

**THE EFFECT OF STORY MAPPING TECHNIQUE TOWARD
STUDENTS' READING COMPREHENSION OF
NARRATIVE TEXT**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M / 1441 H**

**THE EFFECT OF STORY MAPPING TECHNIQUE TOWARD
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THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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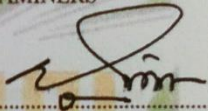
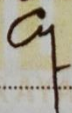
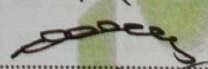
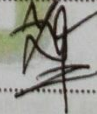
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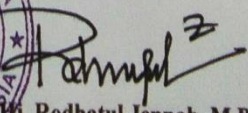
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MOTTO

“There are only two ways to live your life. One is as though nothing is a miracle.
The other is as though everything is a miracle”

(Quote by Albert Einstein)



This Thesis is dedicated to:

My beloved Father (Suliansyah S.Pd. and Lawit) for their valuable endless prayer, sacrifice, and support. (My beloved sister Wahidah Nur Baitin M.Pd) and young sister (Zahidah Naufal Irbah), thanks always support me. And for my mood-booster (Muhammad Lazuardy Adilifi, ST) thanks for supporting me all the time and your advice.

And for My Best friends thanks for the support, give me suggestion and guidance.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Yours Faithfully



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ABSTRACT

Amini, R. H. 2020. *The Effect of Story Mapping Technique toward Students' Reading Comprehension of Narrative Text*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd,(II)Zaitun Qamariah, M.Pd.

Keywords:story mapping technique, reading comprehension,narrative text.

The objective of the study is to find out the effect of story mapping technique toward students' reading comprehension of narrative text.

This study used a quantitative method with a quasi-experimental design. This design used two group Pre-test and Post-test. It means that there are an experimental class and a control class which were given Pre-test and Post-test. The sample of this research was 62 of the nine grade students of MA Hidayatul Insan Palangka Raya. The technique used in data collection was test, which was 35 items of multiple-choice reading tests to measure the understanding of students on the narrative text. The data were analyzed by using the t-test formula.

Based on the result of statistical calculation, it was obtained that the value of t observation (t_o) is 9.626, the degree of freedom (df) is 60, and the value of significant is 5% (0.05). Therefore, from the data, it can be inferred that the value of t_o was higher than t_t . In short, the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted.

ABSTRAK

Amini, R. H. 2020. *Pengaruh Teknik Pemetaan Cerita terhadap Pemahaman Membaca Teks Naratif Siswa*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd, (II) Zaitun Qamariah, M.Pd.

Kata kunci: teknik pemetaan cerita, pemahaman membaca, teks narasi.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik pemetaan cerita terhadap pemahaman membaca teks naratif siswa.

Penelitian ini menggunakan metode kuantitatif dengan desain kuasi eksperimen. Desain ini menggunakan dua kelompok Pre-test dan Post-test. Artinya ada kelas eksperimen dan kelas kontrol yang diberi Pre-test dan Post-test. Sampel penelitian ini adalah 62 dari sembilan siswa kelas MA Hidayatul Insan Palangka Raya. Teknik yang digunakan dalam pengumpulan data adalah tes, yang merupakan 35 item tes membaca pilihan ganda untuk mengukur pemahaman siswa pada teks naratif. Data dianalisis dengan menggunakan rumus t-test formula.

Berdasarkan hasil perhitungan statistik, diperoleh bahwa nilai pengamatan t (untuk) adalah 9,626, derajat kebebasan (df) adalah 60, dan nilai signifikan adalah 5% (0,05). Oleh karena itu, dari data, dapat disimpulkan bahwa nilai t_o lebih tinggi dari t_t . Singkatnya, hipotesis nol (H_o) ditolak dan hipotesis alternatif (H_a) diterima.

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2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd.
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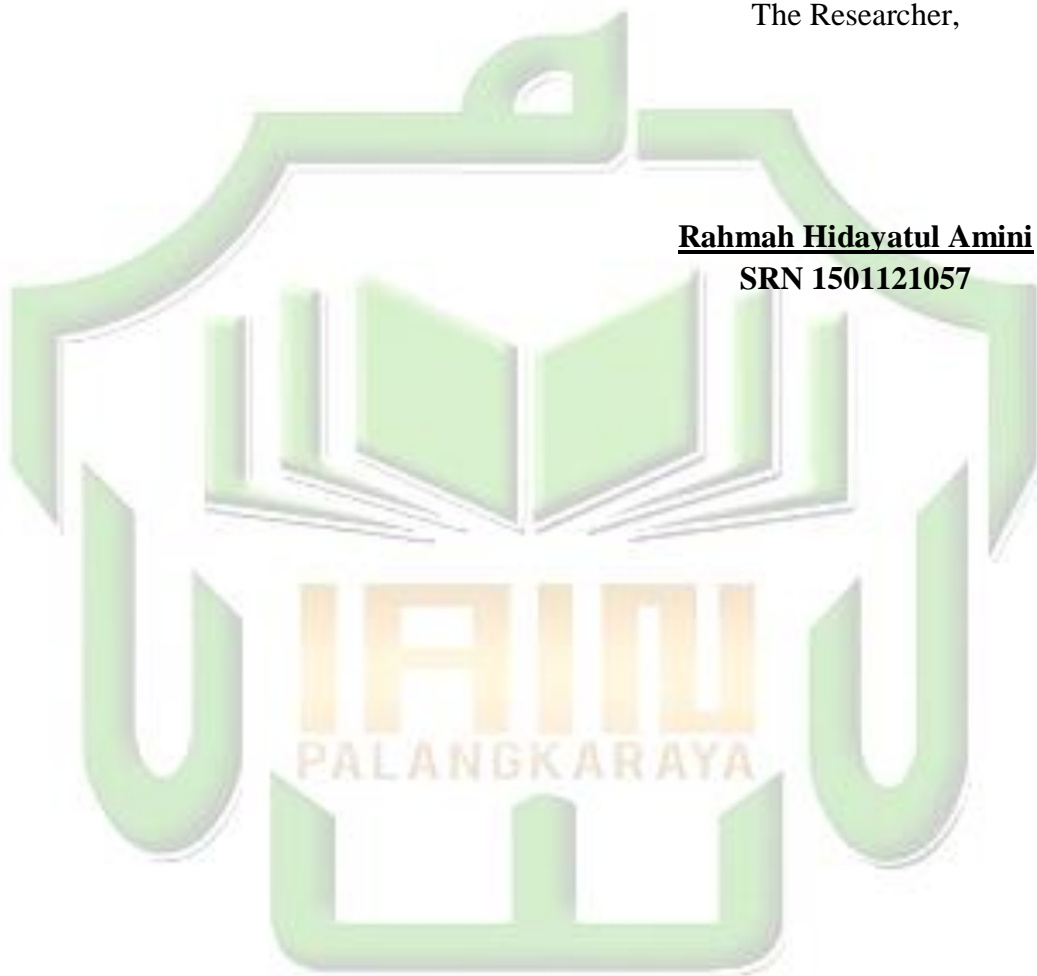


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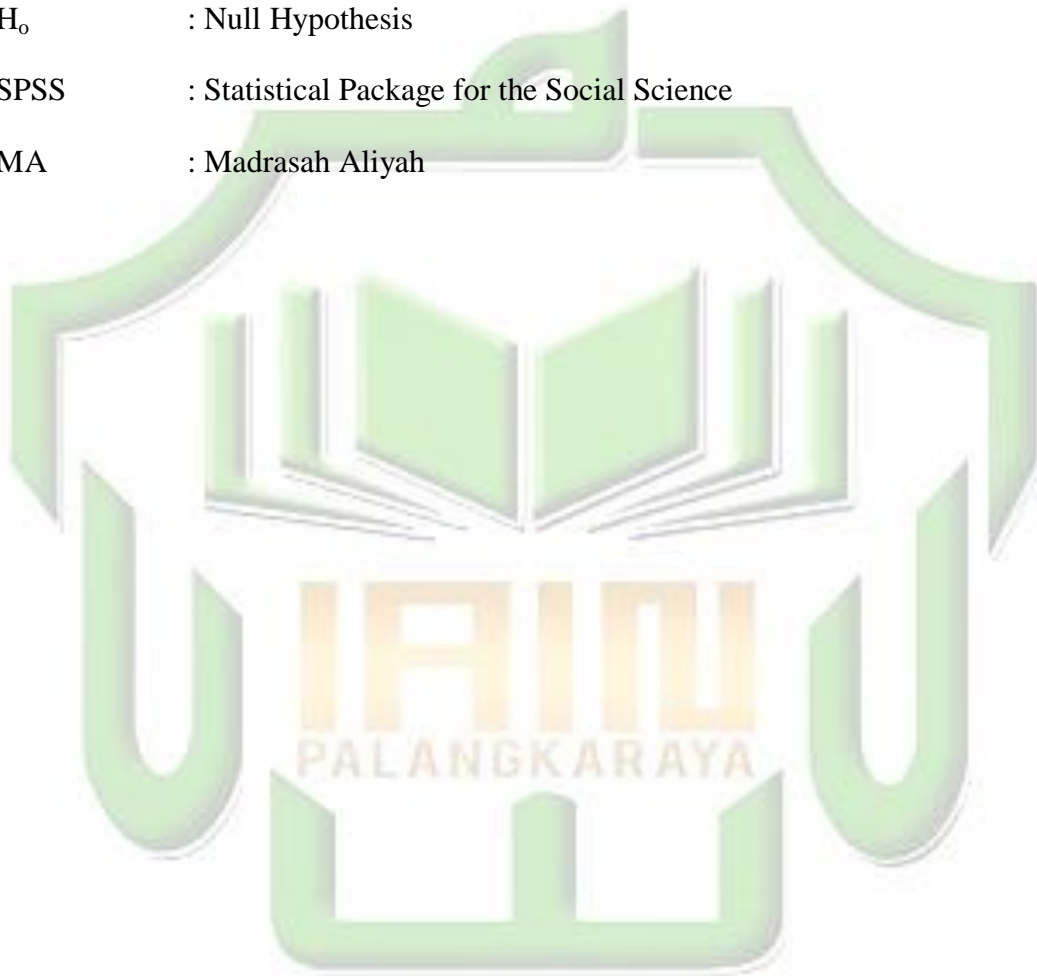


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LIST OF ABBREVIATIONS

Df	: Degree of Freedom
SD	: Standart Deviation
SE	: Standart Error
H_a	: Alternative Hypothesis
H_o	: Null Hypothesis
SPSS	: Statistical Package for the Social Science
MA	: Madrasah Aliyah



CHAPTER I

INTRODUCTION

This chapter describes the following points: Background of the study, Research Problem, Objective of the Study, Hypotheses of the study, Assumption, Scope and Limitation, Significance of the Study, Definition of Key Terms.

A. Background of the Study

Language is primarily an instrument of communication among human being in a community. (Larsen, 2003: 2) states that language is a means of interaction between and among people. Here, it functions as a tool which connects them with their surroundings. People realize that without language they cannot interact with each other. Language can become a bridge to connect one another that live in different places and cultures. By using a language one can gain information and knowledge as well as express one's feeling and emotions. English is one of the languages that is considered as an international language. Therefore, it is learned and taught for Indonesian students.

English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English is learnt for all level of education in Indonesia. However, every language has its own rules and uniqueness, English does too. English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve

language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills (Jeremy Harmer, 1989:16).

According to the researcher experience when she took the field Teaching Practice in MA HidayatulInsanPalangka Raya 2018 – 2019. Mostly, the problems of students in reading class especially in reading narrative text are; 1.) The students cannot reach the purpose of narrative text itself because they have been forced to get their greatest score in reading test at the end of the reading process than enjoying the story of the text, 2.) Students' lack of motivation in reading, 3.) Students' lack of vocabulary.

Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purpose, however it needs a practical and suitable method. The idea is supported by the fact that reading now has a part of daily life. Reading cannot be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and soon. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. According to (Diane Larsen-Freeman, 2000: 159).

