

**THE IMPLEMENTATION OF STORY MAPPING IN INCREASING
STUDENTS' READING COMPREHENSION ACHIEVEMENT AT THE
SECOND GRADE OF SMPN 2 TRIMURJO**

(A Script)

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ABSTRACT

THE IMPLEMENTATION OF STORY MAPPING IN INCREASING STUDENTS' READING COMPREHENSION ACHIEVEMENT AT THE SECOND GRADE OF SMPN 2 TRIMURJO

Ara Imanda Putri

Reading, as one aspect that should be taught in English, is an important aspect for the students to be mastered because reading has a role as the window of knowledge in helping people be able to get much information. Many students have difficulty in comprehending the idea in reading text. This situation shows that reading is not a simple task to do for some students. For those students, reading can be a boring activity. With reference to this background, the study was intended to promote story mapping as a strategy in reading.

The aim of this research was to explore the implementation of Story Mapping strategy to foster the students' reading comprehension achievement at the second grade of SMPN 2 Trimurjo. This research was classroom action research. The sample was VIII B of SMPN 2 Trimurjo, chosen by asking to the teacher where the class which is worst in reading. The data were in forms of scores and the descriptive of the research which were taken from the test and observation in precycle and 2 cycles after precycle. The data were analyzed by using triangulation and teamwork collaboration.

The result of the research showed that story mapping strategy can be implemented in reading class to help the students comprehend the narrative text because the students' score in reading was increased, the number of the students who were actively involved in reading class was increased and the questionnaire form showed that students felt that they could comprehend the narrative text easier through story mapping. Story Mapping helped the students to find the elements of the story, the generic structure of the text and comprehend the story that exist on the text. It proved that story mapping was a good strategy which can be used to increase the students' reading comprehension achievement.

Keywords: reading, narrative text, story mapping

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STUDENTS' READING COMPREHENSION ACHIEVEMENT AT THE
SECOND GRADE OF SMPN 2 TRIMURJO**

By

Ara Imanda Putri

A Script

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in

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CURRICULUM VITAE

The writer's name is Ara Imanda Putri. She was born in Metro, on September 3rd 1994. She is the last child in her family. Her father's name is Jody Imanda and her mother's name is Sri Artati. She has two older brother and they are twin. The first one's name is Arda Imanda Putra and the second one's name is Arga Imanda Putra.

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In 2015, precisely from July to September, she conducted her Teaching Practice Program (PPL) as one of the requirements for FKIP students at SMA Negeri 1 Ngambur, Pesisir Barat.

DEDICATION

This script is proudly dedicated to

My beloved parents:

Jody Imanda and Sri Artati

My beloved twin brothers:

Arda Imanda Putra and Arga Imanda Putra

My beloved soulmate:

M. Yosi Sanjaya

My almamater:

English Education Study Program, Lampung University

MOTTO

Fa-inna ma'al 'usri yusran

Surely, there is ease after hardship

(Q.S. 94: 5)

Believe in God. Then all the good things and happiness will always come to you.

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It is important to be known that the script would never have come into existence without any supports, encouragements and assistance by several great people. Here the writer would like to address her gratitude and honor to:

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Hopefully, this script will give a positive contribution to the educational development and also for those who want to carry out further research.

Bandar Lampung, February 2017

Ara Imanda Putri

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I. INTRODUCTION

This part contains background of problem, research question, objective of the research, uses of the research, scope of the research and definition of terms.

1.1. Background of Problem

Reading, as one aspect that should be taught in English, is an important aspect for the students to be mastered because reading has a role as the window of knowledge in helping people be able to get much information. Through listening to the radio or television and speaking one another, someone gets knowledge and information, but gain the information through listening or speaking is not as perfect as when they are reading. People will find the answer of H5W1 questions by reading. The readers will find the reason, example, explanation, comment, note, and summary of the news.

Many students have difficulty in comprehending the idea in reading text. This situation shows that reading is not a simple task to do for some students. For those students, reading can be a boring activity. According to Carrel (1984) in Setiyadi (2007: 5.5) reading teachers should use materials that the students are interested in, including materials self-selected by the students. It can be said that in order to minimize the students' problem in reading, it is assumed that every student should have an interesting material to make them enjoy the reading material, so they can

get information fully and comprehending the reading text easily. According to the current school curriculum in Indonesia, KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006, there are several types of the text that learn by the Junior High School Students. Some of those texts are procedure, descriptive, argumentative and narrative text. The writer chooses narrative text.

Narrative text is being the researcher choice because narrative text is more familiar in students' daily life since they were in childhood. It is known as a bedtime stories. For example, Cinderella, Beauty and the Beast, Snow White and many others. Gain the reading comprehension achievement through story gives the better way, which can make the students enjoy the teaching learning process without feeling any forcement or under pressure. Mark and Kathy (2003: 8) state that short story is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener. By reading the stories, students' not only gather the information and knowledge, but also learn about life and its' value. Research about using stories in teaching English had also been done by Urbancova (2006: 34) who found that learning foreign languages through stories could make students' reading activity more interesting and amusing because reading a story is exactly the activity, which is both familiar and fun for students.

