension questions without the story maps. If scores falls below 80% accuracy for 2 consecutive days, use the maps again.

From the explanation above, the teacher can use those stages or only adapt

some stages. When the teacher only adapt some stages, the teacher can combine some stages with the own stages. The combination of stages must be related to the scientific approach.

2.2 Relevance studies

A number of studies have conducted related to Story Mapping on success in comprehending English texts better. The researcher obtained some information from some sources such as book, journal, and thesis.

Dewi Farichah (2017), has conducted a research which is entitled "*The Implementation Of Story Map Strategy To Teach Reading Narrative Text*". In her research she used action research, and it has mentioned that the data was analyzed by using two data collection technique, observation checklist and interview. Firstly, the data was analyzed by reading and understanding the data which is taken from the field note, but for the data which is taken from interview, the data was analyzed by listening and understanding the recording. Then, the researcher classified and organized the data which is taken from the field note and interview. On the next stage, the researcher finds the similarities and the differences of the data. After that, the data was sorted and reduced to get the data which is needed to answer the first and second research questions. The last, the researcher interpreted and represented the data in the form of words as the visualization to describe the data. The results showed that the students could find the elements of narrative texts as found in the characters, plot, and moral value correctly. Moreover, the students enjoyed the learning process of reading the narrative text in the classroom. The students are engaged in the teaching learning process actively.

From the results of the interview, the researcher concluded that the students gave positive opinions about the implementation of story map strategy. They stated that they were enjoyed and felt enthusiastic during the teaching learning process. They can readily identify them and find the main content of the narrative texts they have read before.

In short, from those explanations above, the researcher concludes that story map strategy is a reliable strategy for teaching reading narrative text because it helps the students to distinguish the elements of narrative texts easily, namely to teach reading narrative texts for the graders .

Dewi Nurpitriyani (2015) “The Effectiveness Of Story Mapping Technique Toward Students’ Reading Comprehension Of Narrative Text” it can be known that the result of mean of pre-test score at experimental class is 59.16 and mean of post-test score is 78.91. While mean of pre-test score at control class is 65.30 and mean of post-test score is 73.67. Therefore, concluded that there is a significant improvement toward students’ reading comprehension achievement after being taught by using story mapping technique. It also can be seen after four meetings treatments, the result showed that gain score of experimental class where the story mapping technique applied is 19.34. Meanwhile, gain score of control class is 8.37. It means that the gain score in experimental class showed significant difference than in control class.

It is also supported by the result of t-test formula to test the research hypothesis. The result had showed that the value of t-test 7.032 is higher than table 1.989 at the significance 5%. It means that the Null Hypothesis (H₀) is

rejected and the Alternative Hypothesis (H_a) is accepted hence it can be inferred that story mapping technique is effective toward students' reading comprehension achievement of narrative text at the tenth grade students of SMAN 1 Kota Tangerang Selatan.

Meanwhile, to find out to what extent story mapping technique is effective toward students' reading comprehension, the writer used Cohens's d formula. The result of the calculation of Cohen's d formula showed that the effectiveness value obtained is 0.705. Based on the criteria of the effect size, it can be said that the effect size to know to what extent story mapping technique is effective toward 74 students' reading comprehension of narrative text is categorized into moderate effect. It means that story mapping technique improved students' reading comprehension of narrative text because the significant value that the writer got nearly achieved the highest level of the effect size criteria. It also can be seen in students' reading comprehension achievement which got higher in the post-test score.

2.3 Conceptual Framework

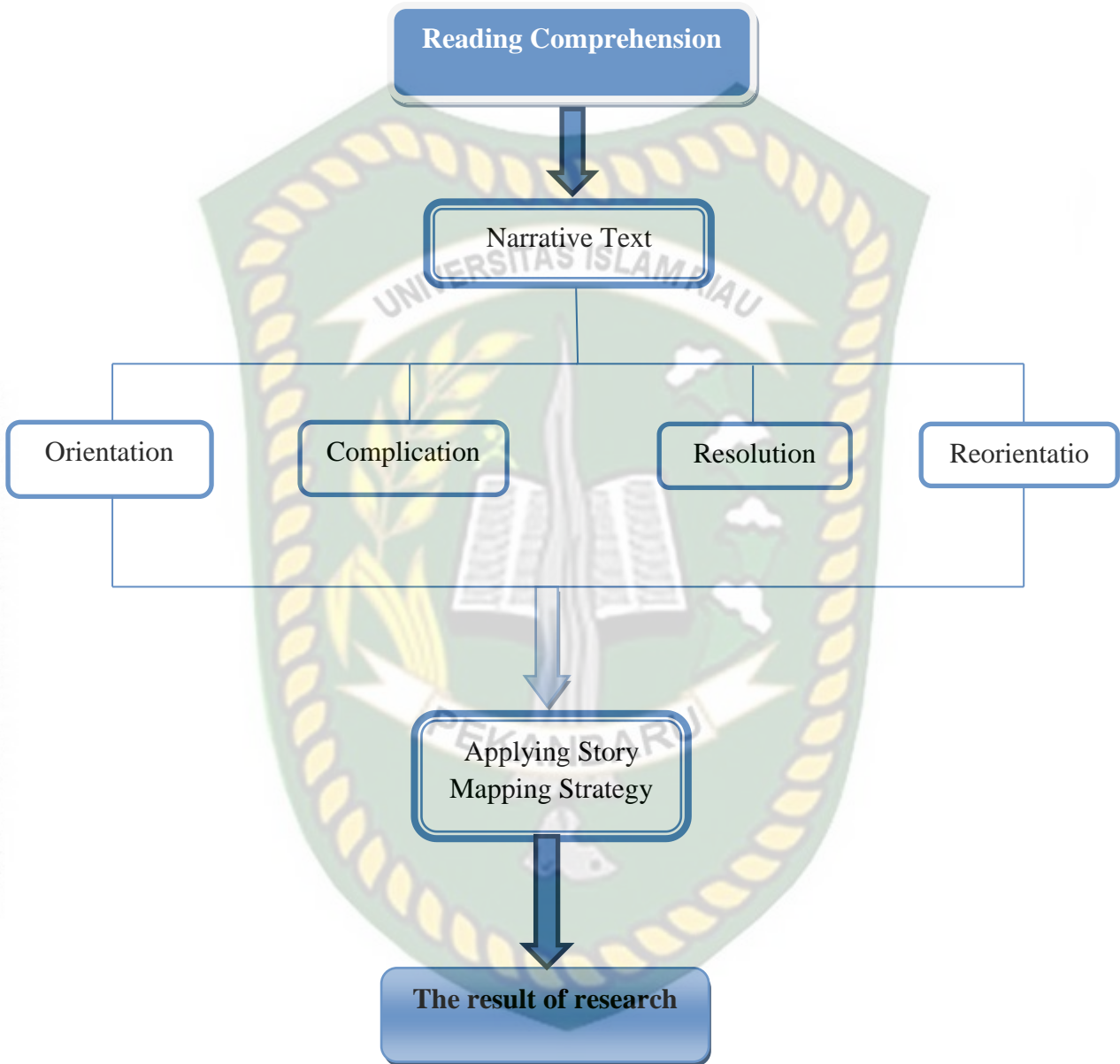
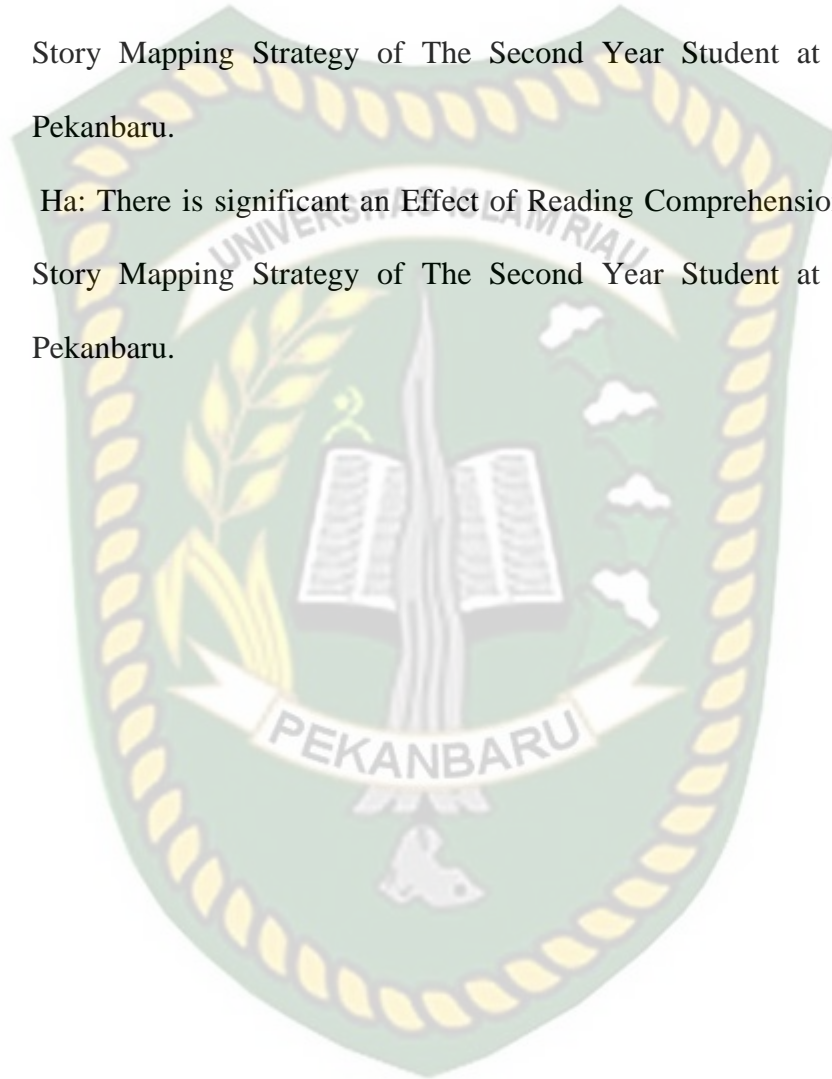