According to (Abudin Natta, 2014) In Islam, reading also considered as one of important skills, our beloved prophet Muhammad SAW got the revelation from Allah SWT through Gabriel that reflect an instruction to read (Iqra'). Surah Al Alaq (The Clot) verse 1-2:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢)

1. Proclaim! (or Read!) in the name of the Lord and Cherisher, Who created.
2. Created man, out of a (mere) clot of congealed blood.

Based on those verses, in the first verse Allah SWT asks Prophet Muhammad SAW to read. Then, there are various objects to be read, they are the verses of Allah SWT that written in the Qur'an and the verses of Allah that does not written in the Qur'an such as in the universe with all the law of causality inside and what inside the men. The second verse gives information about the important of understanding the origin the process of human being with all potency inside them. Expert educates agree that the comprehension of human being as the important thing in formulating various policy related to the formula of educational purpose, material of education, and educational method.

Definitions of narrative text that will be discussed in this paper. (Cahatman and Attebery, 1993: 15) stated that "narrative text is the telling of a story or communication of a chain of events, fictive or real. Aspects of narrative include how the story is told, the context in which it is presented, and the construction of the story".

According to (McMahan and Day, 1984:125) a narrative is a story told from beginning to end. There are many genres of narrative, such as imaginary, factual, or combination of both. They may include fairy stories, mysteries, science, fiction, romances, horror stories, adventure stories, fables,

myths and legends, historical narrative, ballads, slice of life, personal experience.

According to the researcher Students difficulties in understanding narrative text students had difficulty to find information from the narrative text. The result showed that the students could not understand the text quickly. Students have difficulty to find related meaning in each sentences. This situation In this research the researcher found that the students' difficulties in finding information from the text was the major answer that appeared most in the result. They face the difficulties because they were not engaged in reading activity. Most of the students admitted that they could understand the narrative text which they interested in. The difficulties in finding information from the text was also caused by the reading materials that the teacher gives and they have to read a text in their second languages so they thought it would not be necessary for may happen because they have lack of knowledge to understand the context of the text. Which showed that students could not read the text quickly them to read an English text outside the English class.

According to the researcher the unique about narrative text is that students can attract students' interest in learning to read in English. IdolMaestas and Croll (1985) 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 benefit of story mapping is stated by (Fink, 2008:1), Knowing the elements of a story aids students in their understanding of what is taking place in the story. When students try to comprehend the story and use the story mapping strategy, they will find the elements of story such as characters, setting, problems, events, and solutions. By knowing the story elements it is expected increase the student comprehends in reading.

According to the researcher experience when she took the field practice program in MA HidayatulInsanKota Palangka Raya in the academic year of 2018/2019, the researcher found that one of the problems faced by the students was that the students often found difficulty in comprehending the text. Students' difficulties in understanding narrative text students had difficulty to find information from the narrative text. The result showed that the students could not understand the text quickly. Students have difficulty to find related meaning in each sentences. This situation In this research the researcher found that the students' difficulties in finding information from the text was the major answer that appeared most in the result of the research.

Based on the reasons above, the researcher will the research in the use of story mapping as one of the effective medium in teaching reading. Robert E. Slavin (1995) Story map is a graphic or semantic visual representation of a story. It is direct students attention to relevant elements of stories using a specific structure. Story map provides a visual-spatial display for key information in narrative text. The map illustrates ways to show an overview

of a story. It is also tell the information about its generic structure, such as characters, setting, goal, event and resolution.

The researcher will give a technique which based on some sources has improved students' reading comprehension of narrative text that is story mapping. Regarding to the explanation above the writer decides to conduct the research on **“The Effect of Story Mapping Technique toward Students' Reading Comprehension of Narrative Text (a quasi-experimental study at the ten grade students of MA HidayatulInsan Kota Palangka Raya in the academic year of 2019/2020)”**

B. Research Problem

Based on the background of the research above, the researcher formulates problem the research as follows:

1. Is there any significant effect of using story mapping technique toward students' reading comprehension of narrative text?

C. Objective of the Study

Based on the problem of the research, the researcher formulates the objective of the research as follows:

1. To find out the significant effect of using story mapping technique toward students' reading comprehension of narrative text.

D. Hypotheses of the study

Based on the question of the research, the writer formulates two hypotheses that will be tested by t-test statistic hypotheses states.

1. Null Hypotheses (H_0): There is no significant effect of using story mapping technique toward the students' reading comprehension of narrative text in MA HidayatulInsanPalangka Raya.
2. Alternative Hypotheses (H_a): There is significant effect of using story mapping technique toward the students' reading comprehension of narrative text in MA HidayatulInsanPalangka Raya.

E. Assumption

In teaching reading comprehension, there are some strategies that can help the teacher to reach the aim of teaching learning process. For this research, Story Mapping is chose as a strategy in teaching reading comprehension. Story Mapping may be used in teaching reading comprehension because by story mapping the students can remember the important details of the story.

This strategy assisted the students in identifying the main character, the problem or conflict that is facing the main character, character information, attempts, and resolution. Story mapping also helps students to focus on lesson, leads to more purposeful teaching, and the result is a better quality learning experience for the students.

Therefore, it may be seen that Story Mapping may be an effective strategy in teaching reading and it will also have specific information as an aspect of reading that improve the most after being taught by story mapping. Based on the statement above, the researcher assumes that there is a significant improvement in students reading comprehension ability. Then, the researcher also assumes that specific information is the aspect that improve the most.

F. Scope and Limitation

The researcher limit the problems by focusing on the teaching technique of reading with the use of story mapping technique toward students' reading comprehension of narrative text ability because the teaching technique of reading is the most prominent problem in MA HidayatulInsanPalangka Raya that should be solved soon. The scope in this study is to investigate the effect of using story mapping technique toward the students' reading comprehension of narrative text in MA HidayatulInsanPalangka Raya. According to the level of interest is high enough, then the education curriculum of English Education Study Program, reading subject is thought as a compulsory. The four subject are Literal Reading, Interpretative Reading, and Critical Reading. Literal Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and of it and is also a prerequisite for higher-level understanding. Kennedy explains that literal reading is related on *what a writer says*. Literal

reading results in this kind of reading comprehension. It requires ability to (1) locate specific facts, (2) identify happenings that are described directly, (3) find answers to questions based on given facts, (4) classify or categorize information given, and (5) summarize the details expressed in a selection (Kennedy, 1981. P.218). According to Burns, et.al. There are some bases of literal comprehension: they are recognizing stated main ideas, stated details, stated causes and effects, and sequences. Interpretative reading involves reading between the lines or making inferences. Kennedy uses the inferential comprehension. Kennedy looks inferential comprehension as about what the writer means. He argues that writers do not always mean exactly what they say, nor do they say everything they mean. They expect readers to understand the information they give and to draw from it many implied meanings. The often-used term reading between the lines refers to extracting the implied meanings from a selection. He adds that there are at least four skills are essential for effective use of inferential reading (Kennedy, 1981. P.224): (1) finding implied meanings, (2) anticipating outcomes, (3) making generalizations and (4) drawing conclusions. While for this term, Burns, uses interpretative reading. He says that interpretative reading is the process of deriving ideas that are implied rather than directly stated. Critical Reading Kennedy says that after information has been found and understood (literal reading) and its implied meanings have been discovered and interpreted (inferential reading), the reader is ready to evaluate it, to make judgments as to its application, accuracy, validity, and worth. This is what he called critical

reading (Kennedy, 1981.p. 232). While Burns, et.al state that critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusions about the accuracy, appropriateness, and timeliness (Burns, et al.p. 190). Critical reading depends upon literal comprehension and interpretative comprehension, and grasping implied ideas is especially important. Burns, et.al., say that creative reading involves going beyond the material presented by the author. It requires readers to think to as they read, just as critical reading does, and it also requires them to use their imaginations. Helen Huus in Burns,etal., says that it is concerned with the production of view ideas, the development of new insights, fresh approaches, and original constructs.

G. Significance of the Study

This study is significant for two reasons: theoretically and practically.

1. Theoretically, the researcher would like to find the effect of using story mapping technique toward the students' reading comprehension of narrative text in MA HidayatullInsanPalangka Raya.
2. Practically, The researcher expects to give contribution for:
 - a. The teacher

By doing this research, the teacher is expected to increase the knowledge on how to motivate students to be interested in learning.

The researcher hopes that the English teacher is more creative in

teaching than before. So, the students will get better achievement in teaching learning process.

b. The students

To give information and knowledge about how the use of story mapping technique toward students' reading comprehension of narrative text.

c. Further researchers

It was expected that the result will give some knowledge and experience in teaching and learning process, especially in teaching reading by using of story mapping technique toward students' reading comprehension of narrative text.

H. Definition of Key Terms

In order to avoid misunderstanding from the readers, definition of terms are provided as follows:

1. Reading

Reading is a process of putting the readers in contact and communicates with ideas (Simanjuntak, 1988:3). (Finocchiaro and Bonomo, 1973:199) state that Reading is bringing and getting meaning from the printed or written materials.

(Joyce: 2006:2) says that reading is an active skill, where the reader interacts with the text, and to some extent the researcher.

2. Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency (Janette K. Klingner, Sharon Vaughn and Alison Boardman: 2007).

3. Story Mapping

Larry Lewin: 2003, story mapping is a graphic organizer consists of six components which commonly appear in a story: title, characters, settings, main events, problems, and conflicts, and solution or resolution, it helps the readers to make a relation between the stories which they read and their knowledge.

4. Narrative Text

According to (Pradiyono: 2007), narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed about review of related literature which consisted of related studies, the difference Previous Research and in this Research, General Concept of Reading, Narrative Text, Story Mapping.

A. Related Studies

There are seven previous research that the researcher that the researcher takes related to the research. They are as follows:

Desta Aditya (2017) entitled **“Improving Students’ Reading Comprehension Ability through Story Mapping Strategy at SMA Negeri 1 TerusanNunyai”**The problem of this research was that students had difficulties to comprehend the reading text. The objectives of this research were (1) to find out whether there is any significant improvement of students’ reading comprehension ability after being taught using Story Mapping strategy at SMA Negeri 1 TerusanNunyai (2) to find out which aspects of reading that improve the most after being taught by using Story Mapping strategy. The research was quantitative using one-group pretest and posttest design. The population of this research was the first grade students of SMA Negeri 1 TerusanNunyai. The sample was class X MIA 5 consisting of 32 students taken random by using lotery. The instruments for collecting data were reading test (pretest and posttest), observation sheet and interview guide. The result of this research showed that teaching reading using story mapping strategy improved students’ reading comprehension ability. It could

be seen from the improvement from the result of the mean score in the pretest and posttest, the gain was 12.3687, from 58.7594 in the pretest up to 71.1281 in the posttest. The data were analyzed by using t-test in which significance was determined by $p < 0.05$. The aspect of reading that improved the most was specific information, the gain was 16.8%.

RizkaAmalia (2017) entitled **"The Effectiveness of Using Story Mapping Technique on Students' Reading Comprehension of Narrative Text"** Based on the result of statistical calculation, it was obtained that the value of t observation (t_o) is 3.78, the degree of freedom (df) is 68, and the value of significant is 5% (0.05). In the table of significance, it can be seen that on the degree of freedom (df) 68 and the value of significance 0.05 (5%), the value of degree significance is 1.667. It indicated that $t_o > t_t$ (3.78 > 1.667). Therefore, from the data, it can be inferred that the value of t_o was higher than t_t . In short, the null hypothesis (H_o) stated that "there is no significant difference between the students' comprehension of narrative text by using story mapping technique and without using story mapping technique at eighth grade of *SMPN 127 Jakarta*", is rejected.

NoviaUswatunHasanah (2016) entitled **"Improving Students' Reading Comprehension in Narrative Texts with the Medium of Story Map".For Students of Grade of SMP Nurul Islam Semarang in the Academic Year of 2015/2016**. The result of the observation showed that some of the eighth grade students of SMP Nurul Islam Semarang still have difficulties in reading. It proved when they read the text, they do not understand the content

of it. It caused many factors such as the students read rarely, and they have problems in acquiring vocabulary. They were unable to use context clues to guess words, and when they find difficult words they tend to ignore the words and its make them stop reading. Finally, they cannot answer the questions based on the text. It could make the teaching and learning process was monotonous and the students were uninterested and unmotivated in learning reading.