The generic structure of narrative is orientation, complication or problems, resolution and reorientation (just an optional). Students are expected to understand the text, but many students still find difficulties in reaching the goal. They sometimes cannot find the ideas of the whole the text. In learning narrative text,

the teachers sometimes ask the students to translate the story. Absolutely, the student cannot enjoy the text itself.

Mostly, the problem 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 cannot enjoy the story and cannot comprehend the text easily because their lack of vocabulary and the worst thing is the teacher usually does not pay fully attention to this problem. The teachers usually do not guide the students in reading the text and choose to ask the students to read the text silently by themselves rather than read the text first, loudly in front of the class and give the stimulation to the students by giving some little translation of the story.

Diane (2000: 159) believes that good language learners are who have a strong desire to communicate. In Indonesia, it is known that most of the classes in school consist of 30 up to 40 students or more for each class. Consequently, it is hard for the teacher to manage such that big classes and it is difficult for the teacher to communicate to the entire of the students directly, moreover students at the back row. It will be difficult to control and manage every student one by one, while on the other side, it is also difficult for the students to ask for and receive individual attention. It means that teachers should be consider at a strategy that suitable for teaching reading in order to make the learning process becomes effective in the

class and in order to improve the reading comprehension of all the students in the class.

There are some strategies that can be used by the English teachers to reach their goals in reading class related to comprehension. In addition, the strategy used by English teachers in teaching reading must be adjusted to the kinds of reading text. The writer would like to propose the strategy that might be increasing students' understanding of narrative text, which is story mapping.

Story mapping is a graphic visual representation of a story. The map illustrates ways to show an overview of a story, the information about its generic structure and the element of the story such as characters, setting, event and resolution. In short, story mapping is a strategy that designed to describes how the story is in a simply way. One of the story mapping purposes is brings joy to reading, while the purposes of narrative text is to entertain the readers; make the readers enjoy reading. In teaching narrative text by using story mapping, the teacher guide the students to read first the text then make a summary by drawing graphic and filling it with everything that related to the text in order to improve their understanding of the text that they have read.

Based on the informal interview with the students of SMPN 2 Trimurjo, most of students in SMPN 2 Trimurjo do not know what kind of the text that they have read, what is the meaning of the element of story, what is the real purpose of the text that they have read and cannot understand the whole story of the text because they cannot enjoy their reading. They cannot comprehend the text well because they just being forced to have a good achievement in reading rather than to enjoy

their reading and reach their real purposes in reading. According to Kurniawan (2013), story mapping strategy could help the readers increasing their ability to comprehend the text. This research will be conducted to the second year students of SMPN 2 Trimurjo and it will be focused to find out how story mapping can be implemented in increasing students' reading comprehension in narrative text. In short, this research is aimed to describe the process of increasing the students' reading comprehension of narrative text through story mapping strategy at the second year students of SMPN 2 Trimurjo.

1.2. Research Question

The problem of this research is: 'How story mapping strategy can be implemented in increasing the students' reading comprehension in narrative text at the second year students (grade VIII) of SMPN 2 Trimurjo?'

1.3. Objectives of the Research

The objectives of the research is to explore the implementation of story mapping strategy to foster the students' reading comprehension in narrative text at the second year students (grade VIII) of SMPN 2 Trimurjo.

1.4. Uses of the Research

The uses of this classroom action research would be useful both practically and theoretically.

Theoretically, the results of this research may be useful as references for future classroom action research with the similar problem of the reading comprehension, and useful references for future study which concentrating on students' reading comprehension.

Practically, the results of this research are expected to give contributions to:

- a. For the students, this research helps them to comprehend the text easier using a simple strategy. Therefore, the students enjoy their reading.
- b. For the teacher, it is considering the English teacher to teaching reading through an interesting and appropriate way in increasing students' reading comprehension.
- c. For the other researchers, it is hope that this study will be used as one of the information source concerning with whether there is an improvement of students' reading comprehension in narrative text through story mapping strategy.

1.5. Scope of the Research

This research sample is one class of second year students (grade VIII) in SMPN 2 Trimurjo. The class that will be chosen is the class that worst in reading. The research can be done in 2 cycle or more, depend on whether the indicators have already been achieved or not. The first cycle was done based on the problem of the research, the second cycle was done based on the result of the analysis from the first cycle then the next cycle was done based on the previous cycle and so on.

1.6. Definition of Terms

In order to make this study more clearly in understanding the terms, it is important to define the following term. They are as follows:

- a. Anthony, Pearson, and Raphael (1993) in Setiyadi (2007: 5.3) stated that reading is the process of constructing meaning through the dynamic interaction among the readers' existing knowledge, the information suggested by the written language, and the context of the reading situation. Reading is also one of English skills. In short, reading is a skill and a process of constructing meaning which help the students gain the information by comprehending the text.
- b. Reading Comprehension is the readers' capacity in understanding the text to gain the information of the text and to reach their purpose in reading.
- c. Narrative is a type of text that is proposed to amuse the reader and kind of a story text which has the general structure that contain of sequence events which involves characters. Narrative deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.
- d. Story Mapping is a strategy that uses a graphic organizer to help students learn the elements of a story by identifying the story characters, plot, setting, problem and solution in order to comprehend the text.