Figure 2.2. The Effect Reading Comprehension by Using Story Mapping Strategy of The Second Year Student at SMP N 3 Pekanbaru.

2.4 Hypothesis

There are two hypotheses in this research, they are:

- a. Ho: There is no significant Effect of Reading Comprehension by Using Story Mapping Strategy of The Second Year Student at SMP N 3 Pekanbaru.
- b. Ha: There is significant an Effect of Reading Comprehension by Using Story Mapping Strategy of The Second Year Student at SMP N 3 Pekanbaru.





Dokumen ini adalah Arsip Milik :

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CHAPTER III

RESEARCH METHOD

3.1 The Research Design

The type of this research is an experimental research. Experimental research is a traditional approach to conductive quantitative research Creswell(2005:294).

There are two variables; independent variable and dependent variable. In this research, independent variable is story mapping strategy and dependent variable is students' reading comprehension narrative text in second year students at SMPN 3 Pekanbaru. The design of the research can be seen in the following illustration.

Table 3.1 Research Design

Class	Pre-test	Treatment	Post-test
VIII.1	X ₁	T	Y ₁
VIII.2	X ₂	-	Y ₂

Where:

VIII.1 : Experimental Class

VIII.2 : Control Class

X₁ dan X₂ : Pre-test of experimental and control class

Y₁ dan Y₂ : Post-test of experimental and control class

Y₁ : Post-test

T (treatment) : teaching reading comprehension by using model lead test strategy

3.2 The Location and time of the Research

This research was conducted at the second grade students of SMP N 3 Pekanbaru in academic year 2018/2019. It is located on Jln. Dahlia No. 102, Kedungsari, Sukajadi, Kota Pekanbaru.

3.3 Population and Sample of The Research

3.3.1 Population

The population of this research is the second year students at SMP N 3 Pekanbaru in academic year 2018/2019 which consists of 74 students from 2 classes. Each of the class consists of 37 students. The population is important in a research because it needed for a researcher to collect the data required in her research.

Table 3.2
Population of the second year students at SMP N 3 Pekanbaru

Classes	Number of Students
VIII.1	37
VIII.2	37
VIII.3	38
VIII.4	39
VIII.5	40
Total	191

3.3.2 Sample of the Research

The sample of this research is the students in class VIII.1 and VIII.2. There are some reasons for choosing them as a sample. First, the students had problems in vocabulary mastery. Second, the researcher wanted to know how is the best level the second year students at SMPN 3 PEKANBARU. According to Sugiyono (2003:56) sample was "some of amount and characteristic owned by population, as for becoming sample of at this research is all student of VIII.1 and VIII.2 class". According YatimRianto (1996: 60) random cluster sampling technique is used when the population found a heterogeneous population, which subpopulation is a group cluste) that have a heterogeneous nature.

In addition, Suharsimi (2006) stated that if the subject is less than one hundred it is better to take the entire subject. Furthermore, if the subject is more than one hundred it could be taken between 10-15% or 20-25% or more that it. In this research the researcher will take 76 students as the sample to analyze the vocabulary mastery.

Table 3.3

Samples of the second year students at SMP N 3 Pekanbaru

No.	Classes	Students
1	VIII.1 (Experimental class)	37
2	VIII.2 (Control class)	37
Total		74

3.4 The Instrument of Research

The instrument of this research used a reading test that will be given in the form of multiple choice. They were two topics with 20 questions in this research.

Table 3.4 : Indicator of Narrative Text

Variable	Indicator	Sub-indicator	Classification of the Term
Narrative text	1. Orientation	1. Finding Setting	<ul style="list-style-type: none"> • Explain about in which the narrator tells the audience who is in the story (characters), when the story is talking place and where the action is happening (setting).
	2. Complication	2. Finding Characters	<ul style="list-style-type: none"> • Identifying the crisis or conflict of the story.
	3. Resolution	3. Finding Problem	<ul style="list-style-type: none"> • Identifying the way to solve the crisis better or worse
	4. Re-orientation	4. Finding Resolution	<ul style="list-style-type: none"> • Identifying character and contains the message of moral value to the readers.
		5. Finding message of moral value	

Table 3.5
Blue Print of the Test

No	Topics		Indicator	Number	
	Pre- test	Post- test		Pre- test	Post- test
1	A Woman and the Wolves	The Story of the Smart Parrot	1. Orientation 2. Complication 3. Resolution	1,2,3,4 5,6,7 8,9,10	1,2,3 4,5,6,7 8,9,10
2	Sangkuriang	The Hare and The Tortoise	1. Orientation 2. Complication 3. Resolution	11,12,13, 14,15,16, 17,18,19, 20	11,12,13 14,15,16,17, 18,19,20

a. Pre-test

The pretest was given to the students before the treatment. One purpose of giving the test is to measure students' reading skill before being taught by using story mapping. In the pretest the researcher gave multiple choice test, consist of 20 questions focusing to narrative text.

b. Treatments

The treatment only given to experimental class, the steps are :

Meeting	Teacher's Activity	Student's Activity
Meeting 1 Pre-Test	<p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher enters the class. ✓ Teacher greets the students ✓ Teacher checks the attendance list. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher give pre-test to the students. <p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher collects students' test 	<ul style="list-style-type: none"> ✓ Students replay teacher's greeting ✓ Students do the pre-test.
Meeting 2	<p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher enters the class. ✓ Teacher greets the students. ✓ Teacher checks the attendance list. ✓ Introduces the lesson to the students. 	<ul style="list-style-type: none"> ✓ All of the students respond it. ✓ Some students give response.

Meeting	Teacher's Activity	Student's Activity
	<p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher introduces and explains about the narrative text, example text, generic structure and language feature of narrative text. ✓ Teacher informs the material which is going to be learned and introduces story mapping. ✓ Teacher explain the major components of story mapping through identifying astory. ✓ Teacher asks to the students read the text narrative and divided students into 6 groupsand complete the story map worksheet. ✓ Teacher checks the responses of students individually with those students requiring additional guidance. 	<ul style="list-style-type: none"> ✓ Students listen carefully. ✓ The students read the text. ✓ Eachthe group makes a story map with the guidance of the teacher and students complete their story map in the worksheet.