DewiNurpitriyani (2015) entitled **“The Effectiveness of Story Mapping Technique toward Students’ Reading Comprehension of Narrative Text”**. The result of this study showed that there was significant difference toward students’ reading comprehension achievement of narrative text after using story mapping technique. In the table of significant, it can be seen that on $df= 84$ and in the degree of significance 5% the value of degree of significance is 1.989. By comparing the value to be higher than t_t , that is $6.987 > 1.989$, 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 technique was effective toward students’ reading comprehension of narrative text. In addition, the result of the calculation of *Cohen’s d* formula to measure to what extent story mapping technique was effective on students’ reading comprehension of narrative text showing that the effectiveness value obtained was 0.705 that is categorized into moderate effect. Thus, from the data analysis. It can be concluded that story mapping technique was effective and had significant effect toward

students' reading comprehension of narrative text at the tenth grade students of SMAN 1 Kota Tangerang Selatan in the Academic Year of 2014/2015.

MuhamadRomli (2014) entitled **“Improving the Students’ Reading Comprehension of Narrative Text through Story Mapping”**. Based on the results of data analysis since pre-test up post-test of cycle 2, the average of study result gained in tests with the average value was 65.14. Whereas in post-test of first cycle after applying story mapping method had enhanced 10.29 point or 15.79% from pre-test being 75.43. Next, the second cycle had enhanced 17.43 point from pre-test or 26.75% to the average value being 82.57. Based on the learning activities which have occurred the enhancing from the first to second cycle. From this research findings, it showed that story mapping method could improve the students' reading comprehension of narrative text.

QistiPrawulandari (2014) entitled **“The Effectiveness of Using Story Mapping Technique towards Students’ Reading Ability Of Narrative Text”** Based on the result of statistical calculation, it was obtained the value of t observation (t_o) is 2.35, the degree of freedom (df) is 70 (obtained from $N_x + N_y - 2 = 36 + 36 - 2 = 70$), and the value of significant is 5% (0.05). In the table of significance, it can be seen that on the degree of freedom (df) 70 and the value of significance 0.05 (5%), the value of degree significance is 2.00. it indicated that $t_o > t_t (2.35 > 2.00)$. Therefore, from the data, it can be inferred that the value of t_o was higher than t_t in short, the null hypothesis (H_o) which stated that “there is no significant difference between the students’

achievement in learning narrative text by using story mapping technique and without using story mapping technique at tenth grade of SMA-N 4 Tangerang Selatan is effective.

AshadiUrniawan (2013) entitled **“Improving Students’ Reading Comprehension on Narrative Text through Story Mapping Strategy”**.

The research findings showed that story mapping strategy was appropriate for teaching reading comprehension. Students’ mean score increased from 56.68 to 73.19. The students were able to map out basic components of the story such as setting, problem, goals, action, and outcomes. Story mapping provides structure and organization so students were able to comprehend the story more effective.

From the five previous research, it is very different from in this research starting from those discussed the objective of the research and the problems of the research discussed and from the place of research. The researcher limited the problems by focusing on the teaching technique of reading with the use of story mapping technique toward students’ reading comprehension of narrative text (a quasi-experimental study at the seven grade students of MA Hidayatul Insan Palangka Raya in the academic year of 2019/2020) ability because the teaching technique of reading is the most prominent problem in MA Hidayatul Insan Palangka Raya that should be solved soon.

B. Reading

1. Definition of Reading

Reading is the meaningful interpretation of printed or written verbal symbols. It is a complex process in which the recognition and comprehension of written symbols are influenced by readers, perceptual skills, decoding skills, experienced, language background, mind set and reasoning ability as they anticipate meaning on the basis of what has been read (Tarigan, 2008).

In different way, according to Alyousef (2005) reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Many experts propose a definition of reading. Alderson (2000:3). For example, defines reading as an interaction between the reader and the text. In this process, the reader also thinks about the meaning of the interaction to him, the relation between the meaning and his knowledge, and his expectations from reading the text.

Camille Blachowicz and Donna Ogle (2008) it means when the reader sees the text, he/she tries to get the information in the text. According to Blackowicz and Ogle, reading is a process where the reader

gets the information from books, newspaper, manuals, advertisements, and so on. In addition Celce-Mucia (2001:119) states that the reading is a process of trying to understand a written text. To do so, a reader has to perform a number of simultaneous tasks. They are decoding the message by recognizing the written sign, interpreting the message by assigning meaning to the string of words, and understanding what the author's intention is. From the definition above, it can be concluded that reading is an interactive process that involves an interaction between a reader's background knowledge and the text. In other words, reading is the process of constructing meaning from the text to know the message and grasp any information found in the text.

2. Reading Comprehension

According to Whorter as cited in Rahemi (2013) comprehension is the main goal of reading that refers to understanding what is being read. Readers usually make use of background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand written text. Similarly, reading comprehension is the interaction among word identification, prior knowledge, comprehension strategies, and engagement.

Besides, according to Nation (2004) comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it. All models of

comprehension recognize the need for readers to build up mental representation of text, a process that requires integration across a range of sources information, from lexical features through to knowledge concerning events in the world. Reading comprehension itself entails three prominent elements: the reader who comprehend; the text comprehend; and the activity in which the comprehension is a part. To greatly comprehend the text, a reader must have capacities and abilities. These include cognitive capacities (e.g. attention, memory, critical thinking), motivation, abilities (identifying the main point or important information, distinguishing the main idea, extracting notice able points to summarize, etc) and various types of knowledge (vocabulary, linguistics and discourse knowledge, learning strategy, etc). Among the four language skills, reading is the most important one since every aspect of life involves reading. For example road signs, traffic regulation, menus in restaurants, labels on cans, printed advertisements, newspapers, magazines, insurance forms, and so forth (Erliana Santi 2011.p.49) Reading is an important activity for people, particularly the English Education Study Program students of STAIN Palangka Raya, since every aspect of their life in academic atmosphere involves it. It becomes more important in today's world in which the development in every life aspect occurs very quickly (Miftah 2013.p23).

3. Kinds of Reading

Reading is divided into four kinds which are skimming, scanning, intensive reading and extensive reading. Here are the explanations of them:

a. Extensive reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc). Extensive reading is also to obtain a general understanding of a subject and include reading longer text to pleasure; use extensive reading is to improve general knowledge (Harmer, 2002:210). Brown explains that extensive reading is carried out 'to achieve a general understanding of usually somewhat longer text (book, long article, or essays, etc.) Extensive reading may be subcategorized into skimming, and scanning:

b. Skimming

Skimming is used to quickly gather the most important information gist, run your eyes over the text, nothing important information, with skimming student can rapidly for the main point. According to Harmer (1998:69) skimming is to read through a text quickly to find the gist or the main idea or the text. Very often the gist is easily found in the first or the last sentence, which is called the topic sentence. Certain text can only be skimmed skills; the teacher has to explain how to skim and gives some exercises afterward.

c. Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking at for the specific piece of information you needed. With scanning student can reading rapidly to find a specific piece of information. According to Harmer (1998: 69) scanning is to read through a text quickly to find specific information needed (ex: names, years, numbers, and word).

d. Intensive reading

Intensive reading means reading for detail. It can be said when the students read the text, they try to get every detail of the text. Brown explained that intensive reading is reading that focus on surface structure such as grammatical forms, meaning and so on. Furthermore, according (Patel and Jain, 2008) intensive reading is related to further process in language learning under the teachers' guidance.

4. The Purpose of Reading

The activity of reading has many purposes depending on what people need. However, the main purpose of reading is to acquire the information. As mentioned before, Nunan (1999) stated that there are seven main purposes of reading:

- a. To obtain information for some purposes or because we are curious about some topic;

- b. To obtain instructions on how to perform some task for our work or daily life (e.g., knowing how an appliance works);
- c. To act in a play, play a game, do a puzzle;
- d. To keep in touch with friends by correspondence or to understand business letters;
- e. To know when or where something will take place or what is available;
- f. To know what is happening or has happened (as reported in newspaper, magazines, reports);
- g. For enjoyment or excitement.

Based on the above explanation, Nuttal (1996) suggests that the overriding purpose of reading is to get correct message or information from a text or to receive the message that writer intended for the reader. In other words, the readers read the reading text to get the information delivered by the author.

5. Types of Reading

Nasr in Syamriani (2006:6) Classifies reading into two type's namely oral reading and silent reading.

a. Oral Reading

Anderson (1999: 96) states “in oral reading vocalizes the printed word one by one. Thus, a reader who does oral reading must have good pronunciation. Oral reading is used when a reader is learning to combine words with meaning.” Oral reading can be divided into

group reading and individual reading. Reading in group is done with a whole group reading loudly usually by imitating the teacher. This type intends to check pronunciation and intonation of the students one by one.

6. Problems in Reading

Discussing problems that happen in reading is important. There are several problems that often are faced by the students during reading process and according to Sutarsyah (2013) there are four problems in reading. The explanations can be seen below:

a. Vocabulary

The investigation of vocabulary in the text is the next aspect that needs to identify. It is claimed that the condition of the words in a text has a great influence to readers' comprehension. Recognizing words is a dominant factor in reading comprehension. Reading is actually recognizing words in a text in order to get meaning as intended by the writer. It is said that the acquisition of word meaning is fundamental to all comprehension in reading. Without satisfactory word meaning, comprehension of wither spoken or printed language is impossible.

b. Sentence Problems

Based on the data, the students' problem in terms of sentence or grammatical structure was classified into four categories.

1) Understanding complex sentences

It was found that the students had difficulty when they encountered a long sentence. This long sentence can be in the form of an adjective clause. The students were also confused with the use of comma in complex sentences.

2) Understanding long phrases

This problem basically belongs to problem 1 because a problem of long phrase occurs in a long or complex sentence. The case is that the students knew individual words, but when they were put into phrase, the words were confusing.

3) Rhetorical structure

Rhetorical structure is meant the characteristic of a text especially on the use of language devices. These devices are also called cohesive ties, a term for one occurrence of a pair of cohesive related items. For some students, foreign language learners, these features are sometimes considered difficult to identify. They had difficulty to see this relation so that they could not see a text as a unified whole. Some data had been identified to show how the students had difficulty in cohesive structures.

4) Background knowledge

Most students confessed that the lack of background knowledge of the reading topic became their main reading problem. A

difficult text is the one that contains unfamiliar topic or at least the topic is not interesting. In other words, a passage can be considered easy or difficult depending on whether or not the topic of text is familiar to a reader. If a reader does not know or never experience about the topic discussed in the text, he would have a serious problem to understand the text and would not be able to follow the story. Thus, a reader must have enough background experience on the topic that enables him or her to bring personal meaning to the events and feeling of the story.

7. Theories of Reading Comprehension

a. Bottom-up Theory

Feng Liu (2010) said that “Bottom-up theory is a reading model that emphasizes the written or printed text, it can say that reading is driven by a process that results in meaning, in other words, reading is driven by text and that reading proceeds from smallest part to a whole part”. It means when readers read by using bottom-up theory firstly he or she reads word by word, then sentence by sentence, paragraph by paragraph and the last he or she reads whole the text in order to understand and comprehension of the text that they have read. Meanwhile, the bottom-up theory does not allow for higher level processing strategies to influence lower level. This statement means the bottom-up theory is not suitable for higher level such as academic level, senior level because this theory recognizes the

reading material from a word by word paragraph by paragraph then a whole text to comprehend the text. The bottom-up theory is allowed for an elementary level or some junior high school level, at which in reading they need steps to get understand the text.

b. Top-down Theory

Contrary with bottom-up theory, the top-down theory is a reading model in comprehend text from largest part to small part. In this theory, every reader is demanded to have previous or background knowledge to make them connect with the text that they will read. When reading by using top-down theory the reader will guess or predict what the upcoming word will be and the reader tent to make a tentative hypothesis to identify the upcoming word and use meaning to confirm their prediction. Therefore the readers need to have the previous knowledge to get success in using this theory when they are reading. This theory is allowed for them who have knowledge related to the topics or reading material they will read. If the readers have poor of knowledge of some topics that they will read, they cannot connect or predict what the text or topic tells about.

c. Strategies for Reading Comprehension

A strategy is one most important elements affecting the teaching and learning process of reading. Teaching strategy refers to plan of someone else's learning, and it encompasses the techniques which the teacher might use to deliver their lesson, the exercises and activities

designed for student, materials which will be supplied for student to work with and ways in which the result of the students understanding will be collected. A teaching strategy means all of the activities and resources that a teacher plans in order to enable students to learn.

