

**IMPROVING STUDENTS' READING COMPREHENSION ABILITY THROUGH
STORY MAPPING STRATEGY AT SMA NEGERI 1 TERUSAN NUNYAI**

(A Script)

By:

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UNIVERSITY OF LAMPUNG
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ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION ABILITY THROUGH STORY MAPPING STRATEGY AT SMA NEGERI 1 TERUSAN NUNYAI

By:

Destia Aditya

Reading is an important skill in English. Reading also has important role in education in Indonesia, most of questions in National Examination are about reading. The problem of this research was that students had difficulties to comprehend the reading text. The objectives of this research were (1) to find out whether there is any significant improvement of students' reading comprehension ability after being taught using Story Mapping strategy at SMA Negeri 1 Terusan Nunyai (2) to find out which aspects of reading that improve the most after being taught by using Story Mapping strategy.

The research was quantitative using one-group pretest and posttest design. The population of this research was the first grade students of SMA Negeri 1 Terusan Nunyai. The sample was class X MIA 5 consisting of 32 students taken random by using lottery. The instruments for collecting data were reading test (pretest and post test), observation sheet and interview guide.

The result of this research showed that teaching reading using story mapping strategy improved students' reading comprehension ability. It could be seen from the improvement from the result of the mean score in the pretest and posttest, the gain was 12.3687, from 58.7594 in the pretest up to 71.1281 in the posttest. The data were analyzed by using t-test in which significance was determined by $p < 0.05$. The aspect of reading that improved the most was specific information, the gain was 16.8%. By using Story Mapping, students were easy to comprehend the text and got detail information from the text. Story Mapping also made the students more active and creative in learning process.

It can be concluded that the implementation of Story Mapping strategy could improve the students' reading comprehension ability and specific information as the aspect of reading that improved the most. Briefly, the findings suggest that Story Mapping can be applied as alternative strategy to improve students' reading comprehension ability, since through this strategy students become active and creative in the learning process.

Key Words: strategy, story mapping strategy, reading comprehension ability

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STORY MAPPING STRATEGY AT SMA NEGERI 1 TERUSAN NUNYAI**

By:

Desta Aditya

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in

**The Language Arts Department of
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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UNIVERSITY OF LAMPUNG
2017**

**Research Title : IMPROVING STUDENTS' READING
COMPREHENSION ABILITY THROUGH STORY
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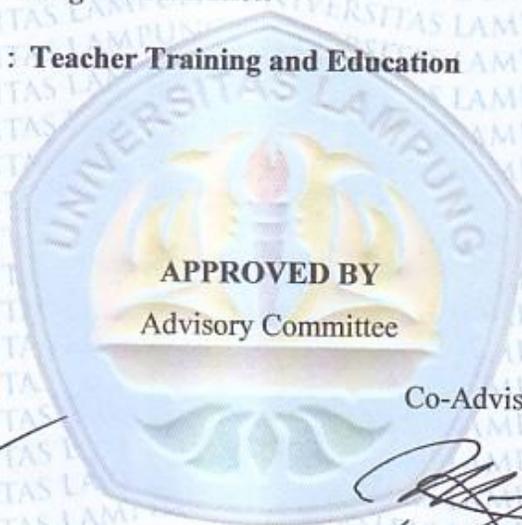
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CURRICULUM VITAE

Desta Aditya was born in Bandar Jaya, on December 11th, 1994. She grew in harmonious and happy family from greatest couple, Harto and Sunarsih. She has only beloved brother named Heski Awang Pratama.

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DEDICATION

This paper is proudly dedicated to:

My beloved parents, Mr. Harto and Mrs. Sunarsih

and my brother Heski Awang Pratama

My special person, Agus Setiawan, S.Pd.

All my beloved friends of

English Education Study Program 2013

My almatamater, Lampung University

MOTTO

Hard work never betray the result.
-Anonymous

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Finally, the writer believes that her writing is still far from perfection. There may be weakness in this research. Thus, comments and suggestions are always welcome for better research. Somehow, the writer hopes this research can give a positive contribution to the educational development, the readers and those who want to accomplish further research.

Bandar Lampung, May 18th 2017

The Writer

Desta Aditya

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I. INTRODUCTION

This chapter describes the following points: The background, identification of problems, limitation of problems, formulation of the research question, objectives, uses, scope, and definition of key terms.

1.1. Background of the Problem

English is a communication tool which has been used by many people to communicate each other. And it is requirement in globalization era at this moment. Talking about English means talking about four language skills, they are, listening, speaking, reading and writing and other three components they are vocabulary, grammar and pronunciation. Harmer (1983) stated that speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills. As one international language, English has important role in many sectors. The Department of Education realizes the importance of English, therefore English as a foreign language, is taught as a compulsory subject starting from junior high school until university level. Learning English in Indonesia is more focused in reading. We can prove it by looking at the English National Examination question, there are more questions about reading comprehension than the other skills.

In this case, the researcher would like to discuss English teaching and learning at Senior High School. According to Permendikbud number 59 of 2014, the purpose of English subjects in Senior High School is to develop students' potentials to have communicative competence in discourse interpersonal, transactional, and functional by using a variety of texts in English spoken and written, coherently with using elements of linguistic accurate and acceptable, on a wide range of factual and procedural knowledge, and inculcate noble values of the nation's character, in the context of life in the home environment, school, and community.

At SMA Negeri 1 Terusan Nunyai, English learning for the eighth grade students has been suitable for the Curriculum 2013 (K13) in 2013. In this study, the researcher focused on teaching reading comprehension especially for the first grade students of SMA Negeri 1 Terusan Nunyai. Why do I take this grade?

According to the researchers' experience when she took the field practice program in SMA Negeri 1 Terusan Nunyai 2016 - 2017, the researcher found that one of the problems faced by the students was that the students often found difficulty in comprehending the text. They also thought that the way of their teacher teach them is difficult to be understood. The teacher could not make an interesting learning activity that may make the student more active and easy to understand the material that is given by the teacher. The teacher also could not help the students to comprehend English text.