Meeting	Teacher's Activity	Student's Activity
	<p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher concludes the lesson. ✓ Teacher asks to students about the difficulties that they have while they are reading the text and applying this strategy. ✓ Teacher close the lesson (greet). 	<ul style="list-style-type: none"> ✓ Students give their opinion about learning process. ✓ Students respond well. ✓ Reply greeting
<p>Meeting 3</p>	<p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher enters the class. ✓ Teacher greets the students. ✓ Teacher checks the attendance list. ✓ Introduces the lesson to the students. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher reviews about the explanation of the meaning of narrative text. ✓ Teacher reviews explain the major components of story mapping through identifying astory. 	<ul style="list-style-type: none"> ✓ All of the students respond it. ✓ Some students give response. <ul style="list-style-type: none"> ✓ Students listen carefully. ✓ The students read the text.

Meeting	Teacher's Activity	Student's Activity
	<ul style="list-style-type: none"> ✓ Teacher asks to the students read the text narrative and divided students into 6 groups and complete the story map worksheet. ✓ Teacher checks the responses of students individually with those students requiring additional guidance. <p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher concludes the lesson. ✓ Teacher asks to students about the difficulties that they have while they are reading the text and applying this strategy. ✓ Teacher close the lesson (greet). 	<ul style="list-style-type: none"> ✓ Each the group makes a story map with the guidance of the teacher and students complete their story map in the worksheet. ✓ Students give their opinion about learning process. ✓ Students respond well. ✓ Reply greeting

Meeting	Teacher's Activity	Student's Activity
<p style="text-align: center;">Meeting 4</p>	<p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher enters the class. ✓ Teacher greets the students. ✓ Teacher checks the attendance list. ✓ Introduces the lesson to the students. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher reviews explain the major components of story mapping through identifying a story. ✓ Teacher asks to the students read the text narrative and divided students into 6 groups and complete the story map worksheet. ✓ Teacher checks the responses of students individually. 	<ul style="list-style-type: none"> ✓ All of the students respond it. ✓ Some students give response. ✓ Students listen carefully. <ul style="list-style-type: none"> ✓ The students read the text . ✓ Each the group makes a story map with the guidance of the teacher and students complete their story map in the worksheet.

Meeting	Teacher's Activity	Student's Activity
	<p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher concludes the lesson. ✓ Teacher asks to students about the difficulties that they have while they are reading the text and applying this strategy. ✓ Teacher close the lesson (greet). 	<ul style="list-style-type: none"> ✓ Students give their opinion about learning process. ✓ Students respond well. ✓ Reply greeting
<p>Meeting 5</p>	<p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher enters the class. ✓ Teacher greets the students. ✓ Teacher checks the attendance list. ✓ Introduces the lesson to the students. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher reviews explain the major components of story mapping through identifying a story ✓ Teacher asks to the students read the text narrative and divided students into 6 groups and complete the story map worksheet. 	<ul style="list-style-type: none"> ✓ All of the students respond it. ✓ Some students give response. ✓ Students listen carefully. ✓ The students read the text. ✓ Each the group makes a story map with the guidance of the teacher and students complete their story map in the worksheet.

Meeting	Teacher's Activity	Student's Activity
	<p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher concludes the lesson. ✓ Teacher asks to students about the difficulties that they have while they are reading the text and applying this strategy. ✓ Teacher close the lesson (greet). 	<ul style="list-style-type: none"> ✓ Students give their opinion about learning process. ✓ Students respond well. ✓ Reply greeting
<p>Meeting 6 Post-Test</p>	<p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher enters the class. ✓ Teacher greets the students ✓ Teacher checks the attendance list. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher give post-test to the students. <p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher collects students' test 	<ul style="list-style-type: none"> ✓ Students replay teacher's Greeting. ✓ Students do the post-test.

c.Post-test

This kind of the test administered in order to know the sample respondents' ability. Whether there is effect in reading skill after attending a process of treatment or not. In the post-test the researcher was given multiple choice questions, consist of 20 question focusing explicit information from the text.

3.5 The Data Collection Technique

In collecting the data, the researcher gave test in two sessions. Firstly, pre-test gave to the students in order to find out their reading comprehension's score before they get treatment. Then, Post-test gave after all treatments had been done. The Post-test gave in order to know how reading comprehension skill.

After the students did their test, the researcher then analyzed the result of the reading comprehension test. It consist of 20 question from two text. Every question gave score 5 if correct. Therefore, the total score if the students can answer the entire question by correct answer is 100 points.

3.6The Data Analysis Technique

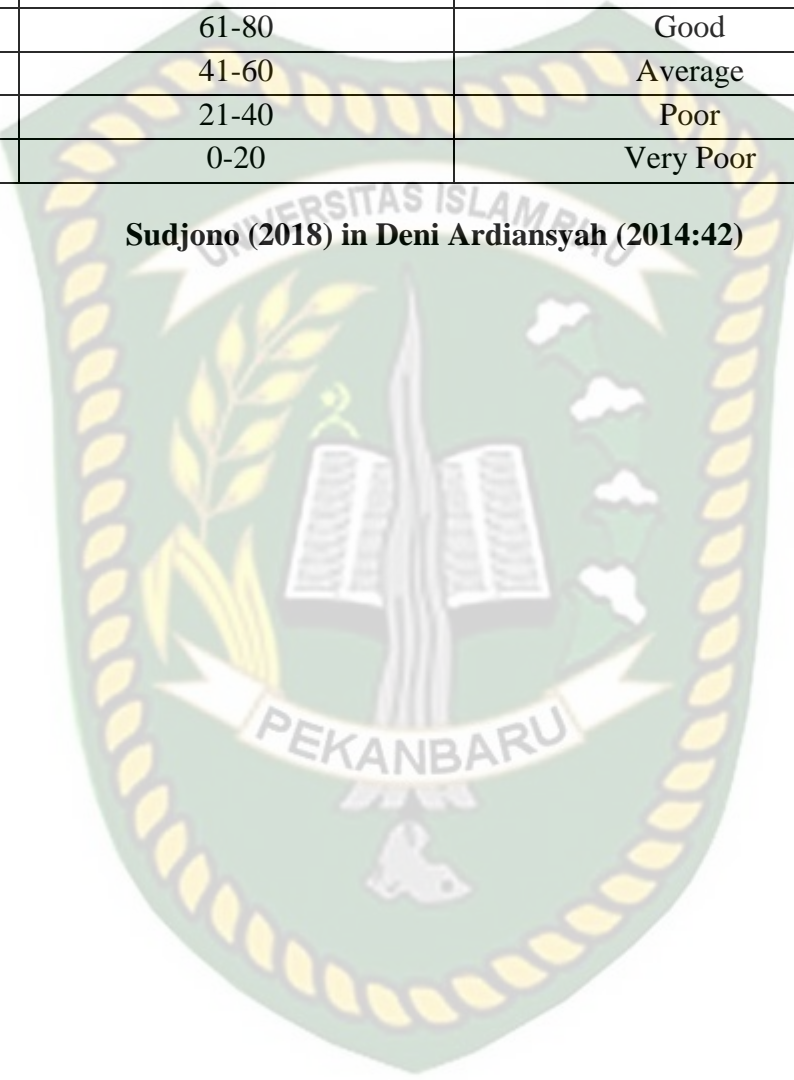
The items of test on reading skill are used multiple choice test with four option by score 5 for the right answer and 0 (zero) for the wrong answer (score for reading skills). Furthermore, if a student's answer 1 item correctly, the score is 5 and 0 (zero) for the wrong answer all of the items correctly, the score is 100.

Table 3.6

Interpretation of the student's scoring rubric

No	Score Range	Categories
1	81-100	Excellent
2	61-80	Good
3	41-60	Average
4	21-40	Poor
5	0-20	Very Poor

Sudjono (2018) in Deni Ardiansyah (2014:42)



CHAPTER IV

THE RESEARCH FINDINGS

4.1 Description of the data

This chapter presented the research finding dealing with data analyzed interpreted, which have been taken from the pretest and posttest of one group experimental. Subsequently, it showed the students' score increase from pretest to posttest in order to find out whether or not the experimental group's achievement by using story mapping strategy at SMP N 3 Pekanbaru.