In reading comprehension, the readers need some strategies to assist them to construct the meaning of the text easily. Brown (2004: 188) purposes the principal strategies, which can be applied when a teacher teaches reading in classroom. They are presented below:

The principal strategies, which can be applied when a teacher teaches reading in classroom. They are presented below:

- 1) Identifying the purpose in reading a text.
- 2) Applying spelling rules and conventions for bottom-up decoding.
- 3) Using lexical analysis (prefixes, roots, suffixes, etc.) to determine the meaning.
- 4) Guessing the meaning of words, idiom, etc. When the readers are not certain.
- 5) Skimming the text for the gist and for the main idea.
- 6) Scanning the text for specific information (names, dates, key words).
- 7) Using silent reading technique for rapid processing.

8. The Students' Reading Comprehension

There are several skills in reading comprehension. In this case, students should understand about how to implement these skills in their reading comprehension as follows:

- a. Topic of the text. The first step in reading is to find the topic. Topic is general information that should be found in the text when reading. It shows the content of whole paragraphs in text. Zainil. (2003). clarifies that Topic is one thing a paragraph is about. Every sentence in a paragraph is a way to discuss or explain this topic.
- b. Main idea is a broad sense of paragraphs. Main idea is an important point in reading. Main idea will show the information or message of the text. Otong S. Djuharie, (2007) defines main idea as the content of messages, information, and idea that explains from beginning until the end of the text. Main idea can be found in the first sentence or in the last sentence in a paragraph or it can be found implicitly.
- c. Zainil. (2003) Supporting details. Supporting details are those facts and ideas that prove or explain the main idea or a paragraph. While all the details in a paragraph do support the main idea, not all the details are equally important. The key details directly explain the main idea. Other details may provide additional information, offers an example, or further explain one of the key details.
- d. Finding author's idea. In every written language, the writer always shows his thought in the text. In finding the ideas of the writer, there

are two elements that should be known. The first is taking knowledge level into account. The last is paying attention to the structure. Richard Sutz and Peter Weverka. (2009). clearly state that a good way to detect the author for presenting the ideas is to turn quickly through the text, paying special attention to headings.

9. Level of Reading Comprehension

According to Kennedy the skills of comprehension are grouped under three major divisions of reading: literal, inferential, and critical. While, Burns, Roe and Ross propose four levels in reading comprehension: literal Reading, interpretative Reading, critical reading and creative reading (Burns, et al. 1984. 177).

a. Literal Reading

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and of it and is also a prerequisite for higher-level understanding. Kennedy explains that literal reading is related on *what a writer says*. Literal reading results in this kind of reading comprehension. It requires ability to (1) locate specific facts, (2) identify happenings that are described directly, (3) find answers to questions based on given facts, (4) classify or categorize information given, and (5) summarize the details expressed in a selection (Kennedy, 1981. P.218). According to Burns, et.al. There are some bases of literal

comprehension: they are recognizing stated main ideas, stated details, stated causes and effects, and sequences.

b. Interpretive Reading

Interpretative reading involves reading between the lines or making inferences. Kennedy uses the inferential comprehension. Kennedy looks inferential comprehension as about what the writer means. He argues that writers do not always mean exactly what they say, nor do they say everything they mean. They expect readers to understand the information they give and to draw from it many implied meanings. The often-used term reading between the lines refers to extracting the implied meanings from a selection. He adds that there are at least four skills are essential for effective use of inferential reading (Kennedy, 1981. P.224): (1) finding implied meanings, (2) anticipating outcomes, (3) making generalizations and (4) drawing conclusions. While for this term, Burns, uses interpretative reading. He says that interpretative reading is the process of deriving ideas that are implied rather than directly stated.

c. Critical Reading

According (Smith in Syamriany 2006) Critical reading is a higher level than other two categories because it involves evaluation the making of the personal judgment, a reader must be able to collect, interpret, apply, analyze the information to criticize of merit, for example in those part of the material where the writer expressed

his ideas or his facts better perhaps than others writer on the same subjects.

d. Creative Reading

Creative reading use different thinking skills to go beyond the literal comprehension, interpretation, and critical reading level. In creative reading, the reader tries to come up with the new or alternative solutions to there, present by the writer According (Smith in Syamriany 2006).

The researcher limit the problems by focusing on the teaching technique of reading with the use of story mapping technique toward students' reading comprehension of narrative text ability because the teaching technique of reading is the most prominent problem in MA HidayatulInsanPalangka Raya that should be solved soon. This research is limited to the levels in reading comprehension: literal Reading, interpretative Reading, critical reading and creative reading.

C. Reading Assessment

1. Assessment

Table 2.1 Assessment of Reading

Assessment of Indicators Achievement of competence	Type Instrument's
Identify various information in <i>narrative text</i> .	<i>Multiple choice</i>
Identify rhetorical steps, elements and characteristics of <i>narrative text</i> .	<i>Multiple choice</i>

2. Multiple Choice Assessment

Rubric assessment and scoring guidance

Scoring guidance

a. Directions for Multiple Choice questions

Table 2.2 Rubric Assessment Reading

No	Description	Scoring
1.	Correct answer.	1
2.	Wrong answer.	0

Student Score = $\frac{\text{Total Score}}{\text{Number of Questions}} \times 100$

10

Example = $\frac{8 \text{ (score the correct)}}{10} \times 100 = 80$

10(Number of Questions)

Reading Questions

Name: _____ Date: _____

Title: _____

Characters	Setting
Problem	Solution

The story makes me think of: _____

The Legend of LautTawar Lake

A long time ago, there was a kingdom in Takengon, Nanggroe Aceh Darussalam. The king and the queen had a beautiful princess. Her name was Princess Pukes. She was single. The king and the queen wanted her to get married soon. However they did not know that their daughter already had a boyfriend. The princess did not tell his parents because

they did not approve their relationships. The princess really loved her boyfriend. They did not want to separate. Therefore they secretly got married. Soon the king found out their marriage. The king was really angry. He asked the soldiers to lock her in her room. The princess could not meet her husband. She was locked for many days. Meanwhile her husband always waited for her. The princess tried to escape. But she always failed. And finally she succeeded! She jumped through the window and ran towards the palace garden. Unfortunately, she was caught! The soldiers immediately brought her to the king. The king was so angry. "You really make me angry! You are truly ungrateful daughter. If you want to leave this place, leave now! You can meet your husband. But remember on the way you go, don't look back. Something bad will happen to you if you look back," cursed the king. Princess Pukes was sad. She was really confused. She had to choose between her parents and her husband. She loved her husband and she did not want to be apart from him. Sadly, she walked and left the palace. Some soldiers followed her. The king asked them to guard her. While she was walking, Princess Pukes heard her mother crying. Princess Pukes wanted to see her mother for the very last time. But she remembered her father's message, not to look back or something bad would happen to her. She could not hold it anymore. She desperately wanted to see her mother. Then she looked back. Surprisingly, thunder attacked the kingdom. It was a very bright day, but suddenly rain fell heavily. The guards asked the princess to go to

a cave. The rain was so heavy. The guards did not want the princess to be wet. Later the princess went inside the cave. She was standing in the corner of the cave. And after the rain stopped, the guards asked the princess to continue walking. They called out the princess to go out. "My princess, let's go now. The rain has stopped. We can continue walking," asked the guards. But the princess did not respond. Again, the guards asked her to go out. But still the princess did not respond. The guards were so curious. They went inside the cave. They were surprised. The princess had changed into a stone. Meanwhile, the heavy rain had created a new lake. The lake was so big and then people named it as LautTawar Lake. People also can still find the stone of Princess Pukes. The local people say that when someone visits the stone and feels sad about the story of the princess, the stone will also cry!

Answer the questions below with correct answer!

1. What is the main idea of the passage?
2. How many characters can you find in the text? Who are they?
3. Where did the story happen?
4. Why did the king get so angry to the princess?
5. Did the king say something to the princess?
6. How did the princess feel when she heard her mother was crying?
7. Do you thing the princess can be united with her husband?
8. What can you learn from the text?
9. How was the LautTawar Lake created?

10. Do you think LauttTawar Lake is one of the most famous tourism resort in Aceh?

D. Narrative Text

1. Definition of Narrative Text

There are some kinds of the texts, such as descriptive, recount, argumentative, explanation, spoof, fables, cartoon strips, folk tale, persuasive, news item, and procedure and narrative text. Lina Setiadi(2009) generally, the students like to read the legends text of the country or fairy tales of the world, for examples are: Snow white, Cinderella, TimunEmas, Sangkuriang, RoroJonggrang, etc. The people know that these kinds of texts are narrative. Narrative text is a piece of writing that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

Furthermore, According to Keraf (2008), narrative is a form of discourse which attempted to narrative an event or events that it seems as if the reader see or experience the events. Therefore, the most important element in a narrative is the element of the act or acts.

Narrative text is a text which communicates the readers about a number of sequences of a story, either fiction or non- fiction texts that have each own structure. Narrative text is one of the texts that should be learn by high school students. It is regarded as the most interesting text

among the others by some students. Phelps-Gunn (1982) said that the least difficult is narration. Narration involves a simple time ordering of events into an organized plot or pattern.

According to Coffman and Reed (2010), narrative is described as having several common components including a setting, plot (series of episodes based on goals, attempt, outcomes), resolution or story ending.

Chatman (1993) classified narrative text into four basic elements as follows:

a. Characters

In every story, there must be characters that play on it. There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It describes physical of the character such as age, weight, height, even personality traits including the strength and weaknesses.

b. Settings

Settings are what author writes to describe where and when the story takes place. The setting addressed the location (where) and period (when) of the story whether the story tells a readers among realistic, historical fiction or fantasy.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the

story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving.

d. Conclusion

The writer ends up the story by summarizing and telling the solution of the problem in the story. This the last part is called by conclusion. The Generic structure of narrative text is:

1) Orientation

Every story needs an orientation although how simple that story. An orientation is an introduction of character, time and place that will be told in the story. It is impossible to tell a story without knowing characters set up in a particular time and place.

2) Complication

In this part, crisis of the story arises. The story is pushed along by a series of events which the reader expects some problem to arise. This complication will involve the main character and often serve to (temporarily) toward them from reaching the goal.

3) Sequences of Events

How the characters of the story react and what the characters do something to the conflict or crises happen.

4) Resolution

The complication that happened in the story will be resolved for better or worse, but rarely the complication left completely unresolved to leave the reader wondering how the end is.

The semantic structure of narrative text, as follows:

Table 2.3 the Semantic Structure of Narrative Text

Generic structure	The text
Orientation	In the town of Verona there lived two families, the Capulets and the Montagues. They engaged in a bitter feud. Among the Montagues was Romeo, a hot-blooded young man with an eye for the ladies.
Complication	There, he was surprised to find Juliet on the balcony, professing her love for him and wishing that he were not a “Montague”, a name behind his own. “What’s in a name? That which we call a rose by any other name would smell as sweet.” Romeo was ready to deny his name and professed his love. The two agreed to meet at nine o’clock the next morning to be married.
Resolution	Unfortunately, the friar’s letter failed to reach Romeo. Under the cover of darkness, he broke into Juliet’s tomb. Romeo kissed the lips of his Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion wear off. Juliet woke up calling for Romeo. She found her love next to her but was lying dead, with a cup of poison in his hand.
Reorientation	She tried to kiss the poison from his lips, but failed. Then she died.

From the definition above, it can be concluded a narrative text is a story presented in chronological order that consists of some components including problems and problem solving and the purpose is to entertain the reader.

2. Language Features of Narrative Text

Mark and Katy Aderson(2003) each text type has each characteristic included its language features. By knowing and understanding the

language features, it is expected to help students learn easier. In narrative text itself, there are some language features that usually found as follow:

- a. Specific characters
- b. Time word that connect events to tell when they occur: the use of simple past tense and past continuous tense
- c. Verbs to show the actions that occur in the story
- d. Relational verbs to describe the characters and settings
- e. Connectives or conjunctions to sequence the story
- f. Descriptive words to portray the characters and settings.

