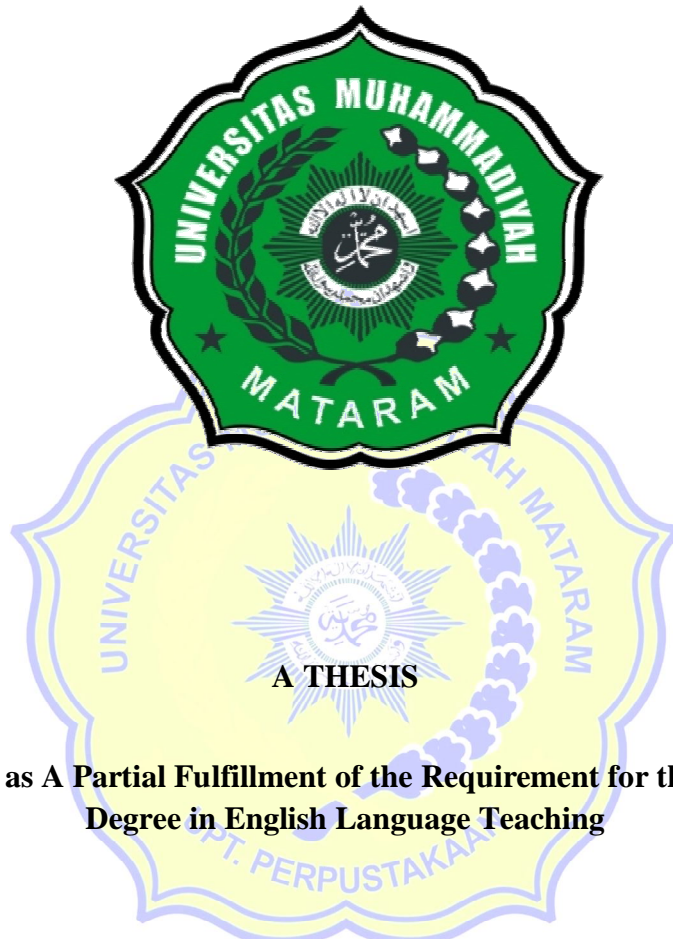


**THE USE OF STORY MAPPING STRATEGY IN TEACHING READING AT
THE EIGHTH-GRADE STUDENTS OF SMPN 13 MATARAM
IN ACADEMIC YEAR 2018/2019**



**Presented as A Partial Fulfillment of the Requirement for the Bachelor
Degree in English Language Teaching**

BY

**LASMINI
11512A0011**

**MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
2019**

APPROVAL SHEET

THE USE OF STORY MAPPING STRATEGY IN TEACHING READING
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IN ACADEMIC YEAR 2018/2019

A Thesis by : Lasmini

Student's Number : 11512A0011

Approved on : August, 2019

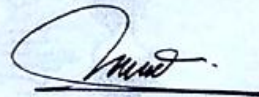
By

First Consultant,



Hidavati, M.Hum
NIDN. 0820047301

Second Consultant,



Rima Rahmaniah, M.Pd
NIDN. 0821118601

MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION

Head of Program,



LETTER OF ACCEPTANCE
THE USE OF STORY MAPPING STRATEGY IN TEACHING READING AT THE
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A Thesis by : Lasmini
Student Number : 11512A0011
Approved On : August, 2019

This is certify that the thesis has been approved by the Board of
Examiners as the requirement for the Bachelor Degree
of Education English Language Teaching


By

The Board of Examiner Committee

1. Humaira, M.Pd
NIDN. 0803048601

(Chairman) (..........)

2. Muslimin, M.Pd
NIDN. 0803078302

(Member) (..........)

3. Rima Rahmania, M.Pd
NIDN. 0821118601

(Member) (..........)

Muhammadiyah University of Mataram
Faculty of Teacher Training and Education


Dean
Dr. Hl. MAEMUNAH, S.Pd., MH
NIDN: 0802056801

DECLARATION

The autographed below, I am the student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name : Lasmini

NIM : 11512A0011

Address : Pekat, Kec. Pekat, Kab. Dompu

The researcher certifies that the thesis entitled “The use of Story Mapping Strategy in Teaching Reading at the Eighth-Grade Students of SMPN 13 Mataram in Academic Year 2018/2019” presented as a fulfillment for the requirement in bachelor degree is my own work. Except where otherwise acknowledge and this thesis has not been submitted for the higher degree Institution or University.