4.1.1 The Students' Score of pre-test in Experimental Class

Before giving treatment, the research gave pre-test to students. It was done to know the ability of students in reading comprehension. The data of students' reading comprehension before using story mapping strategy were taken from pre-test in class VIII¹ as experimental class. The score of pre-test in experimental class could be seen in the table 4.1

Table 4.1

Students'score of Pre-test in Experimental Class

Student	Indicators			Score	Level of ability (category)
	Orientation	Complication	Resolution		
1	20	15	15	50	Average
2	15	10	15	40	Poor
3	10	10	15	35	Poor
4	15	20	20	55	Average
5	15	15	25	55	Average

6	20	25	15	60	Average
7	10	10	15	35	Poor
8	20	10	15	45	Average
9	15	20	15	50	Average
10	10	15	10	35	Poor
11	15	10	15	40	Poor
12	20	15	20	55	Average
13	10	15	10	35	Poor
14	20	20	20	60	Average
15	15	10	10	35	Poor
16	20	20	15	55	Average
17	15	20	15	50	Average
18	10	10	10	30	Poor
19	20	15	20	55	Average
20	20	20	20	60	Average
21	10	15	10	35	Poor
22	20	15	15	50	Average
23	20	15	10	45	Average
24	10	15	10	35	Poor
25	15	15	15	45	Average
26	15	10	10	35	Poor
27	20	15	15	50	Average
28	15	15	15	45	Average
29	15	10	15	40	Poor
30	10	10	15	35	Poor
31	15	20	15	50	Average
32	10	15	10	35	Poor
33	15	20	15	50	Average
34	15	10	20	45	Average
35	15	10	10	35	Poor

36	10	15	15	40	Poor
37	15	20	10	45	Average
Total	560	550	540	1.650	
Mean	15,13	14,86	14,59	44,59	Average

Table 4.1 showed the student score of pre-test in comprehending narrative text in experimental class. Based on the data above from 37 students were classified that 21 students (56,8%) were in average level, 16 students (43,2%) were in poor level and no one students in excellent level. The data showed that most of students did not have good skill in reading comprehension. It proved that students had serious problem in reading. Further, the maximum score in pretest of experimental class was 60 and the minimum score was 30.

From the data abovetotal score of students was 1.650 before doing treatment. Here, it can be calculated that the mean score of experimental class in pre-test was 44,59. It means that the students' means score classified as avarage level.

4.1.2 The Students' Score of post test in Experimental Class

After giving treatment in experimental class by using mapping strategy, a post test was conducted in the last meeting. The score of test had been taken as data of research. The score of posttest in experimental class could be seen in the table 4.2.

Table 4.2

Students' Score of Post-test in Experimental Class

Student	Indicators			Score	Level of ability (category)
	Orientation	Complication	Resolution		
1	30	20	20	70	Good
2	25	15	20	60	Average
3	30	20	15	65	Average
4	25	25	20	70	Good
5	25	20	20	65	Good
6	20	20	15	55	Average
7	30	25	20	75	Good
8	25	20	20	65	Good
9	30	15	20	65	Good
10	25	25	20	70	Good
11	30	15	20	65	Good
12	20	15	20	55	Average
13	25	20	25	70	Good
14	20	25	20	65	Good
15	25	10	15	50	Average
16	20	15	20	55	Average
17	35	20	20	75	Good
18	30	20	15	65	Good
19	20	20	20	60	Good
20	20	15	15	50	Average
21	20	15	20	55	Average
22	20	20	20	60	Average
23	25	20	20	65	Good
24	20	10	25	55	Average

25	15	15	20	50	Average
26	20	20	20	60	Average
27	20	10	25	55	Average
28	20	25	20	65	Good
29	30	15	20	65	Good
30	30	20	20	70	Good
31	25	25	20	70	Good
32	25	20	20	65	Good
33	30	25	20	75	Good
34	20	15	15	50	Average
35	35	25	20	80	Good
36	25	25	20	70	Good
37	20	10	20	50	Average
Total	916	695	725	2.330	
Mean	24,75	18,78	19,59	62,97	Good

Table 4.2 showed the students score of post-test in comprehending narrative text in experimental class. Based on the data above from 37 students were classified that 22 students (59,5%) were in Good level, 15 students (40,5%) were in average level and no one students in excellent level. The data showed that most of students were good in reading comprehension because they could increase the test score from previous score. Further, the maximum score in posttest of experimental class was 80 and the minimum score was 50.

From the data above total score of 37 students was 2.330 after doing treatment by using mapping strategy in reading comprehension. Here, it can be calculated that the mean score of experimental class in post-test was 62,97. It means that the students' means score classified as good level.

4.1.3 The Students' Score of pre-test and post test in Experimental Class

The result data of students' reading comprehension by using mapping strategy calculated by SPSS taken from pre-test and post-test can be seen in the table 4.3

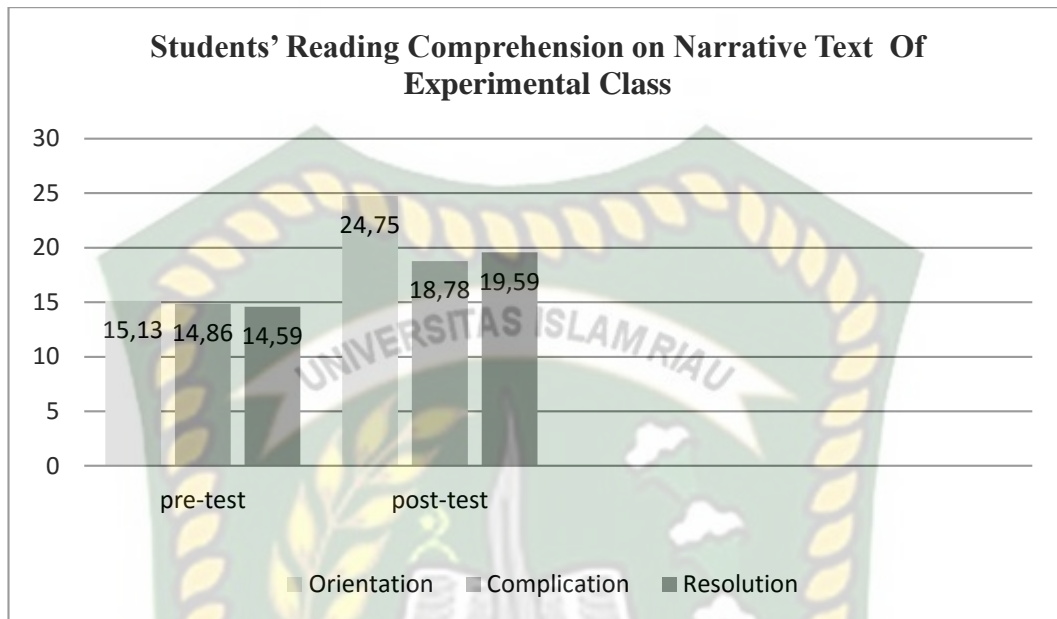
Table 4.3

Students' Statistics of Post-test and post-tes in Experimental Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	44,59	37	8.770	1.441
	Posttest	62,97	37	8.118	1.334

From the table it can be seen that there were 37 students in experimental class. The mean score of pre-test 44,59 and mean score of post-test was 62,39. The standart deviation in pretest was 8,7 and post-test 8,1. The standart error mean in pre-test was 1,4 and post test was 1,3. It means the student had improvement in reading coprehension, it was proved by students total score had improvement after treatment by using mapping strategy.

Diagram 4.1



Based on diagram 4.1 showed the students' ability in comprehending such indicators of narrative text for pre-test and post-test in experimental class. It could be seen that the students' reading comprehension in narrative text for orientation was 15,13 in pre-test and for orientation in post-test was 24,75. For complication was 14,86 in pre-test and for complication in post-test was 18,78. For resolution was 14,55 in pre-test and for resolution was 19,59 in post-test. It means that students reading comprehension in narrative text for each indicator in experimental class got improvement from pre-test to post-test.