3. Purpose of Narrative text

According to Mark Anderson (2003) stated, “The purpose of Narrative is to present a view of the world that entertains or informs the reader or listening”. Similarly, the basic purpose of narrative is to entertain, to amuse and to hold readers’ interest. Therefore, narrative is a kind of text which make the readers’ enjoy and interest with the story and to teach on inform the reader narrative the readers more than enjoy to read kinds of story that them feel amuse and make them laughing.

4. Problems in learning narrative text

According to researcher the problem students had difficulty to find information from the narrative text. The result showed that the students could not understand the text quickly. Students have difficulty to find related meaning in each sentences. This situation may happen because they have lack of knowledge to understand the context of the text. The

third most difficult in understanding narrative text is which showed that the students could not read the text quickly. In this research the researcher found that the students' difficulties in finding information from the text was the major answer that appeared most in the result.

E. Story Mapping

1. General Understanding of Story Mapping

Generally, Idol – Maestas and Carroll (1994) demonstrated this using a reader directed story map study guide procedure structured to call readers 'attention to the elements of story grammar (e.g., setting, problem, goal, action) during reading. One of ways to make the students understand the text easily is by using story mapping.

Before knowing deeply about story mapping technique, it is better to know first the origin of this technique. Pamela J. Farris (2004) stated as follow: The origin of story maps lies within story grammar research. The term story grammar refers to the hierarchical rules or physiological structures, which people use to create and remember stories, the skeleton underlying a story, so to speak. These psychological models of comprehension and memory are used by both adults and children to encode and store in information in their long-term memories.

Mathes (1997), et al., also said that story mapping is simply graphic presentation of story Grammar. From both definitions can be known that story mapping is branch of the story grammar that made students be

easier to read a story. According to Li in Ibnian (2010), story mapping can be seen as a visual of sequence of events and actions in the story. Li in Ibnian (2010) viewed story mapping as a graphic organizer used to identify the elements of the story in chronological order.

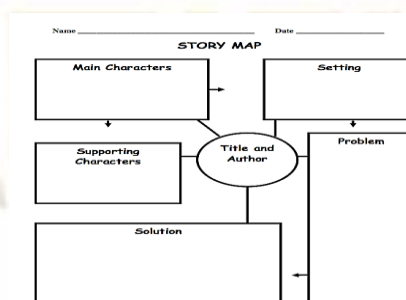
It is because story mapping technique has some elements which includes in a story. Sheila E. Felber (1989) argued that story mapping is effective way to teach reading comprehension at the first or second grade students. Story Mapping Technique has been investigated by Hutto (2007), who conducted a research: *Effect of Story Mapping on Comprehension*. He found that story mapping produced effective gains in comprehension among young students. He felt that this study greatly affected his teaching of comprehension.

In addition, Reutzel (in Amer 2003) states that story mapping also helps students to identify relationship among concepts and events, organize specific details, and understand the message embedded in the text.

In line with this, Li (2000) states that story mapping helps students perceive the sequence of story development. In addition, he says that story mapping is particularly useful to help the students to develop a sense of story and realize that the setting, events, and character of a story are interrelated. In other words, a story map leads the students to form a mental picture of story's structure and to understand the related story part in narrative text.

According to Duman quoted by Isikdogan and Kargin (2010), “Story mapping is a schema construction technique that involves teaching the relationships of parts of a story to the reader and giving basic elements of the story in a schema in order to draw the attention of the reader”. When the students are interested in this learning process, it can motivate them to comprehend the reading text. Actually, It is not easy for students to comprehend reading text. Therefore, they need a strategy to help them in comprehending it.

From the explanation above, it means that story map is a graphic or semantic visual representation of a story. The map will illustrate a way to provide an overview of a story. It may consist of brief information about characters, setting, problem, goal, events and resolution, this is the example of story mapping by Farris (2004).



2. The Purpose of Story Mapping

Pamela J. Farris (2004) stated that there are some purposes of story mapping. They are:

- a. Enhances meaning with mental imagery.
- b. Links past experience to the words and ideas in the text.
- c. Allows readers to create mental images from words in the text.

- d. Enables readers to place themselves in the story.
- e. Strengthens a reader's relationship to the text.
- f. Stimulates the imaginative thinking.
- g. Brings joy to reading.
- h. Heightens engagement with text.

Based on the purposes above it means that the function of story mapping method are expected to facilitate and help the students getting a good understanding of a story or text and supposed to comprehend the mean of whole text.

3. The Technique of Using Story Mapping

PamellaJ.Farris (2004) before applying this method, the teacher is supposed to know well how to apply and use it. The following steps are the general procedure to follow when preparing a basic story map:

- a. Read the story. Write a sequenced summary of the main ideas, key events, and characters that make up the plot of the story.
- b. Place the title, theme, or topic of the story in the center of the graphic story map in a predominant box or at the top of the semantic chart.
- c. Draw enough ties projecting out symmetrically from the center of the map to accommodate the major events of the story's plot. Attach related pieces or second-level information from the summary list to these ties in chronological order, moving clockwise around the

center. The semantically organized chart is simply arranged by story elements, so information is transferred to it accordingly.

- d. Draw additional ties projecting out symmetrically from each secondary box to accommodate the important details associated with the key plot event, adding relevant information from the summary list.
- e. Review the final semantic chart or story map for completeness. Those steps are preview of procedure how to apply the story mapping method theoretically. Here the writer will make the graphic of story mapping to draw the steps above.

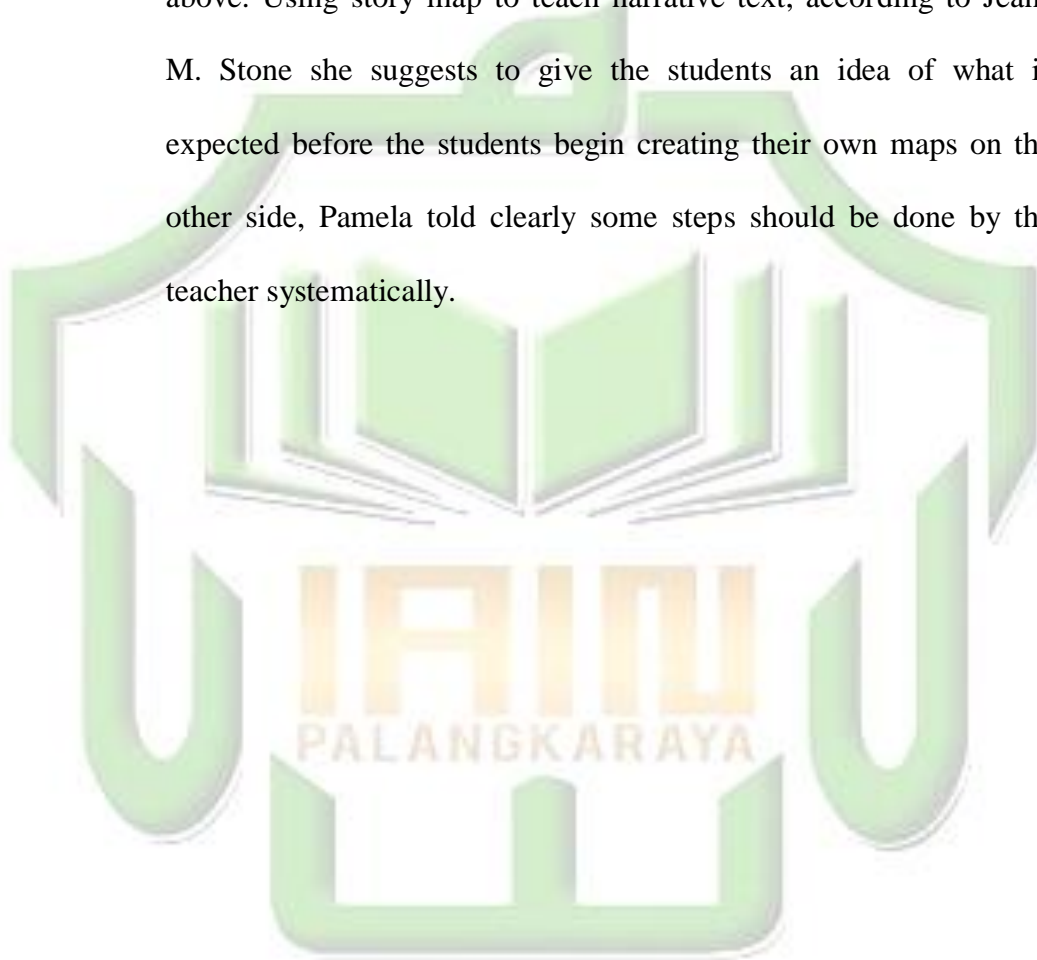
4. The Procedures of Using Story Mapping

Teachers are supposed to know well how to apply and use story map before they give it to the students. The following steps are the general procedure to prepare a story map Jeanne M.Stone (2000):

- a. Read the story, then write a sequenced summary of the main ideas, key events and characters that make up the plot of the story.
- b. Place the title, theme or topic of the story in the center of the graphic story map in a predominant box or at the top of the semantic chart.
- c. Draw enough ties projecting out symmetrically from the center of the map to accommodate the major events of the story's plot. Attach related pieces or second level information from the summary list to these ties in chronological order, moving clockwise around the

center. The semantically organized chart is simply arranged by story elements, so information is transferred to it accordingly.

- d. Review the final story map for completeness. Those steps are preview of procedure how to apply the story map theoretically. The writer will make the graphic of story mapping to draw the steps above. Using story map to teach narrative text, according to Jeane M. Stone she suggests to give the students an idea of what is expected before the students begin creating their own maps on the other side, Pamela told clearly some steps should be done by the teacher systematically.



In addition the Researcher used the procedures of story mapping in MA HidayatulInsan Kota PalangkaRaya :

- a. Researcher greets and starts the lesson, teacher prepare the material well and the teacher engages students interest in learning reading comprehension by stimulating students curiously.
- b. The researcher choose the print sheet about text narrative.
- c. The researcher explains the material and the teacher presents the information from the text.
- d. The researcher divide the students into several groups and the teacher gave paper about element of story mapping.
- e. The students discuss and answer question narrative text on element of story mapping.
- f. The researcher collect the paper from the students answer and the researcher regroup so they can share their result of story map.
- g. The researcher gave paper again about graphic organizer story element and the students answer comprehension question. And the information can be presented using graphic organizers.