The main problem of reading is the students get difficulties in comprehending the reading text. They get difficulties in getting information from the text and finding the details, identifying the specific information of the text, determining word reference, making inference, understanding the purpose of the reading, knowing the tense mostly used and also the generic structure of reading text. It can be shown when they answer. Many of the students get low score when the teacher gave them the test. The researcher concluded that this problem might cause by the way of teaching in the class. The students may also thought that the way of their teacher teach them is difficult to be understood. The teacher could not make an interesting learning activity that may make the student more active and easy to understand the material that is given by the teacher. The teacher also could not help the students to comprehend English text. As a matter of fact, conventional reading technique that is usually used by the teacher, cannot give satisfied results.

The other problem comes from the students' attitude, the students tend to be passive in the class. It is because of the students' lack of self confidence in learning English. They are lazy to memorize the word and to practice English in their daily life. So that, the students get lack of vocabulary. They also need translations of unsimplified text. They get difficulty with idiomatic expressions for example they found difficult to get the meaning of the idiom that is different from the meaning of the words in the expression, and they are also easily bored to look up dictionary. Perhaps one may have difficulties to comprehend a passage because of some problems like unfamiliar words in the text, the amount of previous knowledge that the reader brings to the text, the complexity of the

concept expressed, and vocabulary knowledge. And also the students' reading motivation is still low, based my experience in teaching when I took field practice program (PPL) the students are lazy to read a text or a book. So, it is difficult to improve their English ability well. Because of the several reasons above the researcher wanted to do the quantitative research because the researcher wanted to improve her teaching performance and she wanted to make her students able to comprehend the reading better than before. As we know that reading is one of the skills should be mastered well by the students, because reading is an essential factor that influences one's activity in communication.

Reading becomes an important part of language teaching in Indonesia, and it has complicated problems. The question "how do teachers help students read well?" needs to be addressed. In this case, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading. Setiyadi (2006) said that the teacher considerably needs to provide the students with the right techniques, so that they are optimally engaged in studying. One of the successful keys in teaching learning process may depend much on the method or strategies the teachers employ in the classroom.

In this research, the researcher implemented a leaning strategy as the method to improve students' reading comprehension. According to Hilliard (2015), there are seven learning strategies which are used to improve students' reading comprehension one of them is visualizing and organizing. In that learning

strategy, students use graphic organizer to create mental images of the text, graphic organizers help to provide structure and allow students to generate ideas from the text. Based on that, researcher used visualizing and organizing reading strategy using graphic organizer also known as story mapping. Adler (2004) said that story mapping is used to chart the story structure. These can be organized into fiction and nonfiction text structures. For example, defining characters, setting, events, problem, resolution in a fiction story; however in a nonfiction story, main idea and details would be identified.

The strategy that had been used by the researcher in this research was already adjusted to the kinds of reading text. In the current curriculum- 2013 curriculum (K13), there are several texts which are ought to be learnt by high school students in Indonesia. The curriculum 2013 has set up various types of text that is used to improve the attitudes, knowledge and skills of students in communicating using English that suitable with core competence and basic competences that has been set. Some examples of the types of the text is narrative, procedure, descriptive, report, procedural, news items, analytical exposition, persuasive exposition, spoof, explanation, discussion and review. The researcher chose narrative text because among the texts which are mentioned above, narrative text is considered as the most interesting text. Mark and Kathy Anderson (2003) said that a narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. The text consists of orientation, complication, or problems and resolution. Students are expected to understand the text, but many students still find difficulties in reaching the goal. They sometimes can not find the ideas of

whole the text. The students are difficult to comprehend the text, it makes them confused. Finally, the students do not understand the plot of the whole story.

Based on the reasons above, the researcher applied story mapping strategy in teaching reading. Story mapping is used to chart the story structure. These can be organized into fiction and nonfiction text structures stated by Adler (2004). It can help students to get the information from the text easily. And it can be applied for all lesson and all grade. This strategy is done with students make a chart based on the information that they get from the text.

1.2. Identification of the Problems

Based on the background above, the researcher identified the students' problems in reading as follows:

1. The students get difficulties in comprehending the reading text. They get difficulties in getting information from the text and finding the details.
2. The students face problems pertaining to vocabularies. So, they can not understand the meaning on the written text.
3. The students' reading motivation is still low. So, it is difficult to improve their English ability well.
4. The teacher usually spends a large amount of class time explaining vocabulary. So, most of students' time was spent reading each word carefully, consulting a dictionary and it causes students only focus on the vocabulary, they don't focus on the contents of the text.

1.3. Limitation of the Problem

In line with identification of the problems, the researcher limited the problem. Therefore, she focused on her study only on the students' reading comprehension difficulties.

1.4. Formulation of the Problems

Based on the limitation of the problem above, the researcher formulated the problem as follows:

1. Is there any significant improvement of students' reading comprehension ability after being taught using story mapping strategy at SMA Negeri 1 Terusan Nunyai?
2. Which aspects of reading that improve the most after being taught by using story mapping strategy?

1.5. Objectives of the Research

In relation to the research problem above, the objectives of the research are:

1. To find out whether there is any significant improvement of students' reading comprehension of narrative text after being taught using story mapping strategy.
2. To find out which aspect of reading that improve the most after being taught using story mapping strategy.

1.6. Use of the Research

The results of the research expected to be beneficial both theoretically and practically as follows:

1. Theoretically

The results of the research are expected to support previous theories dealing with story mapping strategy to improve students' reading comprehension.

2. Practically, the results of this research are expected to be beneficial:

- a. As contribution to the further educational research development.
- b. As information and reference to English teacher in order to select the most suitable strategy in teaching reading comprehension.