4.1.4 Students' Score of pre-test in Control Class

In control class the researcher did not apply the treatment. Further the researcher also gave the test in control class. The students' score of pretest and posttest in control class can be seen in table 4.4 and 4.5

Table 4.4
Students' Score of Pre-test in Control Class

Student	Indicators			Score	Level of ability (category)
	Orientation	Complication	Resolution		
1	10	20	10	40	Poor
2	15	10	15	40	Poor
3	25	15	15	55	Average
4	25	10	10	45	Average
5	20	10	20	50	Average
6	15	20	20	55	Average
7	15	15	10	40	Poor
8	20	15	20	55	Average
9	25	20	15	60	Average
10	10	10	15	35	Poor
11	15	10	15	40	Poor
12	10	15	10	35	Poor
13	15	15	10	40	Poor
14	10	10	10	30	Poor
15	20	10	10	40	Poor
16	15	20	15	50	Average
17	20	15	10	45	Average
18	15	5	15	35	Poor
19	10	5	15	30	Poor

20	15	10	10	35	Poor
21	25	10	15	50	Average
22	10	15	15	40	Poor
23	20	20	10	50	Average
24	20	15	10	45	Average
25	10	10	15	35	Poor
26	15	10	5	30	Poor
27	15	10	15	40	Poor
28	20	10	15	45	Average
29	10	15	15	40	Poor
30	20	15	15	50	Average
31	25	15	15	55	Average
32	20	10	15	45	Average
33	15	10	10	35	Poor
34	15	15	15	45	Average
35	25	15	10	50	Average
36	15	5	10	30	Poor
37	10	15	10	35	Poor
Total	615	475	485	1.575	
Mean	16,62	12,83	13,10	42,56	Average

Table 4.4 showed the students score of pre-test in comprehending narrative text in control group. Based on the data above from 37 students were classified that 17 students (45,9%) were in average level, 20 students (54,1%) were in poor level an no one students in excellent level. The data showed thst most of students did not have good skill in reading comprehension. It proved that students had serious problems in reading. Further, the maximum score in pre-test of control class was 60 and the minimum score was 30.

From the data above total score of 37 students was 1.575 before doing treatment. Here, it can be calculated that the mean score of experimental class in pre-test was 42,56. It means that the students' means score classified as average level.

4.1.5 Students' Score of post-test in Control Class

In control class, the post-test also conducted in last meeting. Students' score of post-test in control class can be seen in table 4.5

Table 4.5
Students' Score of Post-test in Control Class

Student	Indicators			Score	Level of ability (category)
	Orientation	Complication	Resolution		
1	25	15	10	50	Average
2	15	10	10	35	Poor
3	15	15	15	45	Average
4	20	20	10	50	Average
5	25	10	20	55	Average
6	20	15	15	50	Average
7	15	20	10	45	Average
8	25	15	10	50	Average
9	15	10	15	40	Poor
10	15	15	10	40	Poor
11	20	15	20	55	Average
12	15	15	20	50	Average
13	20	20	15	55	Average
14	20	15	10	45	Average
15	25	10	15	50	Average

16	20	10	15	45	Average
17	25	10	15	50	Average
18	15	10	10	35	Poor
19	20	15	15	50	Average
20	15	15	15	45	Average
21	25	15	15	55	Average
22	30	15	15	60	Average
23	25	20	10	55	Average
24	20	10	15	45	Average
25	15	10	15	40	Poor
26	25	10	15	50	Average
27	15	15	15	45	Average
28	25	15	15	55	Average
29	15	20	15	50	Average
30	25	15	15	55	Average
31	20	15	15	50	Average
32	25	15	10	50	Average
33	15	15	10	40	Poor
34	15	20	15	45	Average
35	20	15	15	50	Average
36	15	10	10	35	Poor
37	10	15	15	40	Poor
Total	725	530	510	1.760	
Mean	19,59	14,32	13,78	47,56	Average

Based on the data above from 37 students were classified that 29 students (78,38%) were in average level, 8 students (21,62%) were in poor level and no one students in excellent level. Further, the maximum score in post-test of control group was 60 and the minimum score was 35. The total score of 37

students was 1.760 and mean score was 47,56. It means that the students' means score classified as Average level.

4.1.6 Students' Score of pre-test and post-test in Control Class

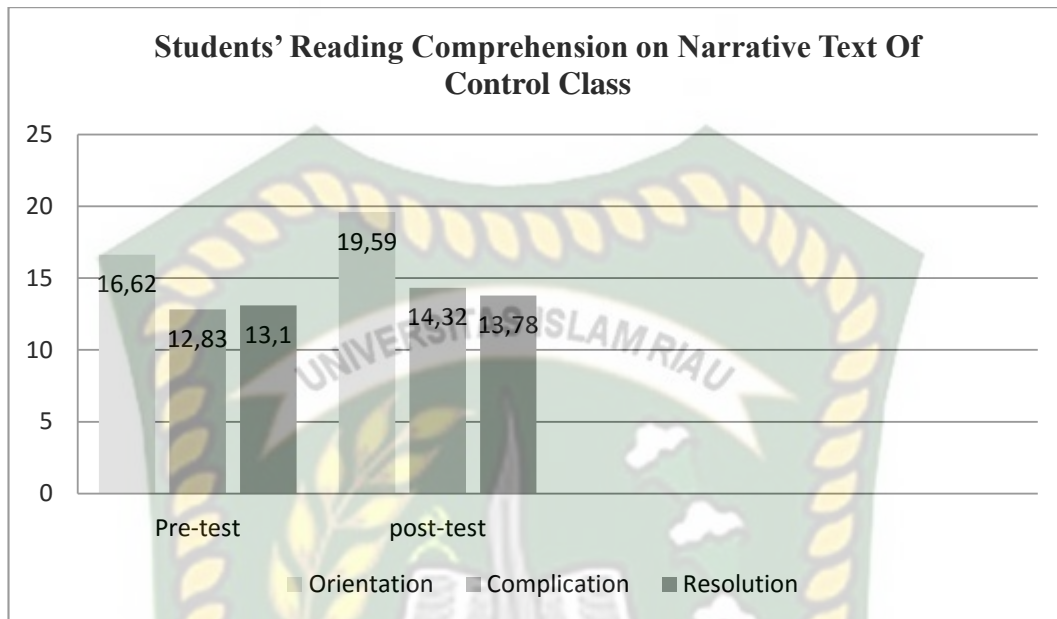
The result data of students' reading comprehension without treatment in control class also taken from pre-test and post-test. The result score could be seen in the table 4.6

Table 4.6
Students' Statistics of Post-test and post-tes in Experimental Class

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	42,56	37	8.132	1.337
Postest	47,56	37	6.304	1.036

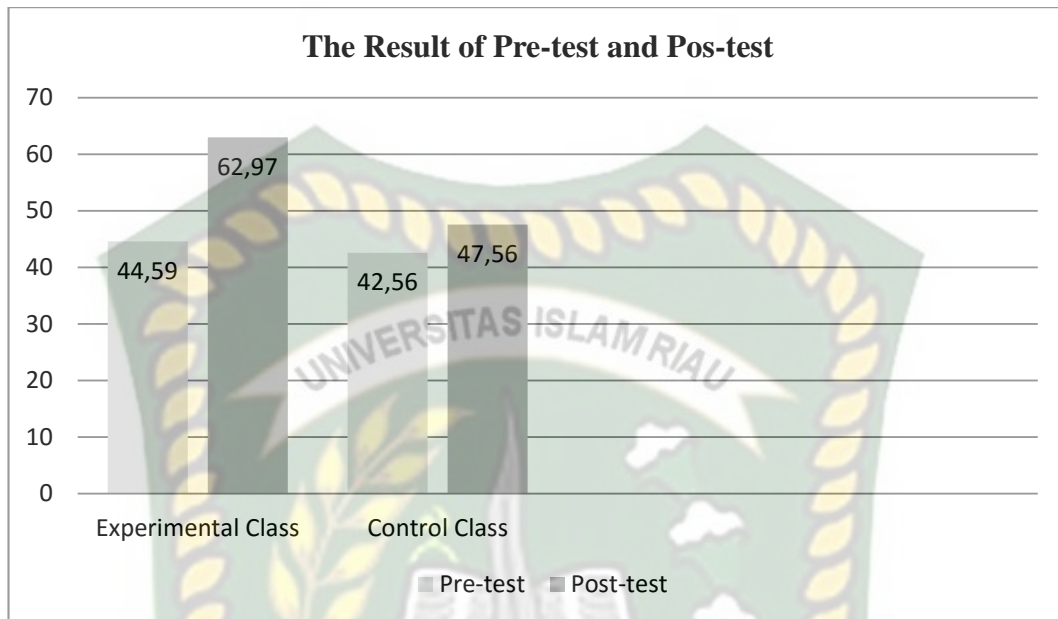
From the table it can be seen that there were 37 students in control class. The mean score of pre-test 42,56 and mean score of post-test was 47,56. The standart deviation in pretest was 8,1 and post-test 6,3. The standart error mean in pre-test was 1,3 and post test was 1,03.