In short, reading is an important aspect that should be learnt by the students but many students have difficulties in reading, especially in comprehending the text. So, this research aimed to explore the implementation of story mapping strategy

to foster the students' reading comprehension in narrative text at the second year students (grade VIII) of SMPN 2 Trimurjo.

II. LITERATURE REVIEW

This chapter will review the theories that support the research. Those theories are the concept of reading, the concept of teaching reading, the concept of reading comprehension, the concept of narrative text, the purpose of narrative text, the type of narrative text, the generic structure of narrative text, the language features of narrative text, the concept of story mapping, the purpose of story mapping, teaching reading in narrative using story mapping, the procedure of story mapping and the advantages and disadvantages of using story mapping.

2.1. The Concept of Reading

Nuttal (1982) in Zahrul (2011: 9) defines reading as the meaningful interpretation of printed or written verbal symbol. It means that reading is a result of interaction between readers' language skill and the assumption of graphic symbols that represent the language. Mackay (1979: 15) believe that reading is an active process because reading involves an interaction between thought and language. It means that the readers always activating their mind. The readers should activate their mind by connecting their background knowledge or their previous knowledge with the text in order to understand the text easily. In short, reading is an active process which needs the readers' background knowledge and readers' creative thought in order to create the sense of the text that is being read to reach

the goal of reading, that is comprehend the text to gain the information.

2.2. The Concept of Teaching Reading

Reading will be given after listening and speaking was taught first to the students. In teaching reading, the teacher should provide wide varieties of materials to serve different type of reading tasks. Therefore, reading material should be matched to reading purpose. Suparman (2005) in Apriyani (2016: 12) states that there are two major reasons for reading. There are reading for pleasure and reading for information (in order to find out something or in order to do something with the information readers get).

Teacher usually like quiet class. Seeing the quiet is an indicative where the learning taking place. Indeed, it is hard to tell if students in a silent classroom are even reading and not daydreaming. Finally, these quiet noninteractive classes are simply boring, and boredom is not a good reason for students to come to class and learn. It assumed that in teaching reading, appropriate and possible material and also strategy in reading should be applied based on the purpose of reading in order to get the comprehension and prevent boredom.

2.3. The Concept of Reading Comprehension

Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of their meaning. It may be full of aesthetically appreciation of the words and even be able to draw some small bits

of meaning from the page, but it is not truly reading the story. The words on the page have no meaning. They are simply symbols.

People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it, reading does not provide the reader with any information. Eskey (1986: 15) states that comprehension means relating to what someone does not know or new information, to what he already knows. It means that when one is reading text, he may find new things that he does not know yet and find the important information which will help him in learning something and make his knowledge be better than before. Reading comprehension is gain by the students when they read the text and connecting the written symbols with their cognitive skills and their knowledge. In short, reading comprehension is gaining the idea of the text and the information that exists in the text related to the purpose of reading and considers the questions to concentrate on the important points of the text. Reading comprehension involves the readers to connecting and combining reading with their mind for thinking and reasoning in text.

2.4. The Concept of Narrative Text

Narrative text is the most famous text for students in school. In Indonesia, students learn the narrative text since they were in Junior High School, while they actually know the narrative text since they were in childhood as bedtime stories. Anderson and Anderson (1998: 3) state that a narrative text tells a story and, in doing so, entertains the audience. According to Anderson and Anderson (2003:

18), there are different types of narrative; namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure. The main purpose of narrative text is to inform the readers about the events of a story in chronological order including the characters. In short, narrative text is a story occurred in past time, which amuse or entertain the readers.

According to Chatman (1993: 23), narrative text has four classified elements, there are as follows:

- a. Characters, is the first element of narrative text. The characters play the roles of story. There are two characters take place in story, main characters and secondary characters. It defines the physical aspect of the character such as the way character was looked, age, weight, height, even personality traits including the strength and weaknesses.
- b. Setting, was used to tell the readers where and when the story takes place. The setting addresses the location (where) and period (when) of the story.
- c. Plot, is a series of events that written by the writer to hold the readers' attention and to build excitement as the story progresses. Kenney (1966: 37) believes that without plot, fiction is impossible. A good writer will make the reader drown in to the plot of the story. It can be said that plot is the way of the story constructed.
- d. Conclusion, is the way of the writer ends up the story by summarizing and telling the solution of the problems in the story.