1.7. Scope

This quantitative research was conducted in the first year of senior high school. The researcher randomly chose two classes, one class as try out class and one class as an experimental class. Moreover this was be focused on teaching reading with story mapping strategy in order to know whether the strategy can improve students' reading comprehension and what aspects of reading that improve the most. The researcher conducted the research in five meetings or five treatments. Among the kinds of the text, I chose narrative text because narrative text is kind of the text that most suitable with story mapping strategy.

1.8. Definition of Key Terms

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

Ability: The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.

Improvement: The actions or process of making something better.

Reading: reading is the process of deriving meaning from the text.

Reading comprehension: Is defined as a process of interacting readers' mind toward printed text and comprehending the text by establishing the meaning.

Story mapping strategy: Story Mappings are used for teaching students to work with story structure for better comprehension. This technique uses visual representations to help students organize important elements of a story. Students learn to summarize the main ideas, characters, setting, and plot of an assigned reading.

There are the explanations about background, identification of problem, limitation of problem, formulation, objectives, uses, scope, definition of key terms. The explanation used as the main problem why the researcher conducted the research.

II. THEORETICAL FRAMEWORK

This chapter discusses review of previous research, reading, aspects of reading, reading strategy, story mapping, procedures, advantages and disadvantages using story mapping, theoretical assumption, hypothesis.

2.1. Review of Previous Research

Story mapping has been applied in teaching reading as a strategy to improve students' reading comprehension. There are many previous research that use story mapping as the strategy in teaching reading, and the result of the research is various.

There was research conducted by Sayekti (2014). The research was conducted to find out whether or not there was difference of students' ability in writing a narrative text between those who were taught through story mapping and those who were not taught through story mapping. The material used for the experiment was narrative text. Also the researcher selected two classes randomly where each class consisted of 20 students. The result of the data analysis showed that that in significance degree of 5% and 1%, the value of t-test (t) > t-table (t) ($2.02 < 8.48 > 2.70$). Based on the result of the data analysis she concluded that there was a

significant difference between students' achievement in writing narrative text which was taught using story mapping and without using story mapping.

There was a classroom action research with the aim of improving the students' reading comprehension skill of narrative text by using story map technique conducted by Rosada (2015). In collecting the data, she used written test and observation technique and the tools of collecting the data were formative test, observation checklist and field notes. As a result, she concluded that student's reading comprehension ability of narrative text to the tenth grade students of SMA Negeri 10 Pontianak in academic year 2014/2015 improved by using Story Mapping. And teaching reading comprehension on narrative text by using story map positively helps the students to organize their ideas into a map which help them to integrate the concepts and idea from the story. Story mapping enable the students to store information in their personal schema more efficiently and facilitates to recall the story elements more completely and accurately.

Prakusumasari (2015) conducted a research entitled *The Use Story – Mapping Technique in Teaching Reading Skill at The Second Year of SMP Muhammadiyah 6 Surakarta in 2014/2015 Academic Year*. She conducted research to analyze the result of story mapping for developing students' reading skill of narrative text. She tried to analyze the resultiveness of story mapping technique which is applied in teaching-learning narrative text. In her study, she used descriptive research. She used instruments of collecting data namely; (1) Observation, (2) Interview. The research showed a result as follow: Based on observation and interview, she found that the story mapping technique gives positive impact to the success of teaching

reading of narrative text. The story mapping technique consists of narrative structure map which will help the students to comprehend the content of narrative text easily.

Another research comes from Grünke, Wilbert and Stegemann (2013) this research was conducted to find out the effectiveness of a story mapping procedure with a small group of subjects who seemed to be especially receptive to benefit from research-based approach. The study was conducted in Germany. Three 5 grade students from a regular education public school and three 8 grade students from a school for children with learning difficulties served as subjects. Four of them were female, two of them were male. The girls were 11, 10, 14, and 14 years old, the boys were 11 and 13 years old. And the result of the research suggested that the strategy was extremely effective. All subjects were able to dramatically increase the number of correct responses in the continuously administered probes (from $M = 3.88$ during baseline to $M = 8.97$ during intervention). All applied procedures to measure the effectiveness of the treatment (visual inspection, effect size calculation, randomization test, piecewise regression analysis) indicated that teaching to use story maps has a tremendous potential to help children like the ones involved in our experiment to better understand a text.

Anggraeny (2013) found that there were several improvements reached by the students, not only on their academic score, but also on their behavior to the lesson. Dealing with the score that the students got, there was a significant improvement. The use of story map improves the eighth grade of junior high school students'

achievement in learning English especially in reading comprehension. She conducted the classroom action research by using story mapping strategy to solve the students' problem as well as improving students' narrative reading comprehension. Both the researcher and the collaborator observed the students' behaviour during teaching learning process. This research was conducted in two cycles.

Considering the previous research above, it can be found that there are some differences among those previous researches with this research. In the first previous research, the researcher focus on find out whether story mapping can be used to improve students' writing ability in narrative text. The second previous research the researcher used Classroom Action Research (CAR), and the third previous research the researcher used descriptive research for her research. For the fourth research, the participants of the research are the students' of elementary school with low intellectual abilities in Germany. And the last research, the participants of the research are students of junior high school in Indonesia. The result of those researches are same, story mapping can improve students' ability in English especially in reading and also writing.

In this research, the researcher replicated the research, however the researcher used quantitative research to find out whether story mapping strategy can improve significantly students' reading comprehension and to find out which aspects of reading that improve the most, and also the researcher wanted to know how

students' opinion toward story mapping strategy. The participants of this research were the first grade students of SMA Negeri 1 Terusan Nunyai.

2.2. Review of Related Literature

The researcher proposed a review of related literatures which has a correlation with this research as basic concepts:

2.2.1. Reading

Reading is one of the important skills that are needed by the students from elementary school until university level. By reading the students are able to get a lot of information based on what they have already read. Although generally people think of reading as a simple, passive process that involves reading words in a linear fashion and internalizing their meaning one at a time, it is actually a very complex process that acquires a great deal of active participation on the part of the reader.