Diagram 4.2



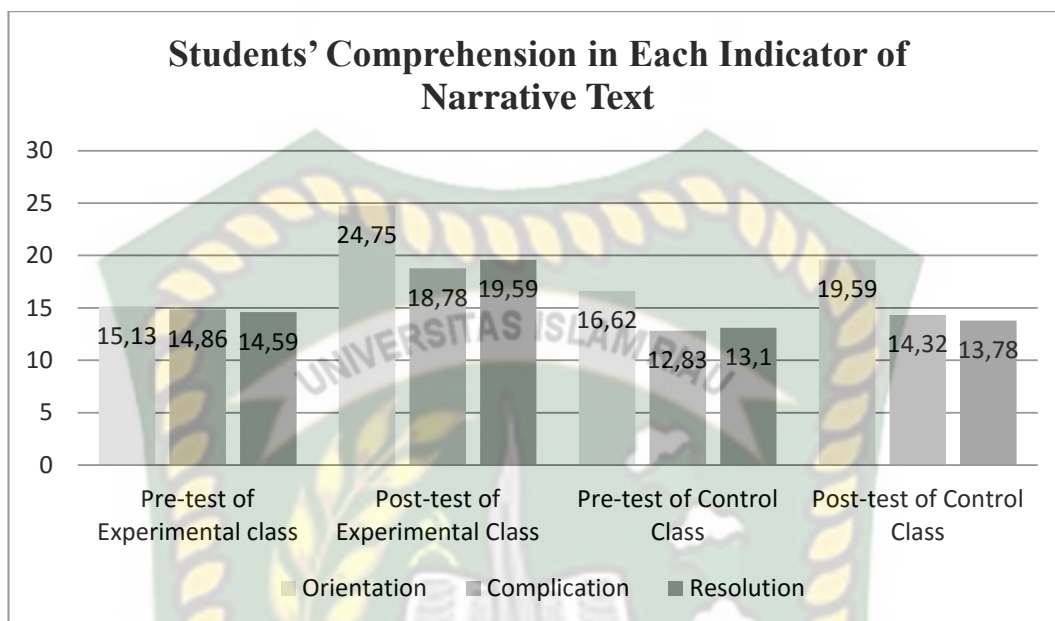
Based on diagram 4.2 showed the students' ability in comprehending such indicators of narrative text for pre-test and post-test in control class. It could be seen that the students' reading comprehension in narrative text for orientation was 16,62 in pre-test and for orientation in post-test was 19,59. For complication was 12,83 in pre-test and for complication in post-test was 14,32. For resolution was 13,10 in pre-test and for resolution was 13,78 in post-test. It means that students reading comprehension in narrative text for each indicator in control class was little improvement from pre-test to post-test.

Diagram 4.3



Based on diagram 4.3. it shows the result of pre-test and post-test in comprehendingnarrativetextofexperimentalclassand control class the mean score of experimental class in pre-test was 44,59 and in post-test was 62,97. It could be seen the increasing of mean score from pre-test to post-test 18,38. It means that there were significant improvement. However, the mean score of control class in pre-test was 42,56 and in post-test was 47,56. It could be seen the increasing of mean score from pre-test to post-test was 5,00. It means that there were little improvement.

Diagram 4.4



Based on diagram 4.4 showed the students' ability in comprehending such indicators of narrative text for pre-test and post-test in experimental class and control class. It could be seen that the students' reading comprehension in narrative text for orientation was 15,13 in pre-test and for orientation in post-test was 24,75. For complication was 14,86 in pre-test and for complication in post-test was 18,78. For resolution was 14,59 in pre-test and in post-test was 19,59.

However, the students' ability in comprehending such indicators of narrative text for pre-test and post-test in control class was not good. It could be seen that the students' reading comprehension in narrative text for orientation was 16,62 in pre-test and for orientation in post-test was 19,59. For complication was 12,83 in pre-test and for complication in post-test was 14,32. For resolution was 13,10 in pre-test and in post-test was 13,78.

From the data above, the students' score of each indicator in narrative text of two class from pre-test to post-test. However, the increasing of experimental class was higher than control class. Therefore, the increasing of students' reading comprehension on each indicator of narrative text by using story mapping strategy gave significant improvement of students' reading comprehension in experimental class than control class.

4.2 Description of teaching learning process

At the first meeting, the researcher came to the class. And then the researcher gave the pretest. Firstly, the researcher explained about the instruction of the test. After that, the researcher asked students to do the reading test. The reading test was multiple choice. It was 20 question. After 40 minutes, the researcher collected the students' reading test.

In the second meeting, the researcher came to the class. The researcher showed a narrative text. The title was *The Mouse Deer And Crocodile*. After that the researcher asked a student to read the text given. Then the researcher asked students to ask some questions related to the text given. After that, the researcher and students collect some information from the text based on generic structure, language feature and social function. After that the researcher explained about the material of narrative text.

In the third meeting, the researcher came to the class. The researcher showed a model of narrative text. The title was *Three Fishes*. After that the researcher asked students to read the text given. Then the researcher taught students how to identify the generic structure, language feature and social function of the text

given by using story mapping strategy. Then the researcher divided students into 6 groups. After that, the researcher wrote the image and keyword of story map on the white board. Then, the researcher asked students to create their own story map and asked them to fill their story map based on the key word given. The researcher gave approximately 40 minutes to create the story map. After 40 minutes, the researcher collected the students' story map. After the students complete the story map researcher checks the responses of students individually with those students requiring additional guidance.

In the four meeting, the researcher came to the class. The researcher showed a model of narrative text. The title was *Pinocchio*. After that the researcher asked students to read the text given. Then the researcher asked students to identify the generic structure, language feature and social function of the text given by using story mapping. Then the researcher divided students into 6 groups. After that, the researcher asked the students to write the image and keyword of story mapping on their paper. Then, the researcher asked them to fill their story mapping based on the key words given. The researcher gave approximately 40 minutes to create the story mapping. After 40 minutes, the researcher collected the students' story mapping. After the students complete the story map researcher checks the responses of students individually with those students requiring additional guidance.

In the fifth meeting, the researcher came to the class. The researcher showed a model of narrative text. The title was *True Friends*. After that the researcher asked students to read the text given. Then the researcher asked students to

identify the generic structure, language feature and social function of the text given by using story mapping. Then the researcher divided students into 6 groups. After that, the researcher asked the students to write the image and keyword of story mapping on their paper. Then, the researcher asked them to fill their story mapping based on the key words given. The researcher gave approximately 40 minutes to create the story mapping. After 40 minutes, the researcher collected the students' story mapping. After the students complete the story map researcher checks the responses of students individually with those students requiring additional guidance.

At last meeting, the researcher came to the class. The researcher gave the students post-test. The researcher explained about the instruction of the test. After that the researcher asked students to do the reading test. The test was multiple choice. It was 20 questions. After 40 minutes, the researcher collected the students' reading test.