There are two more elements of the narrative, point of view and theme. Point of view is the angle of considering things, which shows us the opinion or feelings of the individuals involved in a situation. Kenney (1966: 55) state that if you change the point of view, you change the story. It can be said that the angle of the story and the way story is bringing to the readers is depend on which mode of narration that an author employs to let the reader “hear” and “see” the story. In short, the writer use point of view to express what they want to convey to the readers. There are three kinds of point of view as follows:

- a. First person point of view, use the pronouns “I” or “we”.
- b. Second person point of view, use the pronoun “you”.
- c. Third person point of view, use the pronouns like “he”, ‘she”, ‘it”, “they”, or name.

In the other side, according to Kenney (1966: 88), theme is the meaning of the story. It means that theme is the central meaning of narrative. The theme is revealed in how the plot and the setting of narrative are constructed and presented. Theme is expressed through what the characters say, do and think through the actions that take place within the story.

2.5. The Purpose of Narrative Text

According to Anderson and Anderson (2003: 6), narrative is used to present a view of the world that entertains or informs the reader or listener. It means that social function of narrative is to amuse or entertain the readers and inform something to the readers through the story. Narrative text tells the story to the

readers through amusing way. Narrative text also can make the readers think about an issue, teach a lesson and excite the readers' emotions.

2.6. The Type of Narrative Text

Generally, narrative could be categorized into three types; the fictional narrative or imaginary, the nonfictional narrative or factual narrative, and the combination of both. The explanation of them as follows:

- a. The fictional narrative or imaginary, is presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions.
- b. The nonfictional narrative or factual narrative, is presents a real-life person's account of a real life story. It includes historical narratives, ballads, slice of life, and personal experience.
- c. The combination of both.

2.7. The Generic Structure of Narrative Text

Narrative text has its' generic structure. According to Anderson and Anderson (1998: 4), there are:

- a. Orientation, which sets the scene (when and where) and introduces participants or character.
- b. Complication, where a crisis or problem arises and something happened unexpectedly.

- c. Resolution, when the crisis is resolved in which the characters finally sort out the complication.

2.8. The Language Features of Narrative Text

The language features of narrative text as follows:

- a. Past tense, the tenses that used in narrative text.
- b. Adverb of time (Once upon a time, one day), words which show when the events occur.
- c. Time conjunctions (when, then, suddenly), words to show the events in chronologically way.
- d. Specific character (Cinderella, Rapunzel).
- e. Action verb (went, ate, drunk), show the actions that occur in the story.
- f. Direct speech (Snow White said, “My name is Snow White”), words to make the story lively. The direct speech uses present tense.

In short, narrative text use past tense to show that the story of the specific character is occurs in the past time. Adverb of time, time conjunctions and action verb are used to show the detail of the time. The direct speech is take part to make the story feels more lively and closer to the real life.

2.9. The Concept of Story Mapping

Target of reading in generally is to understanding the content of the text. One of the easy ways to make the students understand the text easily is reading through story mapping. Story mapping consists of two different words, story and mapping.

Hornby (2003: 815) state that 'story' is a description of events and people that the writer or speaker has invented in order to entertain people and a fiction selection to entertain a reader; as a part of pleasure. Meanwhile, map is defined as a drawing to describe or give the information about something in the way it is organized or arranged. It can be said that if the word map is added with -ing, become mapping, it refers to a sketch or drawing that shows location or relation between things or place.

According to Davis and McPherson (1989), story mapping is graphic or semantic visual representations, which illustrate a way to provide an overview of a story that consist of brief information about characters, setting, problem, goal, events and resolution. Story mapping also can be referred as word mapping or idea mapping, which means that it is a strategy that designed to show how the concept or key words of a story are related one another. Beck and McKeown (1981) state that the story maps ensures that questions match the progress of the story ideas and events, while Reutzel (1985) states that story maps improve comprehension for narratives and expository material. In short, story mapping describes how the story is.

2.10. The Purpose of Story Mapping

Farris (2004: 512) states that there are some purposes of story mapping. There 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.

In short, the functions of story mapping are expected to facilitate and help the students getting a good understanding of a story or text and comprehend the mean of the whole text in an easier way. It started by searching the main information using the key word of story.

2.11. Teaching Reading in Narrative Using Story Mapping

According to Reutzel (1985), in teaching reading by using story mapping, the teacher guide the students to read first the text then make a summary by drawing graphic and filling it with everything that related to the text in order to improve their understanding of the text that they have read. The teacher read the story first and stimulates the students to understand the story by giving a little translation of the story before draw the story mapping graphic and giving the explanation about it. Reutzel (1985) also states that by identifying story characters, plot, setting, problem and solution, students read carefully to learn the details. Research about story mapping was done by Kurniawan (2013). The research found that through story mapping, the students' problem about time management in reading was solved because story mapping strategy help the students comprehend the text in simply way.

2.12. The Procedure of Story Mapping

According to Farris (2004: 346), the following steps below are the general procedure to follow when preparing story mapping:

- 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 story mappings' graphic 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 graphic of story mapping for completeness.

Here is the graphic of story mapping. The teacher draws this graphic firstly in front of the class. After that, the students do the same thing in their note book.

After the students have drawn the graph, the teacher gives the explanation.