Mataram, 3 August 2019

The Researcher,



Lasmini
11512A0011

MOTTO

**Strengthen prayer and effort. Prayer is not substituted for effort but
strengthens the effort.**

**“The prayer to God in a state of certainty that it will be granted, and know
that God does not answer the prayer from a negligent heart”.**

(Hadith At-Tirmidzi: 3479)



DEDICATION

This thesis is dedication to:

1. My beloved parent (Akwa and Bahariah) who gave pray, love, support, and educated me without any reward. May Allah will give you heaven.
2. My beloved grandfathers (Pase Tasa and H. Kaharudin), thank you for your enthusiasm and educated me. I love you so much, and May Allah give you heaven.
3. My beloved brothers, sisters, cousins, and my big family. Thank you for your love, prayer, and motivations.
4. My first and second consultants (Mrs. Hidayati, M.Hum and Mrs. Rima Rahmaniah, M.Pd) who patiently provide guidance during the preparation of this thesis
5. All my best friends of Blekecek (Fira, Inri, Juli, Anti, Manda, Yani, Nopa, and Fitri) and my best friends (Mia and Nisa) who always helped, support, and motivations me to Finish this Thesis. I love you are.
6. My brothers and sisters in HW (especially Amirul Mu'munin and Mira).
7. For class A and B English, and My beloved Almamater of UMMAT.

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1. Drs. H. Arsyad Abd. Gani, M.Pd as a Rector of the Muhammadiyah University of Mataram who had been given the allowed to follow study in Muhammadiyah University until this thesis was finished.
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3. Mrs. Hidayati, M.Hum as a Head of English Education Program and my first consultant who has correction, encouragement, knowledge and time in writing this thesis.
4. Mrs. Rima Rahmaniah, M.Pd as a second consultant who has supervision, knowledge, time, assistance, and important advice in this thesis completion.
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Finally, the researcher realizes that this thesis is still far from being perfect because the limitation of knowledge and ability of the researcher. Therefore, the researcher ask for suggestion and criticisms that are constructive for perfection and hopefully useful for us. Amen

Mataram, August 2019

The researcher

LASMINI
NIM. 11512A0011



ABSTRACT

Lasmini, 2019. A Thesis “**The Use of Story Mapping Strategy in Teaching Reading at the Eighth-Grade Students of SMPN 13 Mataram in Academic Year 2018/2019**”. English Education class B Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

The Story Mapping is the way of teaching where the students are thought to organize the story into specific parts, including the setting, problem, goal action and outcome. This strategy of this research is to encourage the students, based on it, the researcher focused to investigate whether the use of story mapping strategy has effect or not in teaching reading and to analyze the significant different between the students are taught using story mapping strategy and without using story mapping strategy in teaching reading at the eighth-grade students of SMPN 13 Mataram in academic year 2018/2019 as the second one. In this research, the researcher used quasi-experimental design with the total population of this research was 300 students. Cluster random sampling as a procedure of the sample was divided into two groups, they are 29 students in class B as an experimental, and 27 in class C as a control group. To analyze the data, the researcher used the SPSS program. The results of the data analysis shows that the average score of the experimental class was 75.85, and the average score of the control class was 66.67. From Paired Test that t-value was -11.867 with Sig. (2 Tailed) = 0,000 with level of significant [$\alpha=0,05$]. Where the score of Sig. (2 Tailed) of paired test was smaller than 0,05, it means that the use of story mapping has effect, then from the Independent Test shows that score of t-value was 2.702. with sig. Sig. (2 Tailed) = 0,009 with level significant [$\alpha=0,05$]. Where the score of Sig. (2 Tailed) of independent test was smaller than 0,05, so the alternate hypothesis which read that the use of story mapping is significant different in teaching reading at the eighth-grade of SMPN 13 Mataram is accepted. Therefore, the use of story mapping strategy has significant effect or H_a is accepted in teaching reading at the eighth-grade students of SMPN 13 Mataram in academic year 2018/2019.

Keywords: Teaching reading, Narrative text, Story mapping

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CHAPTER I

INTRODUCTION

This chapter explains about background of the study, research question, purpose of the study, the significance of the study, the scope of the study, the hypothesis of the study, and definition of key terms.

1.1 Background of the Study

Reading is a very needed activity by the students from elementary school through university level in any language lesson or other lessons. Reading English texts are usually too difficult for students like junior high school. They are required to have adequate knowledge of the language which has a different system from Indonesian, including vocabulary and structure. Through reading the readers will understanding about the text, acquire much knowledge about the world, etc. Westwood (2001:10) claims that “readers must use information already to acquire filter, interpret, organize, reflect upon and establish a relationship with the new incoming information on the page.”