5. Advantages and Disadvantages of Story Mapping Technique

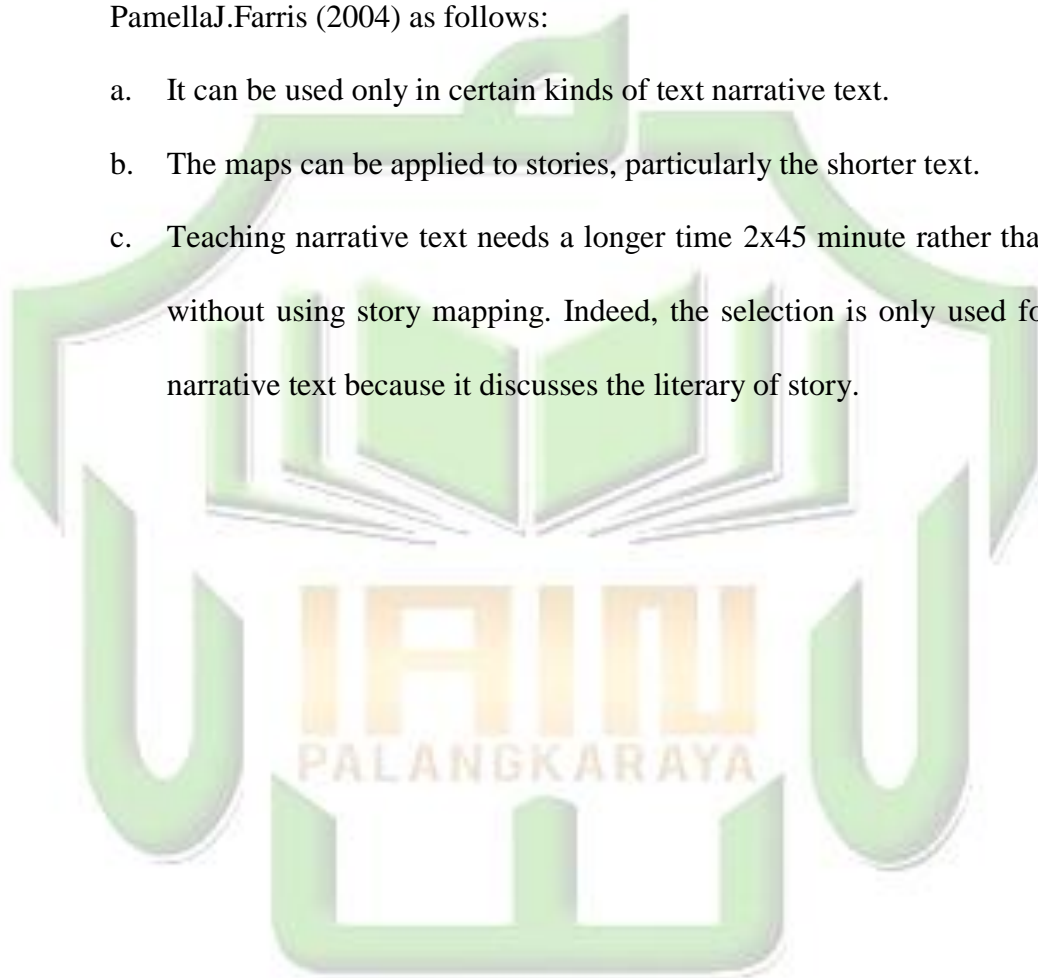
PamellaJ.Farris(2004).Story mapping has some advantages and disadvantages. For its advantages, it could be helpful for students and also for the teacher. Pamela stated in her book, 'when created as part of the process of preparing a reading lesson, teachers become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others. In others words, by completing a story map, students can focus on the lesson and teacher can improve the quality of teaching. Students also get many benefits through story mapping. The following are some advantages for students:

- a. Mapping enables students to store information in their personal schema more efficiently in remembering what they have read.
- b. Facilitates the recall of story elements more completely and accurately
- c. Students can more easily see how the story pieces mesh.
- d. The students' knowledge continually applies when they predict what might happen next in one story after another.
- e. To enhance students' interpretative abilities by enabling them to visualize story characters, events, and setting.
- f. To increase students' comprehension of selection by organizing and sequencing main story events problems in comprehending narrative text.

- g. To develop students' sense of story which will assist storytelling, retelling and writing.
- h. To increase students' awareness that story characters, and events are interrelated.

On the other side, story mapping has also some disadvantages, PamellaJ.Farris (2004) as follows:

- a. It can be used only in certain kinds of text narrative text.
- b. The maps can be applied to stories, particularly the shorter text.
- c. Teaching narrative text needs a longer time 2x45 minute rather than without using story mapping. Indeed, the selection is only used for narrative text because it discusses the literary of story.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discussed about the research method which consists of research design, population and sample, Research Instruments, Research instruments Try Out, Research Instrument Validity, and Research Instrument Reliability.

A. Research Design

The method of this research is Quantitative. It is often related to the calculation and analysis of the numerical data. Meanwhile. The design of this research is a Quasi-Experimental study which compares two things. In this research, it compares two classes, experimental class-where story mapping technique was applied in learning of narrative text—and control class-where story mapping technique was not applied in leaning narrative text.

The reason researchers chose quasi-experimental research is because the research quasi-experiment is an experimental study, namely research comparing the two research target groups, one group was given certain treatments and one group (control group)are again control at a situation where the effect is made as a comparison. Difference response between the treatment group and control group became a measure of influence the treatment given to the treatment group (Margono, 2007:110).

B. Population and Sample

1. Population

According to (DonalsAry, 2010.p.148), Population is all members of a well-defined class of people, events or object. This means that the population is the total number of subjects of research (Arikunto, 2002, p. 108) which are going to be observed for the sake of research. The population of this research are the teen grade students of MA HidayatulInsan Kota PalangkaRaya. The number of the population is Class X consisting 62 students, grouped into two classes X-Bahasa and X-MIA.

2. Sample

A sample is a part of a large whole. Sample refers to the small subgroup which is thought to be representative of the larger population. The sample is a subject of a population (Triola, 1992, p. 3). The sample of this research is the ten grade students of MA HidayatulInsan Kota Palangka Raya. Determining the experimental group and the control group randomly by lottery, class X-Bahasa as Experiment group and Class X-MIA as control group. Each have class have 29 and 33 students.

C. Research Instruments

There will be one kind of instrument used in this research, namely test. The test consisted of pre-test and post-test. The pre-test was administered before the treatment to get data on the students' prior knowledge, while post-

test was given after the last treatment to get data on the effectiveness of using story mapping.

The data also needed to found the aim of the study. It was to measure the effect of using story mapping technique toward students' reading comprehension of narrative text.

1. Test

The researcher used pre-test and post-test. The researcher will give pre-test and post-test to experimental group and control group. The first instrument in this research was multiple choice will give reading test. The researcher used multiple choice tests because of some reasons, such as it is easy to score. Besides, it tested the students' focus. It is because multiple choices have four options in it which three of them might distract students' focus of the right answer. In order to get a good test, the test item should fulfill some criteria such as validity, reliability, level of difficulty, and discrimination power that would be discussed below. The test constructed in multiple choice form which consists of 35 items.

The test item specification was showed in the following table :

Table 3.1 Test Itemsspesification of Pre-Test Score

No	Areas of Sub Reading Skill	The Item Number	Total
1	Finding the topic/ the main idea of the paragraph	1, 27, 32	3
2	Finding the detailed/ important information	3, 4, 5, 7, 9, 10, 11, 12, 16, 19, 20, 21, 22, 23, 28, 29, 30	17
3	Understanding references	8, 13, 24	3
4	Deducing the meaning of unfamiliar lexical items used in the passage	6, 14, 15, 25, 31, 33	6
5	Making conclusion	2, 17, 18, 26, 34, 35	6
Total			35

Table 3.2 Test Items Spesification of Pre-Test Score

No	Areas of Sub Reading Skill	The Item Number	Total
1	Finding the topic/ the main idea of the paragraph	1, 6, 18, 26, 34	5
2	Finding the detailed/ important information	3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 19, 20, 21, 22, 23, 24, 31	19
3	Understanding references	13, 28, 29, 30	4
4	Deducing the meaning of unfamiliar lexical items used in the passage	17, 32	2
5	Making conclusion	2, 25, 27, 33, 35	5
Total			35

2. Documentation

The documentation is needed to get the real data information and can support the data. This technique aimed at finding the documents related to the research and support the data obtained by the researcher. The documents that could support this research are as follows:

- ### 3. Research instruments Try Out

The researcher has try out the test on Monday, July, 22nd2019. At eleventh grade students of MA HidayatulInsanPalangka Raya.

Table 3.3 Result of try Out test

[illegible]

Based on the calculation used microsoft office excel, from 40quetron so there were 35 valid question. So the researcher used 35 items for Pre-Test and Post-Test.

4. Research Instrument Validity

A test can be said to be valid if it measures the object to be measure and suitable with the criteria validity and empirical or criterion-related validity. To measure whether the test has good validity, the researcher will use content and construct validity.

a. Content Validity

Content validity is assured by logically analyzing the domain of subject matter of behavior that would be appropriate for inclusion on a data collection process and examining the items to make sure that a representative sample of the possible domain is included (Toendan, 2008: 121). In this research, to fulfill the content validity, the test items are designed based on the purpose to find out the effect of using story mapping technique toward students' reading comprehension of narrative text.

b. Construct validity

Is concerned with whether the test is actually in line with the theory of what reading comprehension means to know the language. (Hatch andFarhady, 1982:251). To calculate the validity of each item the researcher will use the Product Moment by SPSS 20.0 program.

5. Research Instrument Reliability

According to Toendan (2009:98), reliability is defined as the extent to which a questionnaire, test, observation or any measurement produces the same results on repeated. Reliability refers to consistency of measurement, which is how consistent test scores or other evaluation results are from one measurement to another. In this study, the researcher will the test as instrument, so the test must be reliable. After conducting the test, the researcher analyzed the data from students' score. The researcher used the coefficient Reliability in SPSS 16.0 program.

D. Data Collection Procedures

In this research, the researcher used some procedures to collect the data. The procedures consist of some steps as follows:

1. The researcher determine the subject those are the students of MA HidayatulInsanPalangka Raya, and then asking permission of the head master of this institution.
2. The researcher try out, and then analyze the student's score of try out. Where the score of true answer is 1 and the score of wrong answer is 0.
3. The researcher determine the experimental class and the control class.
4. The researcher will give pre-test to the experimental group and control group.

5. The researcher will teach the experimental group by using of story mapping technique toward students' reading comprehension of narrative text.
6. The researcher will give post-test to the experimental group and control group.
7. The researcher will measure the normality and homogeneity of the data.
8. The researcher analyze the data by using parametric statistical technique: analysis of variance (T-test).
9. The researcher interpret and conclude the result of data analysis.

E. Data Analysis Procedures

The researcher will compute the students' score in order to find out the students increasing in reading comprehension ability of narrative text by using story mapping strategy using the following steps:

1. Scoring the pre-test and post-test.
2. Tabulating the results of the test and calculating the score of the pretest and post-test.
3. Drawing conclusion from is tabulated-result of the pretest and posttest that will be administered, that will be by statistically analyzing the 45 data using statistical computerization. I.e. Repeated Measure t-test of Statistical Package for Social Science (SPSS) version 20.0 for windows to test whether the improvement of students' gain is significant or not, in which the significance is determined by $p > 0.05$.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher discussed about result of the study which consisted of data presentation, the result of data analysis, and discussion.

A. Data Presentation

The data shown in this part were collected from students' score in pre-test and post-test of both classes which are the experiment class and control class. The data of each class were depicted into figures and table below. The first part shows the data of experiment class and the second part shows the data of control class.

1. The Pre-Test Score of Experiment Class

The students' pretest score of experiment class were distributed in the following table (*see appendix 7*). To determine the distribution of frequency, the mean score of students' score, standard deviation, and standard error were calculated using SPSS 20.0.

The distribution of students' pretest score can also be seen in the following figure.

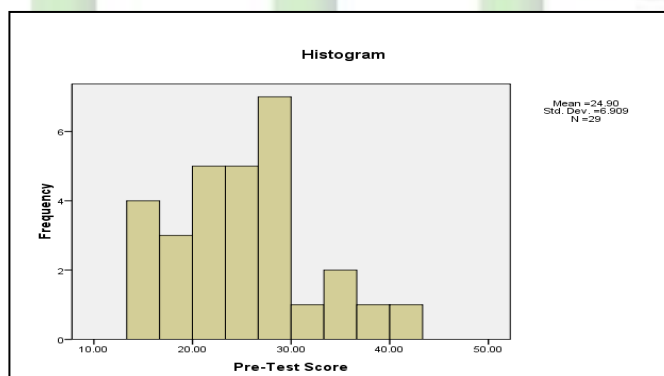


Figure 4.1 Frequency Distribution of Pre-test Result of Experiment Class

The cart on figure above shows the pre-test score of the students in the experiment class. It could be seen that there were 1 students who got score 17.00; 31.00; 37.00; and 42.00. There were 2 students who got score 20.00 and 34.00. There were 4 students who got score 14.00. There were 5 students who got score 22.00 and 25.00. There were 7 students who got score 28.00.

Table 4.1 Data Description of Pre-test Result of Experiment Class

Statistics		
Pre-Test Score		
N	Valid	29
	Missing	0
Mean		24.8966
Median		25.0000
Std. Deviation		6.90934
Minimum		14.00
Maximum		42.00

The table 4.1 shows that the total number of data in experimental class is 29. The minimum score of pre-test in experiment class is 14.00 and the maximum score is 42.00.

The total score is 722.00 while the mean score of pre-test in experiment class is 24.8966 Mean is the average score of the class. The Median score is 25.0000. The Std. Deviation score is 6.90934.