Reading is stated as an active process, the readers forms a preliminary expectation about materials, then select the fewest, most productive clues necessary to confirm or reject that expectation (Mackay, 1979). Reading is a process of putting the readers in contact and communicates with ideas (Simanjuntak, 1988:3). Whereas Nuttal (1982) defines reading as the meaningful interpretation of printed or written verbal symbols.

Other linguists, Finocchiaro and Bonomo (1973:199) state that Reading is bringing and getting meaning from the printed or written materials. Joycey

(2006:2) says that reading is an active skill, where the reader interacts with the text, and to some extent the researcher. Reading is a process of constructing or developing meaning for printed text (Cooper et al, 1988:3).

Based on the definitions, it can be inferred that reading comprehension is an interactive process as a transaction between the reader and the text. The reader interacts with the text and relates ideas from the text to prior experience to construct meaning. Comprehension is not something that happens after reading. It is the thinking done before, during, and after reading. The readers' capabilities, abilities, knowledge, and experience impact the act of reading.

2.2.2. Aspects of Reading

There are five aspects of reading namely main idea, specific information, reference, inference, and vocabulary. The explanation is follows:

Main Idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. Hancock (1987:54) defines that the main idea is the essence of the paragraph, or rather than what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. So, the main idea is the important idea that the author develops throughout the paragraph.

Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect statistics and quotation.

Reference

According to La Tulipe (1986:20), references are words or phrase used either before or after the reference in the reading material. When such words are used, they are signal to the reader to find the meaning elsewhere in the text.

Inference

Kathleen (1986:31) states that an inferences is an educational guess or prediction about something unknown based on available fact and information. The reader will be able to do this by making use of the context in which the oword occurred, in order to give him a rough idea of its meaning.

Vocabulary

According to Wallace (1978:30), vocabulary is the stock of word used by peaple or even for person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

According to Nuttal (1985) the reader should master five sort reading skills to comprehend the text deeply, that as follow:

Determining main idea

The main idea is the most important information the author wants you to know the concept of that paragraph. Determaining idea is a skill to grasp and find the main

point of the passage by summarizing the passage and look for repetition of ideas/words (Kelly R., 2004).

Finding the specific information or part of text

In this section, the reader only focus on scanning or looking for the relevant part(s) and ignore the irrelevant. When the reader has a very specific goal in mind, it is very useful to know what she/he is looking for in the text. In addition, the specific information develops the topic sentence by giving difinitions, such as: facts, an incidents, comparison, analogy, cause and effect, etc.

Finding reference

References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary reption of words or phrases. Hence, finding reference means interpreting and determining one linguistic expression to another.

Finding Inference

Inference is a good guess or predicting about something unknown based on logic of passage. In this section, the reader infer the sentence/ passage understand and conclude it logically.

Understanding Vocabulary

Understanding vocabulary means comprehend what the words mean. It is very useful for readers when they have good mastery of the vocabulary, because they will be deeper to comprehend the text.

In this research, the researcher used the five aspects of reading, that are main idea, specific information, reference, inference, and vocabulary to know what aspects that improve the most after the students are taught by story mapping strategy.

2.2.3. Reading Strategy

Based on Baker and Broonkit (2004), reading strategies are technique and method that readers use to make their reading successful. Some reading strategies include skimming, scanning, summarizing, guessing, predicting, making inference, underlying words or phrase, and taking note. The use of strategies in reading requires the reader to think about how to approach the text in order to decode and retain information (Roe & Ross, 2006: 12). In this definition, strategies are ways for learners to solve problems encountered in constructing meaning in any context. Strategies chosen by learners are modified to fit the demands of the learning situation. The strategies used by the students must be different from one another.

In relation to the strategy, O'Malley and Chamot (1985), classified learning strategy into three types.

1. Metacognitive strategy, which encompasses the process of learning design, the control of comprehension, and the evaluation of learning achievement.
2. Cognitive strategy, in which material is transferred to the students by manipulating it mentally (as in making images or elaborating concept of skill) or physically (as grouping items to be learned or taking notes to be remembered)

3. Social or affective strategy, in which the students interact with other people in order to assist learning process (asking question or clarifying)

Based on classification above, metacognition strategy is classified as the control of reading process. Teacher and students experience the difficulty in comprehension, they do not perceive it as failures. Both of teacher and student seek to resolve it to achieve better understanding of the text. The goal of using reading strategy is to maximize students' interaction with text. The more students get involved with text, the higher the probability of them constructing meaning from text. Based on the classification above, story mapping strategy is classified in both of metacognitive and cognitive strategy. Because to complete the task, the students practically monitor their own comprehension and they use story mapping chart to remember the structure of the narrative text.

2.2.4. Story Mapping

Generally, the target of a reading activity is to get understanding of a text. That is why sometimes the students are being taught in a less teacher directed manner in order to make them practicing the previous lesson and then use their skill to improve their knowledge. Idol (1987) demonstrates this using a reader-directed story map study guide procedure structured to take readers' attention to the elements of story grammar (e.g., setting, problem, goal, action) during reading. One of the easy way to make the students understand the text easily is by using story mapping.

The term story mapping consists of two different words. They are story and mapping. Based on Hornby in Oxford Advanced learner's Dictionary 'story' is a

description of events and people that the researcher or speaker has invented in order to entertain people.

Story is also regarded as a fiction selection to entertain a reader; as a part of pleasure. On the other side, map is defined as a drawing to describe or give information about something, especially the way it is arranged or organized. So, if the word is added with *-ing*, become mapping, it could be defined as a sketch or drawing that shows location or relation between things or place. In other word, it is an action to make a map.