When the researcher observed at SMPN 13 Mataram, the researcher found that the students in Junior High School at eighth-grade students of SMPN 13 Mataram had some difficulties in reading the narrative text. It proved when they read the text, they do not understand the content of it. Another reason is, while the teacher was giving a reading task, the students often to do the task without reading the text, and they only kept asking the answer of their friends. Since the students had difficulties in reading the narrative text because they had frustrated with long

text passage. Therefore, the researcher tries to apply the new strategy of teaching in that school to attempt students interesting in reading.

In a learning activity, there are many strategies which can be used by the teacher to apply the learning material in the classroom. Teacher in several Indonesian's schools use story mapping to teach reading. This is perhaps because story mapping contains a graphic or semantic visual illustration of a story. It is easier for the reader to grasp and contextualize a story. The Idol said that "Story Mapping is the way of teaching where the students are thought to organize the story into specific parts, including the setting, problem, goal action and outcome." It means that the story mapping is the way to encourage students' understanding of finding information details of the story.

According to Adler (2004) said that "story mapping is used to chart the story structure." These can get information about generic structure into fiction and nonfiction text structures. The use of story mapping while reading passage provides a guide for readers to record significant information and serves as a review after reading. Therefore story mapping is very appealing to those readers who are intimidated by difficulties with long text passage. The use of story mapping can be applied for all lesson and all grade. Story mapping helping students better understanding the critical literary points of the story. Initially, the overview of the use of story mapping in general as one of the effective educational way can be proved, in which many educators have conducted a series of research on using story mapping in education. Many studies have provided the usefulness of story mapping as an effective educational.

First, Desta Aditya (2017) Thesis entitled “*improving students’ reading comprehension ability through story mapping strategy at SMA Negeri 1 Terusan Nunyai*”. The result of this research showed that teaching reading using the story mapping strategy improved students’ reading comprehension ability. This previous It could be know from the improvement from the result of the mean score in the pre-test and post-test, the gain was 12.3687, from 58.7594 in the pre-test up to 71.1281 in the post-test. The Second, Novia Uswatun Hasanah (2016) Thesis entitled “*Improving students’ reading comprehension in narrative texts with the medium of the story map*”. The result showed improvements to the students. Students’ mean score of reading in the last semester was 65; this score hadn’t met the minimum standard score yet (72). The students’ mean score in cycle 1 was 67. Therefore, the second cycle was conducted. The students’ mean score in cycle 2 increased became 89 or 87.5% students, who achieved the minimum standard score. So, the objectives were reached. Based on the result, it could be concluded that the implementation of story map can improve students’ reading comprehension in narrative texts at the VIII A grade of SMP Nurul Islam Semarang in the academic year of 2015/2016.

Based on the explanation above, by using story mapping, the students comprehend the text easier in learning English. The students can comprehend easily because they have a visual or a chart to put the chronological event of the story and the generic structure of the story in narrative text so the researcher is interested in investigating the use of *story mapping* strategy in teaching reading at the eighth-grade students of SMPN 13 Mataram in Academic Year 2018/2019.

1.2 Research Question

In this research, the researcher formulated the problems as follows:

1. Does the use of story mapping strategy have effect in teaching reading at the eighth-grade students of SMPN 13 Mataram in academic year 2018/2019?
2. Is there any significant different between the students who are taught using story mapping strategy and without using story mapping strategy at the eighth-grade students of SMPN 13 Mataram in academic year 2018/2019?

1.3 Purpose of the Study

Based on the formulation of problems, the purpose of the research is as following:

1. To investigate the use of *story mapping* strategy has an effect in teaching reading at the eighth-grade students of SMPN 13 Mataram in academic year 2018/2019.
2. To analyze the significant different between the students who are taught using story mapping strategy and without using story mapping strategy at the eighth-grade students of SMPN 13 Mataram in academic year 2018/2019.

1.4 Scope of the Study

1. This study is about the use of the Story Mapping Strategy of Narrative text in students' reading.
2. The subjects of the research are the students at the eighth-grade of SMPN13 Mataram in the academic year of 2018/2019.

3. The object of this study is Narrative Text in English Book (English on sky 2 for junior high school student year VIII).

1.5 Significance of the Study

This study is expected to be able to beneficially influence for the students, teachers, and other researchers which are divided into theoretical and practically significant.

1. Theoretically

This research may give some information in acquiring an alternative strategy in teaching reading. To support the previous theory about teaching reading by using story mapping.