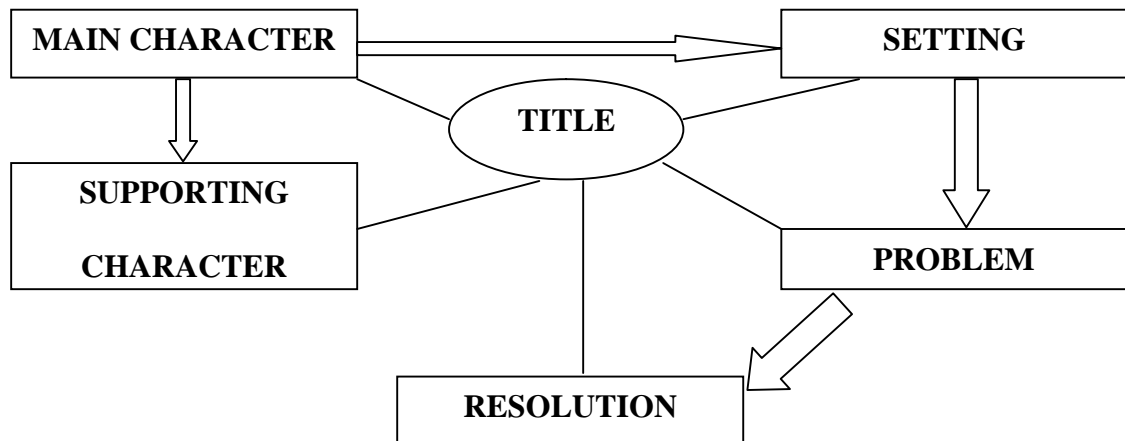


Figure 2.1. Graphic of Story Mapping
Romli (2014: 26)

2.13. The Advantages and Disadvantages of Using Story Mapping

Farris (2004: 346) state that when created a part in the process of preparing a reading lesson, teachers become more involved in thinking about the structure of the story that they are going to teach and how each part of the story relates to the others. Every techniques, strategies, or methods have some advantages and disadvantages. Story mapping does too. Some advantages of story mapping for the students as follows:

- a. Students will be more easily understand how the story pieces mesh.
- b. By mapping, students can store some information of the story from their personal schema.
- c. It facilitates to recall of story elements more completely.
- d. It enhances the students' ability to interpret the story by visualizing story characters, events and setting.
- e. To increase the students' comprehension by organizing and sequencing main story events.

- f. It will increase the students' awareness that story characters and events are interrelated.
- g. To develop the students' sense of story that will assist storytelling, retelling and writing.
- h. The students' knowledge continually applies when they predict what might happen next in one story after another.

The advantages of story mapping strategy were mention above. Not only has some advantages, story mapping has also some disadvantages as follows:

- a. Story mapping can be applied only for certain kinds of text, such as narrative text. Story mapping can be applied particularly to the shorter text.
- b. Applying story mapping in teaching narrative text needs a longer time than without using this method.

In short, the story mapping strategy has so many advantages in reading, especially in making the students enjoy their reading and stimulate the students' imagination in reading. This research promote story mapping strategy in order to foster students' comprehension achievement of the text and make the students reach their goals in reading, whether to enjoy reading for pleasure or to gain the information of the text.

III. RESEARCH METHODS

This chapter discusses about general description of the research, research procedure, data collecting technique, indicator of the research, research instruments and data analysis.

3.1. General Description of the Research

The researcher used a classroom action research. It will be done based on the problem that faced by the students and the teacher in the class. The researcher examines the cause of the problem that has been found, and then finds the solution for the problem. The subject of this CAR (Classroom Action Research) is a class of the second year students (Grade VIII) of SMPN 2 Trimurjo. From the informal interview and the researchers' pre-observation, most of the students have low motivation in reading comprehension, low understanding about English text, do not have their real purposes in reading and lack of vocabulary. They do not have enough motivation to read the passage and most of the students were not active in following the reading class because reading is boring for them. They need strategy to make them interesting in reading. Because of that problem, the researcher tried to implement story mapping in reading text.

In this research, the researcher use narrative text. The researcher acted as the teacher, and one English teacher of SMPN 2 Trimurjo acted as the observer.

During the research, the researcher observed everything that occurs in the classroom. The researcher will have a collaboration with the real English teacher in the school to increase the number of students who actively involved in reading class and to increase the students' reading comprehension through story mapping. While the teacher was applying the lesson plan, the observer observes the teaching learning process and takes an important point as a note from that teaching learning process in order to analyze this research based on the problem that faced in the class.

As mentioned previously, the population of this research is a class of the second year students (grade VIII) in SMPN 2 Trimurjo. The researcher chooses one class as the sample of this research. In choosing the treatment class, the researcher choose the class that have a lot of problem in reading and the lowest score in reading based on the interview with the English teacher of the second year students at the school.