4.3 Validity Test

Validity is important to know whether the test is valid or not. According to Arikunto (2013: 211) validity is a measure that indicates the levels of validity or validity of an instrument. The instrument of the test is valid if the instrument that used can measure the thing that will be measured. In this research, there are 20 questions or instruments that must be tested. And then, to test the validity of the instrument, the writer used SPSS v 21. The criteria in this research is, if r_{count} higher than r_{table} ($r_{\text{count}} > r_{\text{table}}$), so the item is valid. However, if r_{count} lower than r_{table} ($r_{\text{count}} < r_{\text{table}}$), so the item is invalid.

Table 4.7

Validity of Experimental Class

Indicator	Score of r_{count}	Score of r_{table}	Ket
Orientation	0,780	0,325	Valid
Complication	0,777	0,325	Valid
Resolution	0,335	0,325	Valid

From the table 4.7 above, it can be seen that the results of testing the validity show that all indicators of the control class was valid. All of indicator have a r_{count} greater than r_{table} ($r_{\text{count}} > 0.325$). so that it can be said that all indicator of control class instruments were valid.

Table 4.8

Validity of Control Class

Indicator	Score of r_{count}	Score of r_{table}	Ket
Orientation	0,775	0,325	Valid
Complication	0,378	0,325	Valid
Resolution	0,429	0,325	Valid

From the table 4.8 above, it can be seen that the results of testing the validity show that all indicators of the control class was valid. All of indicator have a r_{count} greater than r_{table} ($r_{\text{count}} > 0.325$). so that it can be said that all indicator of control class instruments were valid.

4.4 Reliability test

Test Reliability is done to test the consistency of answers from respondents. A questioner is said to be reliable if someone's answer to the question is consistent or stable from time to time. In reliability testing, the value said is reliable if $r \text{ alpha} > 0.60$. The criterion of reliability:

- 1) 0,91 – 1,00 = very high
- 2) 0,71 – 0,90 = high
- 3) 0,41 – 0,70 = enough
- 4) 0,21 – 0,40 = low
- 5) < 0,21 = very low

While the reliability test results for all variables are as follows:

Table 4.9
Reliability of Experiment Class

Reliability Statistics	
Cronbach's Alpha	N of Items
.294	3

From the table 4.9 above, it can be seen that the value of Cronbach's Alpha experimental class was 0.29. So that it can be concluded that the instrument for the experiment class was not reliable because Cronbach's Alpha experiment class is lower than 0.60.

Table 4.10

Reliability of Control Class

Reliability Statistics

Cronbach's Alpha	N of Items
.123	3

From the table 4.10 above, it can be seen that the value of Cronbach's Alpha control class was 0.29. So that it can be concluded that the instrument for the control class was not reliable because Cronbach's Alpha control class is lower than 0.60.

4.5 Normality test

The normality test is performed using Shapiro Wilk. The test is for the two groups, both post-test and pre-test group, to determine if the distribution of the data from the sample is normal. Thus, the researcher used SPSS version 21 software. If the normality is more than the level of significance α (0.05), scores will be normally distributed.

Table 4.11

Normality Pre-test Results between Experimental and Controlled Class

Class	<i>Shapiro-Wilk</i>		
	Statistic	df	Sig
Experiment	,909	37	.005
Controlled	,943	37	.060

From Table 4.11 above, it can be seen that the significance of pre-test score in experiment class based on *Shapiro-Wilk* was 0.005. If the data is lower in a significance $\alpha = 0.05$ hence it can be concluded that the data was not normal because 0.005 is lower than 0.05 ($0.005 < 0.05$).

it also can be seen that the significance of pre-test score in control class based on *Shapiro-Wilk* was 0.060. If the data is lower in a significance $\alpha = 0.05$ it means that data was normal distributed hence it can be concluded that the data was normally distributed because 0.060 is lower than 0.05 ($0.060 < 0.05$).

Table 4.12

Normality post-test result between Experimental and Controlled Class

Class	Shapiro Wilk		
	Statistic	df	Sig
Experiment	,936	37	.033
Controlled	,924	37	.014

From Table 4.12 above, it can be seen that the significance of pre-test score in experiment class based on *Shapiro-Wilk* was 0.33. If the data is lower in a significance $\alpha = 0.05$ it means that data was not normal distributed hence it can be concluded that the data was not normal because 0.033 was lower than 0.05 ($0.033 < 0.05$).

From Table 4.12 above, it can be seen that the significance of pre-test score in experiment class based on *Shapiro-Wilk* was 0.014. If the data is lower in a significance $\alpha = 0.05$ it means that data was not normal distributed hence it can

be concluded that the data was not normal because 0.014 was lower than 0.05 (0.014 < 0.05).

4.6 Homogeneity of Data

a. Pre-test Homogeneity Test

After calculating the normality, the next step of the calculation was finding the homogeneity of the data. The purpose of this calculation was to see whether the data in both classes were homogenous or heterogeneous. The writer used SPSS v.21 to find the homogeneity of the data by looking at the significant of the data. If it is higher than 0.05 it means that the data is homogeneous.

Table 4.13
Homogeneity of pre-test result between Experimental and
Controlled Class

Levene Statistic	df 1	df 2	Sig
.426	1	72	.516

Table 4.13 showed that the significance of pre-test score between experimental class and control class was 0.516. Therefore, it can be inferred that the pre-test data of both classes were homogenous since 0.516 is higher than 0.05 or $0.516 > 0.05$.

b. Post-test Homogeneity Test

After analyzing the homogeneity of pre-test class of experimental class and control class, then, the writer looked for the homogeneity of

post-test class of experimental class and control class by using SPSS v.21. The result of post-test homogeneity test was described in a table as follows:

Table 4.14
Homogeneity of post-test result between Experimental and Controlled Class

Levene Statistic	df 1	df 2	Sig
2.806	1	72	.098

Table 4.14 showed that the significance of post-test score between experimental class and control class was 0.098. Therefore, it can be inferred that the pre-test data of both classes were homogenous since 0.098 is higher than 0.05 or $0,098 > 0.05$.

4.7 Hypothesis testing

To prove the hypothesis, the data which was obtained from the experimental class and control class was calculated by using t-test formula.

The statistical hypothesis of this research can be seen as:

The statistical hypothesis of this study could be seen as:

Ho: There was no significant Effect of Reading Comprehension by Using Story Mapping Strategy of The Second Year Student at SMP N 3 Pekanbaru.

Ha: There was an significant Effect of Reading Comprehension by Using Story Mapping Strategy of The Second Year Student at SMP N 3 Pekanbaru.

And then, the criteria used as follows:

- 1) If $t\text{-test } (t_o) > t\text{-table } (t_i)$ in significant degree of 0.05, H_o (null hypothesis) is rejected. It means that the rates of mean score of the experimental group are higher than the control group. The using of story mapping strategy is effective on students' reading comprehension.
- 2) If $t\text{-test } (t_o) < t\text{-table } (t_i)$ in significant degree of 0.05, H_o (the null hypothesis) is accepted. It means that the rates of the means score of the experimental group are same as or lower than the control group. The using of story mapping strategy is not effective on students' reading comprehension.

Table 4.15
Paired Sample Test

	Paired Differences					T	Df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test and posttest in experimental class	18.37	13.126	2.157	22.754	14.001	8.517	36	.000

From the table 4.15 as the paired sample test. Paired test used to know wheter any significant effect of using mapping strategy toward students' reading comprehension. Acording to sugiyono (2011:308). The alternative hypothesis is accepted if the score of t_o is greater that the value of t_i . However, if t_i is greater

thab t_0 the alternative hypothesis is rejected. The researcher was already calculated and analyzed the data.

From the calculation of analysis data, it could be seen that the score of $T_{\text{calculated}} (t_0)$ in experiment group was 8.517. While t_t of level significant 5 % was 2.028. it could be read $8.517 > 2.028$. It means that $t_{\text{calculated}} (t_0)$ higher than $t_{\text{table}} (t_t)$. Furthermore, based on the table above, it could be seen that the significant score in experimental class was 0,000 and it was lower that α significant 5% (0.05). alternative hypothesis was accepted. It could be concluded that there was significant effect of story mapping strategy toward students' reading comprehension at SMP N 3 Pekanbaru.