2. Practically

The student would be motivated and interested in studying English, especially in learning reading. The result of this research is hoped to improve the teacher's teaching and improve student's ability and this story mapping as a strategy will be a way for a teacher to teach in the learning process on their school.

1.6 Hypothesis of the Study

The research is based on the following hypothesis:

1. The Null hypothesis (Ho):

The use of story mapping strategy has no effect on students' reading at the eighth-grade students of SMPN 13 Mataram in Academic Year 2018/2019.

The use of story mapping strategy has no significant difference between the students who are taught using story mapping strategy and without using

story mapping strategy at the eighth-grade students of SMPN 13 Mataram in academic year 2018/2019.

2. The Alternative Hypothesis (Ha):

The use of story mapping strategy has an effect on students' reading at the eighth-grade students of SMPN 13 Mataram in Academic Year 2018/2019.

The use of story mapping strategy has a significant different between the students who are taught using story mapping strategy and without using story mapping strategy at the eighth-grade students of SMPN13 Mataram in academic year 2018/2019.

1.7 Definition of the Key Terms

The research considers that it is important to define some term used in this study. The terms used are as follows:

1.7.1 Reading

Nuttal (2002:2) statement reading is how far the students understand what they read and hear by on the text.

1.7.2 Narrative Text

The Narrative is a form discourse which attempted to narrate an event or events that it seems as if the readers see or experiences the events (Keraf, 2001).

1.7.3 Story Mapping Strategy

The Idol in Kurniawan (2013) said that Story mapping is the way of teaching where the students are through to organize the story into specific parts, included the setting, problem, goal, action, and output.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reading, narrative text, story mapping, and previous studies.

2.1 Reading

In this case, the researcher discusses some aspects that supports the concept of reading, here the definition of reading, kinds of reading, and teaching reading.

2.1.1 Definition of Reading

Reading is recoding and understanding text. Readers decode written text by translating text to speech and translating directly to meaning (Cline:2006). According to the definition that readers must be decoding and understanding a text. (Jeremy Harmer:2007) State that “reading is useful for language acquisition. Provided that the students more or less understand what they read, the more they read, the better they get at it. Based on the theory that the readers must be understood what they read.

Referring to the definition of reading above, Nuttal (2002:2) defines reading as understanding the meaning of a text. The way of the reader in building and understanding the meaning of a text is different. It is influenced by their background knowledge. When the reader reads the text, there will be a process of transforming meaning from the writer to the reader. The process of transforming meaning is called reading. According to Nunan (2003:69) that “Reading is an essential skill for learners of English as a second language since I can ensure success not only in learning English but also in any content class were reading in

English is required”. From the statement, reading is an important skill to the learner is who studies English as a second language and it can help them to succeed not only in learning English but also where reading is required.

Based on Nuttal (2002:2) statement, “reading is how far the students understand what they read and hear by on the text”. Beside read and hear the students have to understand about the meaning of did have they done and write it out based on the text it called transforming of the reading process. Based on the definition above, can be concluded that reading is an important skill in the process understand a text so that the students can comprehend and get knowledge from they read.

2.1.2 Kinds of Reading

1. Reading Aloud

The activity in reading aloud is intended to train the students can read with the correct punctuation or speech. According to Resmi and Juanda (2007:82), reading aloud is an activity to improve reading skill and listening. It means, when we read the text, the other people can interest to listen what we read.

2. Silent Reading

Read a discourse or text without sound is also an activity that is necessary reading skill at the higher grade levels. It trains the students to read silently really on the mind to understand the content of the text.

Silent reading is an important skill in teaching English, this reading should be employed to increase reading ability among learners. Silent reading

is done to acquire a lot of information. The teacher has to make them read silently and when they can read without any difficulties (Patel and Praveen: 2008). It means that silent reading is a way to obtain information without a voice.

Besides, there are differences types of reading which the teacher should notice the dictations between of these types before teaching the students. Reading can be classified into two types:

1. Intensive Reading

Intensive reading is typically concerned with the text of not more than 500 words in length (Geoffrey Broughton: 2003). It means that intensive reading is a text which consists of not more than 500 words.

2. Extensive Reading

Reader deals with a longer text as a whole, which requires the ability to understand the part and their contribution the overall meaning, they may read novels, web pages, newspapers or any other reference material. Where possible, extensive reading should involve reading for pleasure (Harmer, 2007:99).