According to the table above, it can be formed a table of frequency distribution as follows:

Table 4.2Frequency Distribution of Pre-test Result of Experiment Class

Students' Pre-test Score		Frequency
Valid	14.00	4
	17.00	1
	20.00	2
	22.00	5
	25.00	5
	28.00	7
	31.00	1
	34.00	2
	37.00	1
	42.00	1
	Total	29

From the table above, it can be seen the most frequent score is 28.00 which was had from 7 students. The second is 22.00 and 25.00 which was had from 5 students. The third is 14.00 which was got by 4 students. The forth is 20.00 and 34.00 which was got by 2 students. The less frequent score is 17.00; 31.00; 37.00; and 42.00 which was had from 1 students.

2. The Pre-Test Score of Control Class

The students' pretest score of control class were distributed in the following table (*see appendix 8*). To determine the distribution of frequency, the mean score of students' score, standard deviation, and standard error were calculated using SPSS 20.0.

The distribution of students' pretest score can also be seen in the following figure.

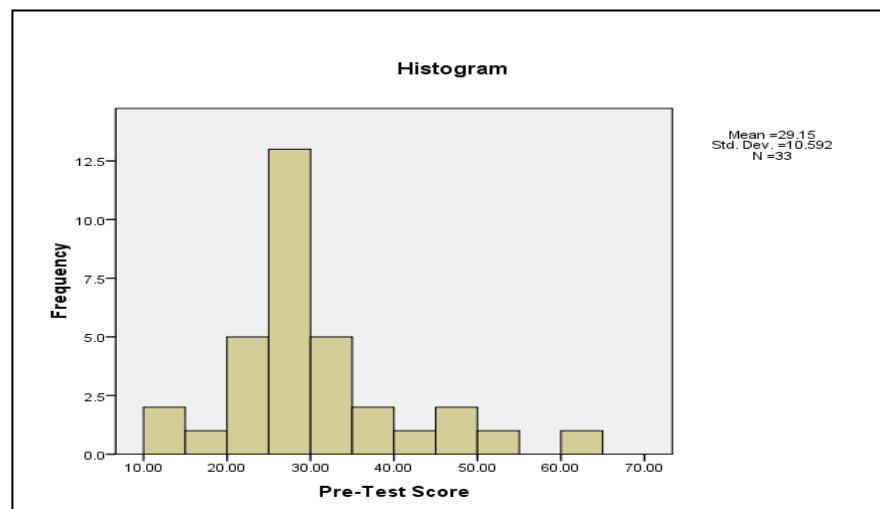


Figure 4.2 Frequency Distribution of Pre-test Result of Control Class

The cart on figure above shows the pre-test score of the students in the experiment class. It could be seen that there were 1 students who got score 11.00; 14.00; 17.00; 40.00; 54.00; and 60.00. There were 2 students who got score 22.00; 34.00; 37.00; and 45.00. There were 3 students who got score 20.00 and 31.00 .There were 4 students who got score 28.00. There were 9 students who got score 25.00.

Table 4.3 Data Description of Pre-test Result of Control Class

Statistics		
Pre-Test Score		
N	Valid	33
	Missing	0
Mean		29.1515
Median		25.0000
Std. Deviation		1.05922E1
Minimum		11.00
Maximum		60.00

The table 4.3 shows that the total number of data in experimental class is 33. The minimum score of pre-test in experiment class is 11.00

and the maximum score is 60.00. The total score is 962.00 while the mean score of pre-test in experiment class is 29.1515. Mean is the average score of the class. The Median score is 25.0000. The Std. Deviation score is 1.05922E1.

According to the table above, it can be formed a table of frequency distribution as follows:

Table 4.4 Frequency Distribution of Pre-test Result of Control Class

Students' Pre-test Score		
		Frequency
Valid	11.00	1
	14.00	1
	17.00	1
	20.00	3
	22.00	2
	25.00	9
	28.00	4
	31.00	3
	34.00	2
	37.00	2
	40.00	1
	45.00	2
	54.00	1
	60.00	1
	Total	33

From the table above, it can be seen the most frequent score is 25.00 which was had from 9 students. The second is 28.00 which was had from 4 students. The third is 20.00 and 31.00 which was got by 3 students. The forth is 22.00; 34.00; 37.00; and 45.00 which was got by 2 students. The less frequent score were 11.00; 14.00; 17.00; 40.00; 54.00; and 60.00 which was had from 1 students.

3. The Post-Test Score of Experiment Class

The students' post test score of experiment class were distributed in the following table (*see appendix 10*). To determine the distribution of frequency, the mean score of students' score, standard deviation, and standard error were calculated using SPSS 20.0.

The distribution of students' post test score can also be seen in the following figure.

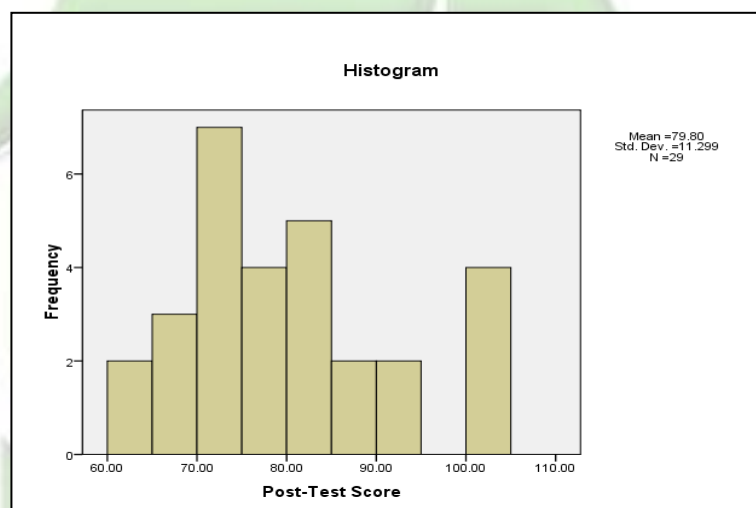


Figure 4.3 Frequency Distribution of Post-test Result of Experiment Class

The cart on figure above shows the pre-test score of the students in the experiment class. It could be seen that there were 1 students who got score 65.71. There were 2 students who got score 62.86; 68.57; 80; 85.71; and 94.29. There were 3 students who got score 74.29 and 82.86. There were 4 students who got score 71.43; 77.14 and 100.

Table 4.5 Data Description of Post-test Result of Experiment Class

Statistics		
Post-Test Score		
N	Valid	29
	Missing	0
Mean		79.8034
Median		77.1400
Std. Deviation		1.12985E1
Minimum		62.86
Maximum		100.00

The table 4.5 shows that the total number of data in experimental class is 29. The minimum score of post-test in experiment class is 62.86 and the maximum score is 100.00. The total score is 2314.30 while the mean score of post-test in experiment class is 79.8034 Mean is the average score of the class. The Median score is 77.1400. The Std. Deviation score is 1.12985E1.

According to the table above, it can be formed a table of frequency distribution as follows.

Table 4.6 Frequency Distribution of Post-test Result of Experiment Class

Post Test Score		
		Frequency
Valid	62.86	2
	65.71	1
	68.57	2
	71.43	4
	74.29	3
	77.14	4
	80	2
	82.86	3
	85.71	2
	94.29	2
	100	4
	Total	29

From the table above, it can be seen the most frequent score is 71.43, 77.14, and 100 which was had from 4 students. The second is 74.29 and 82.86 which was had from 3 students. The third is 62.86, 68.57, 80, 85.71, and 94.29 which was got by 2 students. The forth is 65.71 and which was got by 1 students.

4. The Post-Test Score of Control Class

The students' post test score of control class were distributed in the following table (*see appendix 11*). To determine the distribution of frequency, the mean score of students' score, standard deviation, and standard error were calculated using SPSS 20.0.

The distribution of students' post test score can also be seen in the following figure.

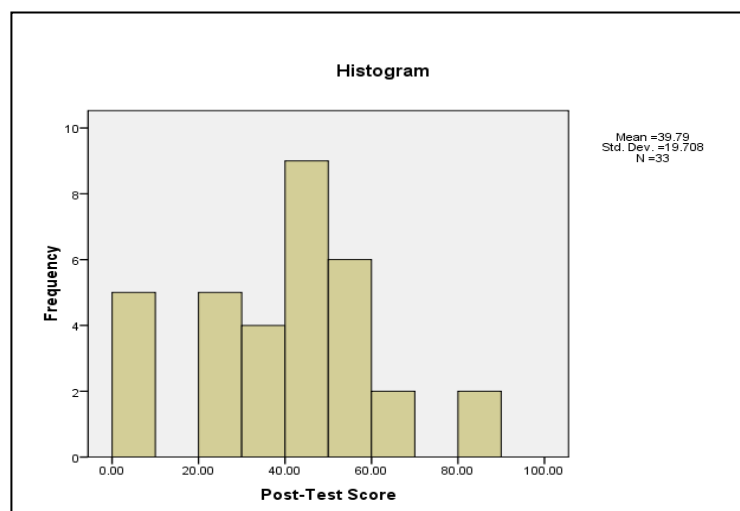


Figure 4.4 Frequency Distribution of Post-test Result of Control Class

The cart on figure above shows the pre-test score of the students in the experiment class. It could be seen that there were 1 students who got score 28.00, 31.00, 37.00 and 51.00, 62.00, 68.00, 80.00, 82.00. There were 2 students who got score 34.00 and 42.00, 45.00, 48.00, 57.00. There were 3 students who got score 40.00, 54.00. There were 4 students who got score 25.00. There were 5 students who got score 8.00.

Table 4.7 Data Description of Post-test Result of Control Class

Statistics		
Post-Test		
N	Valid	33
	Missing	0
Mean		39.7879
Median		40.0000
Std. Deviation		1.97084E1
Minimum		8.00
Maximum		82.00

The table 4.7 shows that the total number of data in experimental class is 33. The minimum score of post-test in experiment class is 8.00 and the maximum score is 82.00. The total score is 1313.00 while the mean score of post-test in control class is 39.7879. Mean is the average score of the class. The Median score is 40.0000. The Std. Deviation score is 1.97084E1.

According to the table above, it can be formed a table of frequency distribution as follows:

Table 4.8 Frequency Distribution of Post-test Result of Control Class

Students' Post-test Score		
		Frequency
Valid	8	5
	25	4
	28	1
	31	1
	34	2
	37	1
	40	3
	42	2
	45	2
	48	2
	51	1
	54	3
	57	2
	62	1
	68	1
	80	1
	82	1
	Total	33

a. Testing Normality

Before analyzing the hypothesis, the data had to be analyzed by the normality of data. This normality of data was used to measure that the data had in research was normally distributed or not. The Researcher used SPSS 20.0.

1) Normality Post-test of Experiment Class and Control Class

Table 4.9 Normality Pre-test Result of Experiment Class and Control Class

Tests of Normality							
Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Pre-Test Score	Experiment Class	.154	29	.076	.952	29	.207
	Control Class	.180	33	.008	.913	33	.012

a. Lilliefors Significance Correction

From the table 4.13 above, it can be seen the significance of pre-test score in Experiment Class and Control Class based on *Kolmogorov-Smirnov* was Experiment Class 0.076 and Control Class 0.008. If the significance score is higher than $\alpha = 0.05$, it means that the data is normally distributed. It can be concluded that the significance score of Pre-test in Experiment Class and Control Class is normally distributed because 0.076 and 0.008 is Experiment Class higher than 0.05 ($0.076 > 0.05$) and Control Class 0.05 ($0.008 > 0.05$).

2) Normality Post-test of Experiment Class and Control Class

Table 4.10 Normality Post-test Result in Experiment Class and Control Class

Tests of Normality							
Experiment Class and Control Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Post Test Score	Experiment Class	.145	29	.123	.921	29	.032
	Control Class	.098	33	.200*	.960	33	.255
a. Lilliefors Significance Correction							
*. This is a lower bound of the true significance.							