The role of the researcher in this research is as a main actor. In the pre-observation, the researcher acted as a teacher, and, in doing so, the researcher acted as independent observer too. Meanwhile, the English teacher from SMPN 2 Trimurjo was another observer. Then, in the next season, the researcher acted as the English teacher in the research process. Therefore, the researcher prepares a lesson plan and pre action test before implementing story mapping method in teaching narrative text process, also post action test form after implement story mapping. In the final, the researcher will calculates and analyze the data to make a report as a result of the research. The teacher and the researcher analyze the result

of the observation and the reading test. The reflection done after the teacher and the researcher find the result of analysis. Based on both of analysis and reflection, it decided whether the next cycle holds or not. Exactly, the next cycle focused on fixing the weaknesses in the previous cycle.

3.2. Research Procedures

In gathering the data of this research, there will be some cycles depending on the result of analysis and reflection in the first cycle. The first cycle based on the problem of the research. Each cycle consist of four stages. They are planning, implementation, observation, and reflection. The cycles were classified as follow:

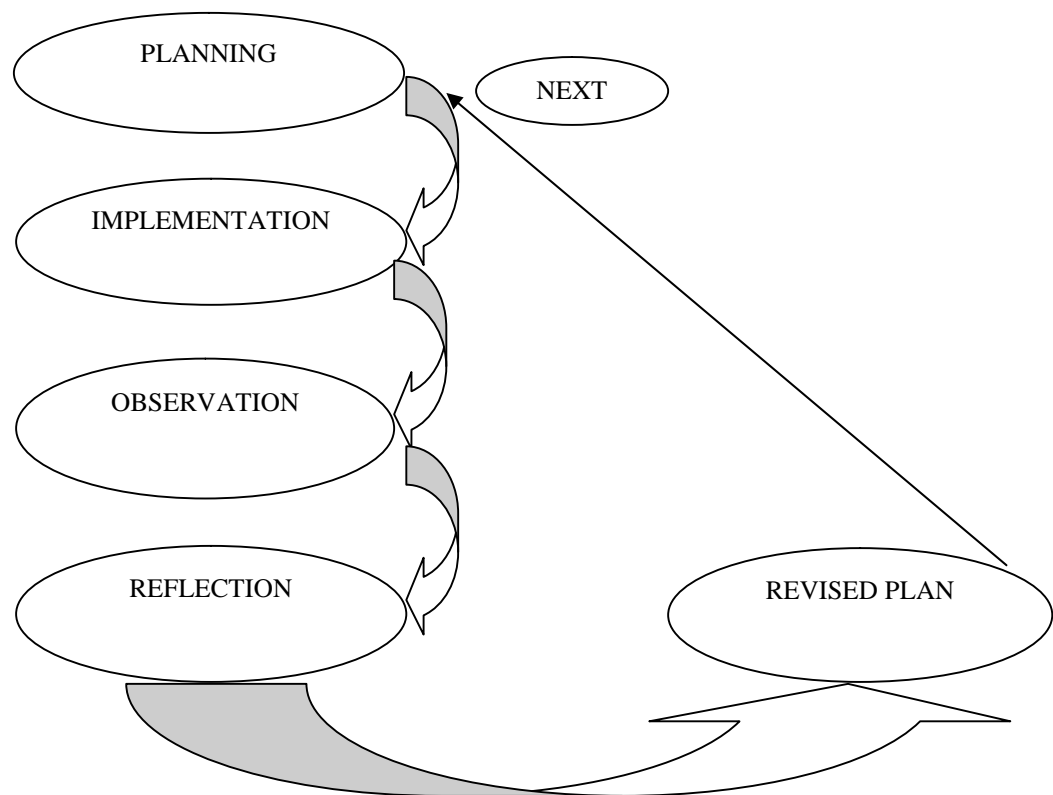


Figure 3.1. Research Cycle by Hopkins (1992)

Teacher is possible to find a new problem or the previous unfinished problems yet after applying first cycle. If it happens, it is necessary to do same way to submit the second cycle. Here some explanations about each phase and how it works.

- a. Planning. The researcher prepares the lesson plan and observation sheet. The researcher also selects the material, gives reading text before action, explain the material and explain the story mapping strategy.
- b. Implementation. The researcher implements the material through story mapping strategy on narrative text in teaching English reading. The teacher taught the material about how to make a map of narrative text.
- c. Observation. The researcher observed the activities that happen in the classroom in every cycle and wrote the result of the observation in the sheets. This step was started when teaching learning process occurred.
- d. Reflection. This is the last phase. The teacher reflects the whole action based on the data that have been collected and it was necessary to give some evaluation before continue to the next cycle. This phase was to discuss some further problems occurred in the class with the students. The reflection was able to be determined after implementing the action and observation outcomes. If there were still some problems, it was needed to start the next cycle. Philips (1993: 46) believes that by continuing to the next cycle, it was expected that the unfinished problems yet can be overcome and the target can be achieved.

If the indicators of the research have not been fulfilled in the first cycle, the next step will be planned to make the next cycle better than before. If the indicators

were already achieved, the researcher and the teacher do not need to hold the next cycle.