2.1.3 Teaching Reading

Teaching reading can be as facilitate students' performance to comprehend texts, and teaching reading provides students with many opportunities to practice and for encouraging them in many comprehensions. Teaching reading is not complicated but it is not too easy. Yet, during the teaching process, the teacher

must pay attention to the principles of teaching reading. According to Harmer (2007:68), the principles of teaching reading are stated below:

1. Reading is not a passive skill
2. Student need to be engaged with what they are reading
3. The Student should be encouraged to respond to the content of a reading text, not just to the language.
4. Prediction is a major factor in reading
5. Match the task the topic

Teaching reading aims to develop students' skill that they can read English text effectively and efficiently. To be able to do so the reader should have a particular purpose in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. And the purpose of reading can be decided in pre-reading activity by using story mapping strategy.

In teaching reading, there are three activities involved in the reading activity. According to Halley and Austin (2004: 172), they are: before reading, while reading, and after reading activities.

1. Before Reading Activity

The students may skim the text for general ideas, read the introduction and conclusion, and do semantic mapping (Halley and Austin, 2004: 172). Moreover, in this activity, it is better for the student or reader to activate their background knowledge. There are some ways to activate background knowledge as what has been already mentioned in the principles of teaching

reading. It can be activated by setting goals, asking the question, making a prediction and teaching structure (Nunan, 2003: 4).

2. While-Reading Activity

In this activity, the students may predict the main idea of each part, skip unknown words, guessing the meaning from context, and draw pictures to demonstrate what the reader understood, (Halley and Austin, 2004:172). This activity is the main activity of all in which the student elaborate the text they read. By marking, at least the students can to identify the main idea of each part. It will help them comprehend the text.

3. After Reading Activity

In after reading activity, the students may retell what they think the author has said, relate the text to the students' own experience, and respond to the text, (Halley and Austin, 2004: 172). Asking the students question is also possible to do since it will help them retain the information that answers the question and other information addressed do after reading is good for strengthening their memorizing about what they have read.

Based on the explanation above, the researcher can conclude teaching reading with the activities or the way above can help the students to comprehend the narrative text.

2.2 Narrative Text

2.2.1 Definition of Narrative Text

The narrative text is imagination or a complicated event which directs to a crisis that finds a solution at last, Departemen Pendidikan (2013:33). Meanwhile, Percy in Permana and Zuhri (2013:2) state that narrative is a type of essay that

tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling the story.

Pardiyono (2007:9) state that Narrative text is a kind of text to tell past activities which focus on problematic experience and resolution to amuse and give lesson moral to the reader. Anderson and Anderson (2003:8), Narrative is a piece of text which tells a story and entertains or informs.

Based on the opinion above, the researcher has a conclusion that a narrative text is a real or unreal story text which has the purpose of entertaining the reader by using past event.

2.2.2 Types of Narrative Text

There are many types of narrative text, they are:

- a. Myths
- b. Fairytale
- c. Aboriginal dreaming stories
- d. Science fiction
- e. Historical fiction
- f. Romans novels
- g. Mysteries
- h. Horror stories
- i. Adventure stories
- j. Fables
- k. Legends
- l. Ballads

(Anderson and Anderson, 2003:1-3).

2.2.3 Generic Structure of Narrative Text

According to Setiyadi (2006), the Generic structure of the narrative text is:

a. Orientation

Orientation is Sets the scene (where and when the story happens) an introduced the participants of the story (who and what is involved in the story).

b. Complication

Tells the beginning of the problem, which leads to the crisis (climax) of the main participants.

c. Resolution

Resolution is Provides a solution to the problem either in a happy ending or in a sad (tragic) ending.

d. Re-orientation

Re-orientation is gives a closing remark to the story. It consists of a moral lesson or advice.

2.2.4 Language Features of Narrative Text

a. Use of past tense

b. Use of adverb of time (once upon a time, one day, etc)

c. Use of conjunction (when, but, etc)

d. Specific character (Rapunzel, beauty and the beast, etc).

Based on the opinion above, that a strategy can be taught to increase students' reading.

2.3 Story Mapping Strategy

2.3.1 Definition of Story Mapping strategy

According to Adler (2004) said that “story mapping strategy is used to chart the story structure. These can get information about generic structure into fiction and nonfiction text structures”. The Idol in Kurniawan (2013) said that Story Mapping strategy is the way of teaching where the students are thought to organize the story into specific parts, including the setting, problem, goal action and output. It means that the story mapping strategy is the way to help the students’ comprehend information details of the story. Sorrel also claim that “story mapping is a schema construction that involves teaching the relationships of parts of a story with each other to the reader and giving basic elements of the story in a schema to draw the attention of the reader”.