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

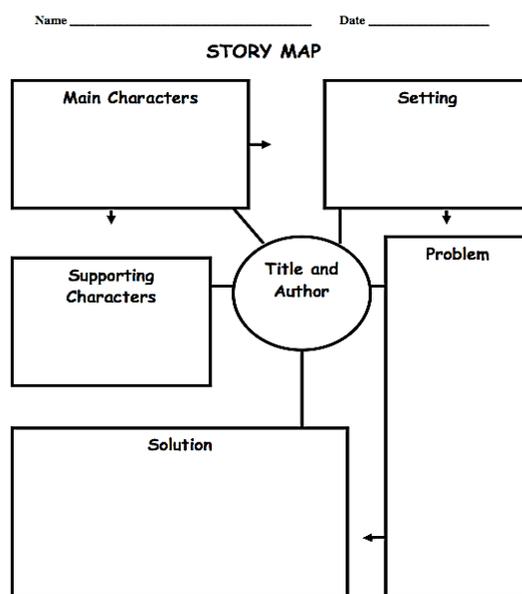


Figure 2.1.

Story mapping also can be a technique that is used after story has been read. It includes identifying the main elements, and categorizing the main events in sequential order. A graphic representation is often used to illustrate the story structure and sequence of events. Story mapping also can be referred as word mapping or idea mapping. It is designed to show how the concept or key words of a story are related one another. The result is shown through graphic representation. So, the whole story will be shown at the end systematically.

Based on the concept of some experts above, it could be concluded that story mapping is a way to understand a story by illustrating it into a chart or map. It describes how the story is. Some clues of a story are attached in the map, so it guides the reader to understand the whole story.

2.2.5. Procedure

Stone (2000) suggests to give the students an idea of what is expected before the students begin creating their own maps. Using story mapping in teaching narrative text, there are some steps which should be done by the teacher systematically.

Farris (2004) told clearly about these steps. They are:

Step 1

Introduce to the students the concept of story mapping together with what benefits for students are. Tell the students that story mapping would be helpful to develop their reading comprehension of a story. Make them sure using story mapping give more understanding about narrative text.

Step 2

Explain the major components of story mapping through identifying a story first concerning to figure 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. It leads to sequence of action to note characters' attempts in overcoming problems, then evoke to get the solution. A teacher needs to give the interactive instruction for each story component clearly. Build questioning to the students before or after reading the story to construct their motivation or to check their comprehension. After students read a story, let them fill out section of the story map worksheet. Make sure that all the components of story mapping form are defined.

Step 3

Direct them when the students commit errors to reread the story using guidance question even modeling to help them come up with an appropriate response, to make the students get the focus on the target of reading.

Step 4

Ask students to read independently. Encourage them to write the answers using key words only while the teacher is still questioning such as 'who is the main character? what is he like? where does the story take place? what problem does happen mostly? how is the end of the story? Etc.' After that give some comments to the students for appropriately identifying story mapping elements. And then evaluate the answers to make sure them fix to the appropriate questions.

Step 5

Have students through selected stories and complete the story map worksheet on theirs after students use the story mapping technique independently. And then, check students' responses and share individually with those students requiring additional guidance and support them.

Step 6

Prepare some exercises and give them to the students to evaluate. It measures the students' comprehension of the story. It is done individually through to take students' daily score.

Based on the explanation above, Romli (2014) made a general procedure or step to follow when preparing the basic 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 graphic story map in a predominant box or at the top of the semantic chart.
- c. Draw enough ties projecting out symmetrically from the center of the map to accommodate the major events of the story's plot. Attach related pieces or second-level information from the summary list to these ties in chronological order, moving clockwise around the center. The semantically organized chart is simply arranged by story elements, so information is transferred to it accordingly.

- d. Draw additional ties projecting out symmetrically from each secondary box to accommodate the important details associated with the key plot event, adding relevant information from the summary list.
- e. Review the final semantic chart or story map for completeness.

Those steps are preview of procedure how to apply the story mapping strategy theoretically. The procedure that was made by Romli (2014) used by the researcher when she applied the strategy in a class.

2.3. Advantages and Disadvantages of Using Story Mapping

In every techniques or methods, it has some advantages and disadvantages, and story mapping does too. Its advantages, it could be helpful for students and also the teacher. In her book, Pamela stated that when created as part of the process of preparing a reading lesson, teachers become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others. It means that completing a story map chart helps students to focus on lesson, leads to more purposeful teaching, and the result is a better quality learning experience for the students. So, the target of learning will be closer to get perfectly.

Also, there are some advantages of story mapping for the students. They are:

- 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. It can increase the students' comprehension of selection 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 which will assist story telling, retelling and writing.
- h. The students' knowledge continually applies when they predict what might happen next in one story after another.

On the other side, story mapping has also some disadvantages. They are:

- a. Story mapping can be applied only for certain kinds of text, such as narrative text, then the maps can be applied to the stories, particularly the shorter text.
- b. Applying story mapping in teaching narrative text needs a longer time than without using this method. Therefore, this method can not be used for anytime of teaching.

Based on the explanations above, the researcher believed that story mapping strategies had good influence in students' reading comprehension. Although it had

some disadvantages but story mapping is one of reading strategies that should be tried to apply it in teaching reading.

2.4. Theoretical Assumption

In teaching reading comprehension, there are some strategies that can help the teacher to reach the aim of teaching learning process. For this research, Story Mapping is chose as a strategy in teaching reading comprehension.

Story Mapping may be used in teaching reading comprehension because by story mapping the students can remember the important details of the story. This strategy assisted the students in identifying the main character, the problem or conflict that is facing the main character, character information, attempts, and resolution. Story mapping also helps students to focus on lesson, leads to more purposeful teaching, and the result is a better quality learning experience for the students. Therefore, it may be seen that Story Mapping may be an effective strategy in teaching reading and it will also have specific information as an aspect of reading that improve the most after being taught by story mapping.