3.3. Indicator of the Research

To gain success of this CAR (Classroom Action Research) about using story mapping in narrative text to increase the students' reading comprehension, the researcher determined the indicator dealing with the learning process and the learning product. The indicator will be explained as follows:

3.3.1. Learning Product

The target of the learning product is the minimum score for English subject. 75 was the minimum score for English subject that stated by the school. So, the target of reading score in every cycle will be 75 at least.

3.3.2. Learning Process

While the teaching learning process occurs, the observer observes students' learning process and teacher's performance based on the observation sheet. According to Arikunto (1993: 210), if more than 75% of the students were actively involved in the class, it can be categorized as good levels in teaching learning process. So, the indicator reach the goals if more than 75% of students actively involved in the learning process during the application of story mapping in order to be categorized as good levels in teaching learning process. The

progress of the students' activity in the learning process and the teachers' performance will be observed during the teaching learning activity.

3.4. Data Collecting Technique

There were some techniques used; observation, test and questionnaire. Here are the following details to make it clear.

- a. Observation. Through the observation, the data will be taken from the notes and observation sheet about everything happened during teaching learning process that were about the teacher's treatment to the students, which method the teacher used and how the process worked. The observation is also about students' responses and participation in teaching learning process. According to Nazir (2005: 175), by direct observing, there are possibilities to take some notes about students' behaviour, development, and so on, which happen any time.
- b. Test. It used to find out the students' improvement of understanding narrative text by using story mapping. This technique was used to know the students' achievement in learning narrative text by using story mapping. The test will be given in essay form, where each point of the questions is about the content of the story including the element of the story.
- c. Questionnaire. It will be given to all students in the class. According to Sugiyono (2008: 142) it is a technique of collecting data by giving some questions or written statements to respondents to be answered. Donald (1979: 174) believes that as compared with interviewing, the written

questionnaire is typically more efficient and practical and allows for the use of a larger sample. By conducting the questionnaire, we will know whether story mapping is good strategy for students' reading class or not and to know what the students' personally think about story mapping.

3.5. Research Instruments

There will be four kinds of instruments used to get the data in this research. They are observation sheet, reading test and questionnaire. Here are some explanations about each instrument.

3.5.1. Observation Sheet

According to Baker (2002), "Observations are an integral part of the assessment process and provide evidence of what children actually do rather than just what they say they do. There will be observation sheets for the students' activities in every cycle during the teaching learning process. The observation sheet in this research will be conducted to get the data about how much the number of students that actively involved in every part of teaching learning. The observation sheet will be a table that shows the students' activities based on KTSP 2006 (opening, main activity and closing) and shows the number of students who were actively involved. The observation guide is follow:

| Students' Activities | Number of Active Students | | | | | | Percentage (%) |
|--|---------------------------|---|---|---|---|-----|----------------|
| | 1 | 2 | 3 | 4 | 5 | ... | |
| Pre-viewing - Responding to the topic enthusiastically | | | | | | | |
| While Viewing - Paying attention to the teacher's explanation - Responding to the teacher's questions - Following the teacher's instruction | | | | | | | |
| Post Viewing - Able to respond the teacher's questions and answer the task | | | | | | | |

Table 3.1. Observation Guide

3.5.2. Reading Test

The tests will be in form of essay questions and will be given at the end of every cycle in the learning process. The test will be in form of essay questions because the researcher wants to know whether the students comprehend the text or not. Y implementing the essay test, the researcher will have the students' real answer that comes from their own mind, while in multiple choice, the students can choose randomly the answer if they did not know the proper answer. The questions of the reading test will be made based on the concept of narrative text itself, especially the elements of narrative text because the reading test will be used to get the information about how far the students comprehend the text. Story mapping graphic will be added too in the test paper after the teacher give the explanation about story mapping to the students.

| NO. | Content | Number of Items | Percentage | Item Numbers |
|-----|---------------------|-----------------|------------|--------------|
| 1. | Main Idea | 1 | 20% | 1 |
| 2. | Detail of the Story | 4 | 40% | 2, 3, 4, 5 |

Table 3.2. Table of Specification of the Test

3.5.3. Questionnaire

In this technique, the students supposed to choose one of the alternative answers according to their personal estimation of each question. Its aim was to support other data to get a valid research result.

| NO. | Content | Number of Items | Item Numbers |
|-----|---------------------------------------|-----------------|----------------------|
| 1. | The Procedures of Story Mapping | 2 | 1, 3 |
| 2. | The Advantages of Story Mapping | 6 | 5, 7, 9, 10, 11, 12, |
| 3. | Student's Perception of Story Mapping | 5 | 2, 4, 6, 8, 13 |

Table 3.3. Table of Specification of the Questionnaire

3.6. Validity and Reliability in Qualitative Research

The concept of validity and reliability in qualitative research is different from quantitative research. According to Setiyadi (2006: 222), in contrast to quantitative research which use validity and reliability aspect, in qualitative research both of the aspects is interpreted to consistency, credibility and transferability aspect.