Based on (Hornby, 2003) in Oxford Advanced Learner’s Dictionary, “story is a description of events and people that the writer or speaker has invented to entertain people. The Story is also presumed as a fiction selection to entertain a reader”. The mapping will explain a way to provide an overview of a story. It may consist of brief information about characters, setting, problem, goal, events, and resolution.

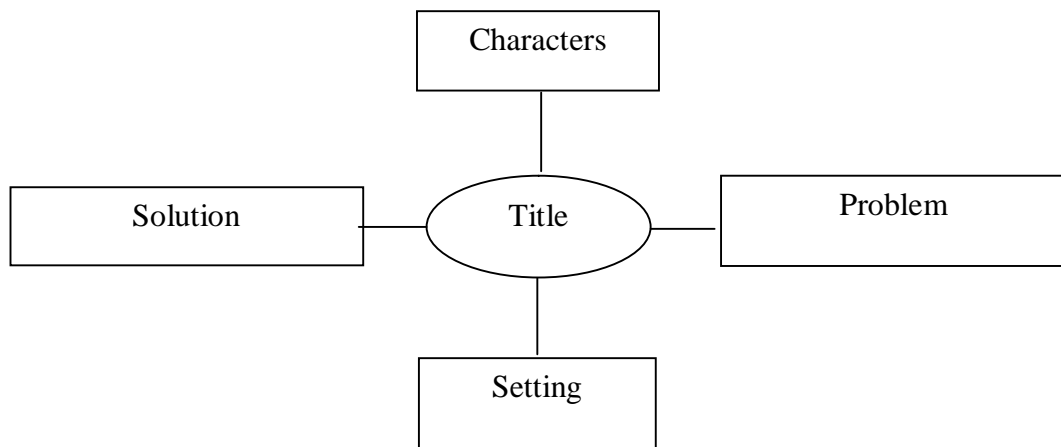


Figure 2.1 Story Mapping (Farris, 2004).

Based on the explanation above, the researcher concluded that story mapping is the way to make students easier to know the correlation of each part of the text. The researcher will use story mapping as a strategy to teach reading in narrative text. The researcher chose a story mapping strategy because story mapping can be affected by the teacher to generate interest, provide a schema, developed a repertoire of vocabulary and reading skills.

2.3.2 The Steps of Using Story Mapping Strategy

According to Farris (2004:34), the steps of teaching reading by using story mapping strategy, several steps that have to be followed told clearly about these steps, they are:

1. Explain to the students the concept of story mapping strategy together with what benefits for students are. Introduce the students that story mapping strategy would be useful to develop their reading comprehension of the story. Make them sure using story mapping strategy give more understanding for narrative text.

2. Introduce the major components of story mapping strategy through identifying a story first about to character out the title, the theme of the story, the important characters and personality traits of specific participants of a story, after that identifying the orientation or significant plot developments.
3. Instruct them when the students commit errors to reread the story using guideline question even modeling to aid them come up with a precise response, to make the students gain the focus on the target of reading.
4. Ask students to read independently. Support them to write the answers using key words only when the teacher is still questioning, such as „who is the main actor? What is he like? Where does the story take place? What problem does happen mostly? How is the end of the story? Etc. Then, give some comments to the students for appropriately describe story mapping components.
5. Have students through selected stories and complete the story mapping worksheet after students use the story mapping. And then, check students' responses and share individually with those students requiring additional guidance and motivate them.
6. Prepare some exercises and give them to the students to appraise. It measures the students' comprehension of the story. It is done individually through to take students' daily score.

2.3.3 The Strength of Using Story Mapping strategy

According to Rafael (2013:35), there is some strength of using story mapping strategy, they are:

- a. The story mapping is a highly effective, practical way to help students organize story content into a coherent whole.
- b. Story Mapping is an effective for exceptional and low achieving students (it improves comprehension of materials that are above their instructional levels).
- c. 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.
- d. These concrete illustrate help students in describe the story.
- e. Students can more easily know how the story pieces mesh, the knowledge they continually apply when they predict what might happens next in one story after another.
- f. Story mapping enables students to give information in their schema more efficiently and facilitates the recall of story elements more completely and appropriate.

Based on the statement about the strength of the story mapping strategy above, the researcher believes the story mapping can help the students to comprehend a narrative text. Students can recognize the story elements of narrative text and know every part of the story by story mapping.