Based on the statement above, the researcher assumes that there is a significant improvement in students' reading comprehension ability. Then, the researcher also assumes that specific information is the aspect that improve the most.

2.5. Hypothesis

Based on the theories and the theoretical assumption, the researcher proposed the following hypotheses:

1. There is significant improvement of students' reading comprehension ability in a narrative text after being taught using story mapping strategy.
2. Specific information is aspect of reading that improves the most.

That is the explanation about some theories related to the research. The theories used as references to conduct the research.

III. RESEARCH METHODS

This chapter discusses the methods of the research, covering: setting of the research, design, population and sample, data collecting techniques, instruments of the research, scoring system, research procedure, data analysis, hypothesis testing.

3.1. Setting of the Research

The research was conducted from January up to February 2017. The research took place at SMA Negeri 1 Terusan Nunyai which is located at Jalan Negara KM.84, Bandar Agung, Terusan Nunyai, Center Lampung. The reason of taking the research for this educational level was because this level should master narrative text. It is one of the important kinds of texts for final test or national final examination. And also from the researchers' teaching experience in that school, the teacher in that school still used conventional strategy when teaching reading even though the students were very excited if the teacher used interesting strategy in teaching reading.

3.2. Design

This research was quantitative by nature based on the experimental class. Quantitative research is a kind of research in which the data are used and tend to use statistic measurement in deciding conclusion (Hatch and Farhady, 1982:22).

The goals of this research were to find out whether there is significant improvement of students' reading comprehension ability after being taught through story mapping strategy. The researcher applied one group pretest-posttest design. The researcher selected two classes, one class as try out class and one class as experimental class. The treatment conducted in five times by using narrative text. The researcher conducted pretest, treatment, and posttest. Here is the illustration of one group pretest and posttest design:

T1 X T2

Notes:

T1: Pretest

X : Treatment

T2: Posttest (Setiyadi, 2004: 40)

There were several reasons for choosing one group pretest-posttest design to be employed in the research. This design was chosen since it was not feasible to apply pre-experimental design. The sample of the research was chosen randomly. Thus, one group pretest-posttest design was chosen.

3.3. Population and Sample

The population of this research was first year students of SMAN 1 Terusan Nunyai in academic year 2016/2017 which consist of 11 classes and there were about 35 students in each class, and total of students in first grade were about 385 students. One class was taken as the sample of this research. In determining the experimental class, the researcher used the simple random sampling technique by

using lottery which was taken by the teacher, because there was no class ranking in the first grade students. So, all of those first grade classes got the same chance to be the sample.

3.4. Data Collecting Techniques

In gathering the quantitative data of this research, the writer used two kinds of data collecting techniques, test and non test. To make them clearer, here are the following details:

3.4.1. Test

Test consisted of pretest and posttest. Before doing the pretest and posttest to the experimental class, the researcher conducted a try out test.

1. Pretest

Pretest was administered in order to find out the students' reading comprehension ability before the treatments. It was given by the researcher after getting the result of try out class. It required 90 minutes for the test. The test was multiple choice choices that consisted of forty items with the option A, B, C, D, and E. The materials were narrative text. Pretest data compared with the posttest data to know whether there is a significant improvement after the treatment using story mapping.

2. Posttest

The test was administered after conducting the treatments to the students. The researcher gave posttest in order to know the result of this class in teaching learning process whether they had progress or not. The aim of this test was to find

out the students' reading comprehension after five treatments. It required 90 minutes for the test. The test was multiple choices that consist of forty items with the option A, B, C, D, and E. The materials were narrative text. Pretest data compared with the posttest data to know whether there is a significant improvement after the treatment using story mapping.

3.4.2. Non Test

Non test was used to support the quantitative data, there were some techniques used, that were observation and interview.

1. Observation

This technique was used to collect qualitative data of the students' reaction during the treatment using story mapping strategy. The data were taken from the notes about everything happened during teaching learning process which were about how the researcher's treatment to the students ran and how the students' reaction during the treatment. The observation also was about students' responses and participation in teaching learning process. Nazir (2005) stated by direct observing, there are possibilities to take some notes, behavior, development, and so on, which happens any time. The kind of data was gathered is direct observation, the result of observing used to support the quantitative data. The researcher chose three observer to observed students' behavior in the class in order to make the reseracher easy to get decicion.

2. Interview

Interview was used to collect qualitative data of students' opinion toward story mapping strategy. Through this activity the researcher could know how the

students' opinion about the implementation of story mapping strategy. The interview conducted to some students who were the participants of teaching learning process. The interview was about the English teaching learning process at SMA Negeri 1 Terusan Nunyai which was conducted after implementing story mapping in teaching narrative text. The kind of data were gathered was individual interview, the data recorded using a recorder and notes. This activity was used to support and complete the quantitative data.

3.5. Research Instruments

In this research the researcher used four kinds of instruments to get the data: try out, items of reading test, observation sheet, interview guidelines. Observation sheet and interview guidelines were used to get qualitative data, and to obtain quantitative data, reading test items were used.

3.5.1. Try Out

Try out test was conducted to know the quality of the reading test as the instrument of the research such as validity, reliability, level of difficulty and discrimination of power. The try out test contained 50 multiple choice items with five options (a,b,c,d, and e). The students were come from one class that is choosen purposively, out of experimental class. The students were given 90 minutes to do the try out. The text of try out were taken from internet.

3.5.2. Items of Reading Test

To collect the quantitative data the researcher used reading test as the instrument. There were two kinds of test: pretest, posttest. The tests were administered before and after the treatment. The total items were 30 and it was allocated within 60 minutes. The criteria of a good test are that it has good validity, reliability, level of difficulty and discrimination power.