From the table 4.15 above, it can be seen that the significance of post-test score in experiment class and control class based on *Kolmogorov-Smirnov* is experiment class 0.123 and control class 0.200. If the significance score is higher than $\alpha = 0.05$, it means that the data is normally distributed. It can be

concluded that the significance score of post-test in experiment class and Control Class is normally distributed because 0.123 and 0.200 is experiment class higher than 0.05 ($0.123 > 0.05$) and Control Class 0.05 ($0.200 > 0.05$).

b. Testing Homogeneity

After conducting normality test, the result showed the data is normally distributed, the next step of the calculation is homogeneity test of pre-test and post-test using SPSS 20.0. The purpose of this test is to see whether the data in both classes are homogenous or heterogeneous. If the significance of the data is higher than 0.05, it means that the data is homogenous. The result of the homogeneity test of experiment and controlled class is presented as follows:

1) Homogeneity of Pre-test of Experiment Class and Control Class

The analysis of homogeneity variances of both classes in pre-test was done by using *Levene's statistic* test in SPSS 20.0 for window. Here are the result of calculation:

Table 4.11 Homogeneity of Pre-test Result between Experiment Class and Control Class

Test of Homogeneity of Variances			
Pre-Test			
Levene Statistic	df1	df2	Sig.
2.974	1	60	.090

Table 4.15 showed that the significance of pre-test between experiment class and controlled class is 0.090. It can be

concluded that the pre-test data of both classes are homogeneous because the result of significance pre-test (0.090) is higher than 0.05. ($0.090 > 0.05$).

2) Homogeneity of Post-test of Experiment Class and Control Class

The analysis of homogeneity variances of both classes in post-test was done by using *Levene's statistic* test in SPSS 20.0 for window. Here are the result of calculation:

Table 4.12 Homogeneity of Post-test Result between Experiment Class and Control Class

Test of Homogeneity of Variances			
Post Test Score			
Levene Statistic	df1	df2	Sig.
6.243	1	60	.015

Table 4.18 showed that the significance of post-test between experiment class and control class is 0.015. It can valuable concluded that the post-test data of both classes are homogeneous because the result of significance post-test (0.015) is higher than 0.05. ($0.015 > 0.05$).

2. Testing Hypothesis using SPSS 20.0

Table 4.13 Standard Deviation and standard error of Experiment Class and Control Class using SPSS 20.0

Group Statistics				
Experiment Class and Control Class	N	Mean	Std. Deviation	Std. Error Mean

Post Test Score	Experiment Class	29	79.803	11.2985	2.0981
	Control Class	33	39.788	19.7084	3.4308

The table showed the result of the standard deviation calculation of Experiment Class was 11.2985 and the result of the standard error of mean calculation was 2.0981. The result of the standard deviation calculation Control Class was 19.7084 and the result of the standard error of mean was 3.4308.

Table 4.14 The Calculation of T-Test Using SPSS 20.0

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post Test Score	Equal variances assumed	6.243	.015	9.626	60	.000	40.0156	4.1570	31.7004	48.3308
	Equal variances not assumed			9.950	52.085	.000	40.0156	4.0215	31.9462	48.0850

The table showed the result of t-test calculation using SPSS 16.0. The table is the main table from the analysis of independent sample t-test. It found that the value of sig (two tailed) was $0.000 < 0.05$, so that there were differences in the score points between the experimental group and the control class. Based the descriptive value, it is evident that the

experimental class using story mapping scored higher than the control class not using story mapping technique.

3. Interpretation of the Results

The data used on this study were taken from the students' reading achievement of pre-test and post-test in experiment and control class as which were consisted of 62 students for each class. Furthermore, the mean score of pre-test in experiment class and control class are 722 and 962 while the mean score of post-test in experiment class and control class are 2314.29 and 1313. In addition, the mean of gain score in experiment class is 2314.29 with the highest score is 100 and the lowest score is 82. Meanwhile, the mean of gain score in control class is 1313 with the highest score is 82 and the lowest score is 8. It means that the mean of gain score in experiment class is higher than in control class.

Before the hypothesis being tested, the researcher had to test the normality and homogeneity of the data. The significance value of normality in experiment class is 0.076 for pre-test and 0.123 for post-test. Besides, the significance value of normality in control class is 0.008 for pre-test and 0.200 for post-test. All of the significance values are higher than 0.05 which means that the data are normally distributed. It means that there is balance distribution between students who have low, middle and high score.

In homogeneity test, the significance value of pre-test in experiment class and control class is 0.090 while the significance value of post-test in experiment class and control class is 0.015. This result shows that the significance value of experiment and control class is homogeneous because it is higher than 0.05.

After having the data which were normal and homogeneous, the last calculation was testing the hypothesis. The researcher used t-test formula in the significance degree α of 5%. In the table of significance, it is known that on the $df/60$ and the degree of significance 5%, the value of degree significance (t_i) is 2.00. In addition, the result showed that $9.626 t_{\text{test}} (t_o) > 2.00 t_{\text{table}} (t_i)$. It can be concluded that t-test was higher than t-table. For this reason, the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. It means there was a significant difference between students' reading comprehension of narrative text by using story mapping technique and students' reading comprehension of narrative text without using story mapping technique. In other word, the using of story mapping is effective on students' reading comprehension of narrative text at the ten grade students of MA HidayatulInsanPalangka Raya.

C. Discussion

The result of analysis shows that there is an effect of story mapping technique toward students' reading comprehension of narrative text of the ten

grade students of MA HidayatulInsanPalangka Raya. The effect of story mapping technique toward students' reading comprehension of narrative text reached higher score than the students who were taught without used story mapping Technique with 79.80 and 40.30. It means that story mapping technique gives effect of literal comprehension which literal comprehension is higher than inferential comprehension.

The t_{observed} is higher than t_{table} at 5% and 1% significance level or $9.626 > 2.00$, $9.626 > 2.66$, it meant H_a was accepted and H_o was rejected. And the data calculated using SPSS 16.0 Program; the t_{observed} is higher than t_{table} at 5% and 1% significance level or $9.626 > 2.00$, $9.626 > 2.66$. It meant (H_a) was accepted and (H_o) was rejected. This finding indicates that the alternative hypothesis (H_a) stating that there is an effect of story mapping technique toward students' reading comprehension of narrative text of the ten Grade Students of MA HidayatulInsanPalangka Raya is accepted. The Null hypothesis (H_o) stating that there is no effect story mapping Technique on Reading Comprehension of the ten Grade Students of MA HidayatulInsanPalangka Raya is rejected. Based on the result the data analysis shows that using story mapping technique give effect on reading comprehension of the ten Grade Students of MA HidayatulInsanPalangka Raya. It gives effect on reading comprehension because this technique makes the students try to find the information of the text with their selves which make them active in the class. Although, the students the students taught without using story mapping technique make them to be passive because they

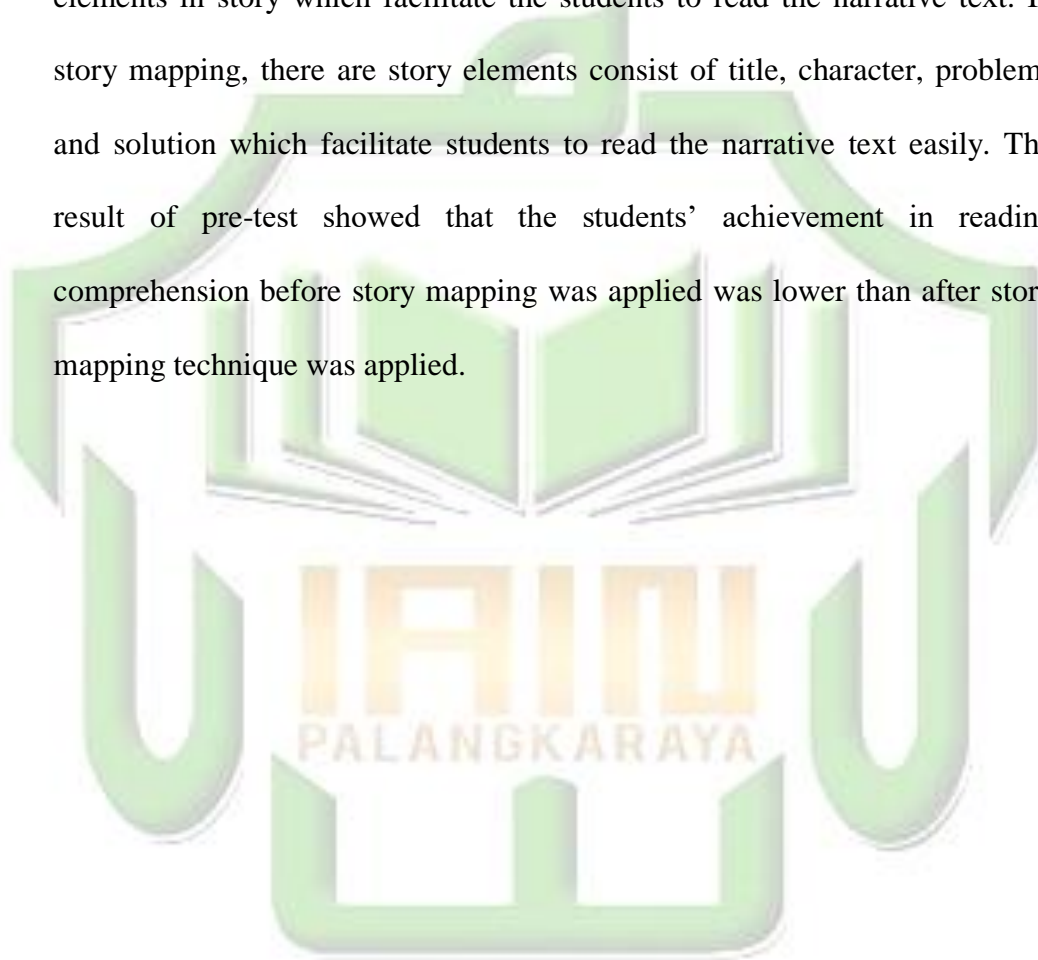
only acquire the information of the text from the teacher not to find with their selves which make the class to be bored.

After the students have been taught by using story mapping technique, the reading scores are higher than before implementing story mapping technique, as a learning technique. It can be seen in the comparison of pretest and post test score of experimental group and control group. This finding indicates that story mapping technique is effective for teaching reading comprehension. It supports the previous research done by Reutzel (in Amer: 2003). This opinion was relevant to the theory that Story Mapping Technique helps the students to identify relationship among concepts and events, organize specific details, and understand the message that embedded in the text. As the result, the students in experimental group could answer the comprehending questions better than in the control group.

The reasons of story mapping technique can improve students' reading score because this technique made the class became active which they have a students' main role in the class and they ask to other groups to find the information of text that make them to be more active in the class. The students learn from another group, there is an interaction between the students which the students try to solve the problems and the activities when they shared the information made the class fun not to be bored.

It supports by Farris, Pamela J., et al., research that found 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. In Farris research also found that 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

In this chapter, the researcher gives conclusion and suggestion as the result of the result of the research.

A. Conclusion

Based on the research, the results, the data description, and the data analysis, it can be found that the students achievement of learning narrative text in class with story mapping technique has a significant increase rather than in class without story mapping technique. The researcher used t-test formula in the significance degree α of 5%. In the table of significance, it is known that on the df60 and the degree of significance 5%, the value of degree significance (t_t) is 2.00. In addition, the result showed that 9.626 t-test (t_o) > 2.00 t-table (t_t). It can be concluded that t-test was higher than t-table. For this reason, the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. It means there was a significant difference between students' reading comprehension of narrative text by using story mapping technique and students' reading comprehension of narrative text without using story mapping technique. In other word, the using of story mapping is effective on students' reading comprehension of narrative text at the ten grade students of MA HidayatulInsanPalangka Raya.

B. Suggestion

There are some suggestions for English teacher and students based on the result of this research:

1. For Teachers

The teachers should have many references of teaching technique especially in teaching reading. Story mapping is one of the teaching technique which is the alternative way to promote reading activity to avoid bored learning in the class.

2. For Students

Reading is important subject to be learnt, but most of students have difficulties in comprehending a text. Therefore, students have to be serious and pay attention to the teacher's explanation in teaching and learning process. To improve reading skill, students have to develop their vocabulary mastery and do many exercises in order to get a better achievement in comprehending a text.

3. For Further Researcher

The Researcher hopes that the next researchers can use this study as a reference to conduct their research on the same field. It is really possible that there will be another research design which use story map as a media in teaching reading comprehension in narrative text or the other genres.

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