2.4 Previous Studies

There are some studies related to the present study. First, Thesis Entitled “*improving students’ reading comprehension ability through story mapping strategy at SMA Negeri 1 Terusan Nunyai*”. By Desta Aditya (Language and Arts Education Department Faculty Teacher Training and Education University of Lampung, 2017).

The aimed 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 Terusan Nunyai (2) to find out which aspects of reading that improve the most after being taught by using Story Mapping strategy. The design of this research was quantitative using one-group pre-test and post-test. The population of this study was at the first grade students of SMA Negeri 1 Terusan Nunyai. The sample was class X MIA 5 consisting of 32 students. The instruments for collecting data were reading test (pre-test and post-test), observation sheet and interview guide.

This study showed that teaching reading using the story mapping strategy improved students' reading comprehension ability. It could be seen from the improvement from the result of the mean score in the pre-test and post-test, the gain was 12.3687, from 58.7594 in the pretest up to 71.1281 in the post-test. 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%. By using Story Mapping, students were easy to comprehend the text and get detail information from the text. Story Mapping also made the students more active and creative in the learning process.

This previous study about classroom action research to improving students' reading comprehension ability and hold his research at SMA Negeri 1 Terusan Nunyai in academic year 2016/2017. While this research about experimental research and hold on the eighth-grade students of SMPN 13 Mataram.

Second, Novia Uswatun Hasanah (2016) with Thesis entitled *“Improving students’ reading comprehension in narrative texts with the medium of story map at the Eighth Grade of SMP Nurul Islam Semarang in the Academic Year of 2015/2016”*. This research was conducted to overcome the problems by using a story map as a medium to improve the students’ reading comprehension in narrative texts. Story map can help the students comprehend narrative texts easily because it provides a graphic or schema to put the chronological events of the story and other elements of the text.

This previous study is a classroom action research. While this research about experimental research. Then this previous study hold the research at the eighth-grade of SMP Nurul Islam Semarang in the academic year of 2015/2016. While this research hold on the eighth-grade students of SMPN 13 Mataram.

Third, Novita Hidayanti (2017) thesis entitled *“Teaching reading comprehension by using story mapping technique on the narrative text in the first semester of the second grade at SMP N 11 Bandar Lampung”*. The objective of the study is to know the process of teaching and learning reading by using story mapping technique, the problems faced by teacher and students in teaching and learning by using story mapping technique.

This previous study using story mapping in teaching reading comprehension in the first semester while this research using story mapping in teaching reading in the second semester. This previous study at SMPN 11 Bandar Lampung. While this research at SMPN 13 Mataram.

CHAPTER III

RESEARCH METHOD

This chapter presents research design, population and sample, the instrument, the data collecting, technique of data collection, and the techniques of data analysis.

3.1 Research Design

In this study, the researcher used the Quasi-Experimental. According to Sugiyono (2014:107), an experimental method is the research method used to know the effect of treatment toward the other case in the restrained condition. According to Nunan (1992) Quasi-Experimental is giving pre-test and post-test, using a control group and there is no determination of subject randomly. The researcher divided the group into two groups' namely experimental class and control class. The experimental class treatment by story mapping strategy while the control class not used the story mapping strategy.

3.2 Population and Sample

3.2.1 Population

Population is object or subject which has quality and characteristic use by the writer to study then make the conclusion (Sugiyono, 2014: 80). The population of this research was the eighth-grade students of SMPN 13 Mataram in academic year 2018/2019. The number of the population was 300 students divided into 10 classes.

Table. 3.1 Population of students

Class	Number of students
VIII A	30
VIII B	29
VIII C	27
VIII D	30
VIII E	30
VIII F	30
VIII G	31
VIII H	31
VIII I	30
VIII J	32
Total	300

3.2.2 Sample

According to Arikunto (2013: 174) states that “the sample is a smaller part of the population that taken as an object of research”. According to Margono (2004: 127), this technique is used when the populations are not composed of individuals, but it consists of individual groups or clusters. Sampling's techniques were used to determine samples if the object was studied or data sources were very extensive. The researcher used cluster sampling in taking the sample from the population.

Table 3.2 Sample of Students

Class	Number of students
VIII B	29
VIII C	27
Total	56

3.3 Instrument of research

In this study, the researcher used the test as an instrument. The test in the form of multiple choices consists of 25 items that are covered with an indicator of narrative text. The researcher gave post-test to all students as the sample of the research. The score for each correct answer gave 4 and the incorrect gave 0 but before the researcher gave post-test to students, the researcher first gave pre-test to students.