3.6.1. Internal Validity

Credibility is internal validity in qualitative research. It is used to obtain the reliable result. In qualitative research, it will be done through triangulation. The time triangulation will be used in this research. according to Cohen and Manion (1980) classified triangulation into several types, those are time triangulation, place triangulation, theory triangulation, method triangulation, researcher triangulation and methodology triangulation. Lincoln and Guba (1985: 317-318)

offered the other way, that is form a teamwork which at least consist of two people. This research used a teamwork that consists of two people, the researcher and the real English teacher of the school. The researcher acted as the teacher and the real teacher of the school as observer.

3.6.2. External Validity

External validity in qualitative research is transferability aspect. Setiyadi (2006: 226) stated that in contrast with the quantitative researcher who try to generalize the research findings to the population outside of the research, qualitative research offer the research findings that can be possible to be transferred to another similar situation. In the other word, qualitative researcher only provide the information based on the research data and the readers of its findings will choose the information that could be considered for another similar situation.

3.6.3. Reliability

Reliability in qualitative research is consistency. Reliability in qualitative research also means that the data which is collected during the research should be reported based on the reality or the real condition that happened in the class during the research. Credibility as the internal validity of the qualitative research used to obtain the reliable result. Setiyadi (2006: 227) believes that if credibility aspect is met, then the consistency aspect of the data is not to be questioned. The collected data will be analysed by both of the researcher and the real English teacher who had enough experience in teaching English. Setiyadi (2006: 27) states that the

teacher work to help the researcher interpret the result of the data, in order to make the finding of the research more consistent or reliable.

In short, the concept of validity and reliability of the qualitative research is different with the concept of validity and reliability of quantitative research. The researcher of qualitative research should report the result of the research based on the reality or the real condition during the implementation of the research.

3.7. Data Analysis

In analyzing the data, the researcher classified the data into two categories; those were the data of the learning process and the learning product. The data analysis will be done during and after the data was collected from every cycle. From the analysis and reflection, the researcher and the observer knew the weaknesses and strengths from the first cycle and both of them knew what should be repaired for the next cycle. The researcher also make a description by trying to combine the data from interview, observation sheet, questionnaire and reading written test in order to support the result of the analysis.

3.7.1. Learning Product

The researcher measured the average or mean of students' reading score per action within one cycle. It was used to know whether the students' reading skills were improved. It used the formula as below:

$$\bar{X} = \frac{\sum X}{n}$$

\bar{X} : Mean or average.

$\sum X$: total score of all students.

n : number of students.

Sudjana (2002: 67)

3.7.2. Learning Process

To get the data from learning process, the researcher used questionnaire and observation sheets at the end of the treatments. The data of the observation sheets will be analyzed after every cycle had been conducted. For calculating the percentage of the active students, the following formula was used:

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

%S : percentage of active students

S : number of active students

N : number of students in the class

(Arikunto: 2006)

In short, this research is a Classroom Action Research which aimed to explore the implementation of story mapping to foster the students' comprehension achievement by analyze the learning process and learning product of the students at the second grade of SMPN 2 Trimurjo.

V. CONCLUSION AND SUGGESTION

This chapter contain the conclusion and suggestion related to discussion of findings.

5.1. Conclusion

Based on the result of the data analysis, the conclusion is story mapping strategy can be implemented in reading narrative text. It can be seen from the number of the students who were active in reading class. It can be seen from the result of the observation sheets. During the precycle, the percentage of students' activities was less than 75% and the average of percentage was 53.6%. In cycle I some percentage of students' activities showed more than 75%, some other half showed less than 75%, and the average of the percentage was 78.4% . During the cycle II all of the percentage of students activities were more than 75% and the average of the percentage was 83.2% . It means that the total number of students who were actively involved in teaching learning process increased well in the second cycle and reach the learning process goal.

It was also found that the learning product of reading comprehension had increased as well. It can be proved that in precycle the means of the total students score was 60 and students who passed the minimum score were only 7 students.

In the first cycle it had increased from 60 to 72.08 and the number of the students

who passed the minimum score was 12 students. In the cycle two, all of the students passed the minimum score of English which is stated by the school, that is 75.

5.2. Suggestion

In line with the conclusion above, the suggestions were as follows:

1. English teacher of Junior High School should consider the implementation of story mapping strategy in teaching reading of narrative text to make the students actively involved in learning process. In improving students' activity in teaching learning process, it is suggested for the teacher to help the students understand the text well and give attention fully to every student. It will be better for the students if the teacher chooses the familiar text. For the teachers in general and particularly SMPN 2 Trimurjo who want to increase their students' learning product, especially students reading comprehension of narrative text by implementing story mapping strategy, the teachers should explain all about the story mapping strategy completely to every student in the class. The students should be understood well about story mapping strategy before they use the strategy. Besides, the teacher should be able to create and choose the interesting materials and be able to give clear explanation in order to make the students reach their purposes in reading.
2. The teacher should encourage the students' motivation in reading, in order to make the student actively involved in the class room and make the

students learning about the material easily by giving them such as various activities, interesting materials and learning strategy.

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