3.5.2.1. Validity

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

Content Validity

As the name content validity finds out the validity of what the instrument containing. Content validity is used to analyze the multiple choice items that applied to measure students' reading comprehension. According to Setiyadi (2006:23), to fulfill this type of validity the researcher should be aware of all the indicators of the test items and analyze whether the instrument, in this case reading comprehension test, have represented the material which be measured.

Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what reading comprehension means to know the language. (Hatch and Farhady, 1982:251).

To know whether the test is true reflection of the theory of language that is being measured, it means that the items should really test the students whether they have mastered the reading text. Related to this research, the test items should be questioning the five aspects of reading such as main idea, specific information, reference, inference and vocabulary.

In this research, the researcher formulated table of specification, so every test items could be match with the goal and the materials have been taught. The content of the reading test is presented in the table specification below:

Table 3.1. Table of specification of reading test

No	Reading Aspects	Percent	Number	Items Number
1	Main Idea	22%	11	8,30,35,38,39,41,44,46,47,49
2	Specific Information	26%	13	1,2,18,20,21,23,24,27,29,32,37,42,48
3	Reference	16%	8	4,6, 7,12,17,50, 28, 33
4	Inference	20%	10	5,9,11,13,14,16,22,26,36,45
5	Vocabulary	18%	9	3, 10, 15, 19,25,31,34,40,43
	Total	100%	50	

The validity of the test was analyzed using Microsoft Excel, if the t-value is higher than t-table it means that the data are valid. The result of the calculation showed that there are 8 invalid items (See App.3). It means the t-value of those items is lower than t-table, the 8 invalid items were dropped.

The steps to do validity test to the instrument as follow:

1. Inputing the data to the Statistical Package for Social Science (SPSS) or Microsoft excel
2. Processing the data until t-value of the data is found, if the t-value is higher than t-table it means the data is valid

3.5.2.2. Reliability

Reliability is a measure meant of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination.

Reliability of the test is determined by using the odd and event in order to estimate the reliability of the test. To measure coefficient of the reliability the first and second half group, the researcher used the following formula:

$$r_1 = \frac{\sum XY}{\sqrt{[\sum x^2 \sum y^2]}}$$

Notes:

r_1 : The coefficient of reliability between first half and second half group

X : The total numbers of second half group

Y : Total numbers of second half group

X^2 : The square of X

Y^2 : The square of Y

The result of reliability of the half test is 0.94 (See App.5). It means that based on the criteria of reliability presented by Hatch and Farhady (1982:268), this test had a high reliability in range 0.9000-1.00.

To find out the reliability of whole the test, the researcher employed “Spearment Brown’s Prophecy Formula”

The formula is as follows:

$$rk = \frac{2r_1}{1 + r_1}$$

Notes:

r_k : The reliability of the test

r_i : The reliability of half test

The calculation result of reliability of the whole test is 0.95 (See App.5). Based on the criteria of reliability presented by Hatch and Farhady (1982:268), this test had a high reliability in range 0.9000-1.00. The result of reliability in both of test are high, this instrument would produce the consistent result when administered under similar condition to the same participant and in different time (Hatch and Farhady, 1982:244).

The criterias of reliability that were used:

0.90 - 1.00 : High

0.50 - 0.89 : Moderate

0.00 - 0.49 : Low

The steps to do reliability test to the instrument in Microsoft Excel as follow:

1. Inputing the data to Microsoft Excel
2. Finding the mean of the total numbers of second half group, total numbers of second half group, the square of X, and The square of Y
3. Processing the data which already found in " r_1 " formula, after that it can be processed in Spearment Brown's Prophecy Formula
4. Deciding the data is reliable or not with looking at the criteria of the reliability

3.5.2.3. Level of Difficulty

To see the level of difficulty, the researcher used the following formula:

$$LD = \frac{U+L}{N}$$

(Shohamy, 1985: 79)

Notes:

LD : Level of difficulty

U : The proportion of upper group students who answer correctly

L : The proportion of lower group students who answer correctly

N : Total number of students

The calculation result of the Level of Difficulty showed that 15 items were good with the criteria 0.30 – 0.70 (average), 15 items with the criteria 0.30 or 0.70 (difficult or easy) should be revised, and 20 items were bad in the criteria <0.03 or >0.70 (very difficult and very easy).

The criterias of Level Difficulty that were used:

<0.30 : Difficult

0.30 – 0.70 : Average

0.70 : Easy

(Shohamy, 1985: 79)

The steps to do Level of Difficulty test to the instrument in Microsoft Excel as follow:

1. Inputing the data to the Microsoft Excel
2. Finding the proportion of upper group students who answer correctly, the proportion of lower group students who answer correctly and the total number of students

3. Processing the data using the formula above
4. Deciding the data that already found with the criteria stated by Shohamy (1985).
5. Revising or dropting the data if the criteria is very difficult or very easy

3.5.2.4. Discrimination Power

Discrimination power refers to the extent to which the item able to differentiate between high and low levels students on the test. A good item according to this criterion is one that good students get good score and get bad score. To see the discrimination index, the researcher used the following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

(Shohamy, 1985: 81)

Notes:

DP : discrimination power

U : the proportion of upper group students who answer correctly

L : the proportion of lower group students who answer correctly

N : total number of students

The calculation result of the Discrimination Power showed that there are 20 items less than 0.21 (<0.20). It indicates that items are poor and could not differentiate the upper and lower students well. It also found that 25 items scored 0.21 – 0.40 that is stated as satisfied items, 5 items scored 0.41 – 0.70 that is stated as good items (See App.9).

The criterias of Discrimination of Power that were used:

1. If the value is positive, it has discrimination because a large number of more knowledgeable students than poor students get the item correct if the value is zero. It means no discrimination.
2. If the value is negative, it has negative discrimination because more low-level students than high level students get the item correct.
3. In general, the higher discrimination index, the better, in the classroom situation most items should be higher than 0.21 indexes (Shohamy, 1985: 82).