Based on the result of the related research about use of story mapping strategy in reading comprehension (Yahmun: 2011, Asri D: 2013 and Fera K: 2013), it could be concluded that use of story mapping strategy can increase students' reading comprehension on descriptive text. Similiarly in this research, from the result of the data the researcher also concluded that the use of story mapping strategy gave the possitive effect in reading comprehension, meanwhile tis research focused on narrative text.

4.8 Data Interpretation

In the description of the data which was taken from 37 students of experimental class, the writer could explain about the data which was got from the students. The description of the experimental class has the mean of pre-test 44.59 before using story mapping. It means most of students got low score and cannot

reach the minimum score. After giving 4 times treatments for experimental class using story mapping, the writer got the mean of post-test 78.51.

It can be known that story mapping has improved students' reading comprehension of narrative text. It has proved that story mapping technique could increase students reading comprehension of narrative text. Boulineau et al., argues that the story mapping technique provides elements of story that make students be easier to read the story in narrative text. Hence, when the students were given the treatment in four meetings, they could be easy to read the narrative text in using story mapping. Because they were familiar with the story mapping elements, when they had reading post-test, they could be easy to read the passage and answer it. The students' reading achievement improved in post-test. It can be seen in the main score which has been mentioned before. Moreover, in applying story mapping in the classroom, the writer felt that the students could enjoy reading.

They could actively involve in teaching and learning activity since the students could use their creativity and imaginary. Based on Farris explanation, the story mapping technique supplies the story elements that can be drawn by the students. They could use their imaginary and creativity to draw the story mapping elements and it will make teaching reading narrative text be more fun. Furthermore, the result of pre-test in experimental class told that the lowest score in the pre-test was 30 and the highest score was 60. The data showed in post-test that the smallest score was 55 and the highest score was 80. It can be summarized that the lowest and the highest scores in posttest were higher than pre-test.

Meanwhile, from the description of score in control class which was the writer got the mean of pre-test 42.56. In this class, the writer did not use story mapping technique, but the writer only asked the students to read the story, translate the story into their native language and answer the questions based on the story. After giving 4 times treatments with conventional technique, the writer got the mean of post-test was 47.56. It can be seen the gain was also increased but not as significant as in the experimental class. It means that the gain score of experimental class was higher than control class. The writer thought there are some factors that caused why the class incontrol class not as significant as in the experimental class. The first is because students felt bored when they are reading the text, then translate it into native language and answer the questions based on the text.

The second, if it was compared with story mapping which encourage students' creativity in drawing story mapping. The students could actively involve in teaching and learning activity while in using conventional technique it is not. Moreover, the result of pre-test in control class showed that the lowest score in the pre-test was 30 and the highest score in the pre-test was 60. Meanwhile, the lowest score in pre-test was 35 and the highest score was 60. It can be summarized that the lowest and the highest score in post-test were also higher than pre-test even though not as significant as in experimental class.

Before testing the hypothesis, the writer analyzed the normality and homogeneity of the data. The purpose of analyzing the normality was to see whether the data got in the research has been normally distributed or not. After

knowing the data is normal and homogenous, the writer could use parametric test that is t-test formula. To test the normality and homogeneity, the writer used SPSS v. 21. The result of normality can be seen by comparing the value of significant value of 0.05 or 5%. Meanwhile, the purpose of analyzing the homogeneity was to see whether the data in both experimental and control class were homogenous or heterogeneous. To test homogeneity, the writer also used SPSS v. 21.

The result of homogeneity can be seen by comparing the score of significant score of 0.05 or 5%. In the analyzing the normality, the result showed that both the data of pre-test and post-test in experiment class were not normal. According to criteria of the test, it can be seen in the result that the significant score of pre-test 0.005. By looking at the score of normality, it can be known that the data of pre-test in experiment class was not normal since the score of 0.005 is lower than 0.05. Furthermore, the result of normality of post-test in experimental class also showed the data was not normal. The normality score of post-test in control class is 0.033 and it is lower than significant score that is 0.05.

And then the result showed that both the data of pre-test in control class were normal. According to criteria of the test, it can be seen in the result that the significant score of pre-test 0.060. By looking at the score of normality, it can be known that the data of pre-test in control class was normal since the score of 0.060 is higher than 0.05. Furthermore, the result of normality of post-test in control class also showed the data was not normal. The normality score of post-test in control class is 0.014 and it is lower than significant score that is 0.05. It means

that not all the data in both pre-test and post-test of experimental and control class were not normal.

After getting normal data, the next is to analyze the result from the calculation of homogeneity. The result showed that the homogeneity of pre-test between experimental class and control class was 0.516. From the result of score homogeneity, it can be concluded that the pre-test score of both classes were homogenous since the value is higher than significance value, that is $0.516 > 0.05$. The result of post-test between experimental class and control class also showed the data was homogenous, it can be seen from the significance data which was got $0.098 > 0.05$. It can be taken a conclusion that from pre-test and post-test score between experimental class and control class that the data were homogenous.

After getting the data which were normal and homogenous, the writer could calculate the data by using parametric formula that is t-test. The final calculation was testing the hypothesis. This was the main calculation to answer the problem formulation of this research that whether there is significant difference between students' reading comprehension achievement in experimental class which given the story mapping technique and students' reading comprehension achievement in control class without story mapping technique. The writer used t-test formula in the significance degree α of 5%. The result showed that t-test (t_o) $>$ t-table (t_t) $8.517 > 2.026$. It can be inferred that t-test was higher than t-table. Since t_o is higher than t_t , the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted means there is significant difference between students' reading comprehension using story mapping and

without using story mapping. It is proven that story mapping technique is effective toward students' reading comprehension of narrative text of The Second Year Student at SMP N 3 Pekanbaru

Based on the finding of the research, it was found that the students' achievement in reading comprehension of narrative text in experimental class where story mapping technique was applied to teach reading comprehension have increased than students' achievement in reading comprehension who were taught by using conventional technique because the students who were taught by using story mapping technique can be easy to understand the reading text. According to Farris, the improvement of students reading comprehension achievement is because in story mapping there are elements in story which facilitate the students to read the narrative text. In story mapping, there are story elements consist of title, character, problems and solution which facilitate students to read the narrative text easily. The result of pre-test showed that the students' achievement in reading comprehension before story mapping was applied was lower than after story mapping technique was applied.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research is an experimental research. It was done in two group; an experimental class and control class. The teaching of reading by using story mapping strategy is as the experimental class and the current teaching is the control class.

The location of the research was at SMP N 3 Pekanbaru with the target population of this research was the second years students' years of SMP N 3 Pekanbaru 2018/2019. Exactly, the researcher took 74 students' as the sample

Having analyzed the data presented in the previous chapter, the conclusion could be drawn as follow:

1. To improve students' reading comprehension by story mapping strategy, second years students' of SMP N 3 Pekanbaru make the progress. Because the students' score of experimental class is greater than the students score of control group. In experimental group the mean score of pre-test was 44,59 and post-test was 62,97. While in control class, the means score of pre-test was 42,56 and post-test was 47,56. It can be conclude that the increase Mean score of the experimental class is more significant than the control class.
2. There is significant difference to the students' reading comprehension after being taught by story mapping strategy. In other words, the use of story mapping strategy produce better outcome and also gives positive contribution to raise the students' ability in reading comprehension

3. By using story mapping strategy, the students can develop their self-confidents. It means that the students more active in studying with story mapping.

5.2 Suggestion

The result of this study showed that it is effective to be applied in teaching and learning process. After the writer conducted the research, suggestion could be appeared related to research findings and discussion. The points are:

- 1) Students should use Story Mapping Strategy to help them improve their reading skill.
- 2) The teachers should develop students' ability in reading by using Story Mapping Strategy and make it come easier when students should read.
- 3) The teachers should motivate students to develop their reading by using strategy, and the simplest one is Story Mapping Strategy, because it helps students' to identify the structure of the text and understand the content of the text.

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