3.4 The Technique of Data Collection

In collecting data, the researcher took the data from pre-test, treatment, and post-test. The researcher gave pre-test to the subject before training using the story mapping strategy. The researcher gave post-test after gaining treatment using the strategy of the data collection. The steps of collecting data as follows:

3.4.1 Pre-Test

The researcher gave the pre-test to both groups between the experimental class and control class as the sample of the research. The pre-test is administered to find out the students' reading ability before the treatments. It was given by the researcher after getting the result of try out class. The test was multiple choices that consist of 25 items with the options A, B, C, and D. The materials were narrative text. Pre-test data compare with the post-test data to know whether there have effects and significant different after the treatment using story mapping strategy.

3.4.2 Treatment

The researcher needs different treatment to both groups. The researcher teaches students by using story mapping strategy in reading to the experimental class and without story mapping strategy to the control class. First, in pre-activity, the researcher greeting, explain the main materials about story mapping of learning. Second, in main activity researcher gave the students narrative text to read, ask students to read the narrative text then ask students to comprehend the content of this narrative text. Third, in closing the researcher asks the student to map stories in the narrative text is read, and the researcher reviewed the learning material which had by students and closing the meeting.

3.4.3 Post-Test

The researcher gave a test of post-test to all students as the sample, both experimental class and control class. The test was multiple choices which consist of 25 items with options A, B, C, and D. The materials were narrative text. Pre-test data compare with the post-test data to know whether there have effects and significant emendation after the treatment using story mapping.

The score students' achievement can be calculated by using this following formula:

$$\text{Score} = \frac{\text{the number of answer} \times 100}{\text{Total item}}$$

No	Qualification	Degree	Qualitative
1	Excellent	80-100	A
2	Good	70-79	B
3	Fail	60-69	C
4	Poor	50-59	D
5	Complete Poor	0-49	E

Table above means:

1. Excellent

Those students who were able to answer the test items between 80-100 correctly.

2. Good

Those students who were able to answer the test items between 70-79 correctly.

3. Fail

Those students who were able to answer the test items between 60-69 correctly.

4. Poor

Those students who were able to answer the test items between 50-59 correctly.

5. Complete Poor

Where the students can be answer the test items between 0-49 correctly.

(Heaton, J. B:1984)

3.5 The Technique of Data Analysis

To analyze the data the researcher used SPSS 21.00, the data collecting from pre-test and post-test. In analyze, data of SPSS the researcher used the Normality Test. If the data was Normally, the researcher used Paired t-Test. While the data was not normally the researcher used Wilcoxon test. To investigate the significant different between the students who were taught using story mapping strategy and without using story mapping strategy the researcher used Homogeneity Test. If

the data was Homogenous the researcher used Independent test. While the data was not homogenous the researcher used Mann Whitney Test.

3.5.1 Descriptive Data

Descriptive statistical data is useful for explaining and describing research data including the amount of data, maximum score, minimum score, average score and other.

3.5.2 Normality Test

- a. Normality test is done to find out whether the research data is normally distributed or not.
- b. Normal data is an absolute requirement before we do parametric statistical analysis.
- c. In parametric statistics, there are two types of normality test that are often used, namely the Kolmogorov-Smirnov test and sharpio-wil test.

If significance (Sig) score is more > (great) than 0.05 then the data is normally distributed, while if significance (Sig) score is more < than 0,05, then the data is not normally distributed.

3.5.3 Paired t-Test

- a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs
- b. Requirements in the paired sample t-test are normal distribution data
- c. For homogeneous variant data, it is not a requirement in the paired sample t-test.

- d. The paired sample t-test in this research is used to answer the problem statement.
- e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with post-test experimental class, then the pre-test control class data with the control class post-test data.

3.5.4 Wilcoxon Test

- a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs
- b. The research data used in the Wilcoxon test is ideally ordinal or interval data
- c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test there is not needed for research data that are normally distributed
- d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

3.5.5 Homogeneity Test

- a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous
- b. Homogeneous data is one of the requirements in the independent sample t-test.
- c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not.

If significance (Sig) score based on mean $> 0,05$ then the data variant is homogenous, while if significance (Sig) score based on mean $< 0,05$ then the data variant is not homogenous.

3.5.6 Independent t-test

- a. The independent sample t-test is used to determine whether there are different in the average of two unpaired samples.
- b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.
- c. The independent sample t-test in this research is used to answer the problem formulation.
- d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

3.5.7 Mann Whitney t-test

- a. Mann Whitney test aims to determine whether there is a different in the average of two unpaired samples.
- b. The number of samples used does not have to be the same.
- c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous.
- d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.