The steps to do Discrimination of Power test to the instrument in Microsoft Excel as follow:

1. Inputing the data to the Microsoft Excel
2. Finding the proportion of upper group students who answer correctly, the proportion of lower group students who answer correctly and the total number of students
3. Processing the data using the formula above
4. Deciding the data that already found with the criteria of discrimination of power
5. Dropting the data if the criteria is poor

3.5.3. Observation Sheet

According to Sugiyono (2008) observation is a research instrument which has special character among other research instruments. It observes not only about the person, but also the environment. Observation sheet was a tool used as the research instruments of qualitative data, to get the data the observer used the observation sheet that contained some indicators of students' activeness in

learning. According to Rofiah (2010) there are some indicators of students' learning activeness:

1. Students ask the teacher if they have something unclear
2. Answering the question which are asked by the teacher
3. Expressing their opinion in discussion
4. Listening others' opinion
5. Working together with group members when they do students' work sheet
6. Students can present the result of group discussion
7. Students make a note about the lesson

In this research, researcher used the indicators, but she changed the indicators to adjust with her research, so it could be used as the instrument of the research. The researcher became the observer and she monitored and recorded the data of the researcher's and students' performance during learning and teaching process in the class. The data from this season was used as a qualitative data to support the quantitative data.

3.5.4. Interview Guide

Interview guideline was used as a tool to collect qualitative data of students' opinion toward story mapping strategy. Students were asked some questions related to story mapping strategy. This season was used also to get the data needed. It was done direct to the subject orally and the researcher interviewed some of students, and she chose them randomly. The interview was conducted to the students of experimental class in SMA Negeri 1 Terusan Nunyai first grade to

know their opinion about the strategy that already given to them. This process was applied after the research. This season was used to complete the qualitative data.

3.6. Scoring System

The researcher used Arikunto's formula in scoring students' reading test result. The highest score is 100. The score pretest and posttest is calculated using the formula as follows:

$$S = \frac{r}{n} \times 100$$

(Arikunto; 1997)

Notes:

S = Score of the reading test

r = total right answer

n = total of reading test items

3.7. Research Procedure

The procedures of this research were:

1. Determining the problems of the research

In this research the researcher would like to focus on how to improve students' reading comprehension ability using story mapping strategy in order to prove that story mapping may be used to improve students' reading comprehension ability.

2. Determining the population and sample

The population of this research was the first year students of SMAN 1 Terusan Nunyai and the researcher took two classes. One class was

selected as an experimental class. The class was selected randomly by using lottery since there is no stratified and priority class.

3. Selecting and determining the materials

The materials in this research were based on the 2013 curriculum for first year students. The materials was taken from textbook and internet. The topics were about reading. The researcher used one type of reading text that is narrative text.

4. Administering tryout test

Try out was administered in order to determine the quality of the test as instrument of the research.

5. Analyzing the test

The result of the tryout test was analyzed in order to determine the items which were good to be used in pretest.

6. Administering the pretest

Pretest was given in order to find out the students' ability in reading comprehension of narrative text.

7. Conducting treatment

In this research, the treatment conducted in five times. In the treatment, the researcher explained story mapping to help the students to comprehend of narrative text. After giving the explanation of story mapping, the researcher asked them to arrange the story elements using story mapping. During this session the experimental class taught to identify key story

elements in order to make them easy to get the whole information of the narrative text.

8. Observing

In this phase, the researcher observed the process worked also the students' response, participation, achievement and everything which is found during the teaching and learning process. Also, it was necessary to ask some students' opinion about the process of teaching and learning narrative text by using story mapping to get feedback. When observing, the researcher should notice all of activities in the classroom. It was done in order to get accurate result in the end of the research.

9. Administering posttest

The posttest was administered in order to know students' increasing in reading comprehension ability after they were treated by using narrative text. 30 item numbers of multiple choices were applied in this test.

10. Interviewing

In this activity the researcher interviewed the students after she finished teaching in the class. Through this activity the researcher knew how the students' opinion about the implementation of story mapping strategy. The interview conducted to some students who are the participants of teaching learning process.

11. Analyzing the test result

After conducting the pretest and posttest, the researcher analyzed the data by using Repeated Measure T-test. It was used to know whether story mapping suitable to increase the students' reading comprehension ability

of narrative text significantly or not. The data computed through SPSS program.

12. Analyzing the interview and observing result

After conducting the interview and observing, the researcher analyzed the result by using descriptive analysis. The researcher used description analysis to analyze the data. In this case description analysis was used, since the researcher used her own idea including her own interpretation toward the data (Setiyadi, 2006:262).

13. Reporting the result

In reporting the data, the data arrange systematically based on the pretest and posttest to see whether there is any significant improvement of students' reading comprehension ability in narrative text or not and which aspect of reading that improve the most after being taught using story mapping strategy.

3.8. Data Analysis

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

1. Scoring the pre-test and post-test
2. Tabulating the results of the test and calculating the score of the pre-test and post-test.
3. Drawing conclusion from the tabulated-result of the pretest and posttest that was administered, that was by statistically analyzing the

data using statistical computerization. i.e. Repeated Measure t-test of Statistical Package For Social Science (SPSS) version 16.0 for windows to test whether the improvement of students' gain is significant or not, in which the significance is determined by $p > 0.05$.

The researcher examined the result of interview and observation in analyzing the learners' opinion and behavior toward story mapping strategy, the researcher analyzed its qualitative data using matrix analysis; in this case description analysis was used, since the researcher used her own idea including her own interpretation toward the data (Setiyadi, 2006:262).

3.9. Hypothesis Testing

The researcher compared the result of pre-test and post-test then analyzed it to determine whether there is a significant improvement of students' reading comprehension ability after being taught using Story Mapping strategy or not after the treatment. The hypothesis was tested by using Repeated Measure t-test of Statistical Package for Social Science (SPSS) version 16.0 for windows. The significance level is in 0.05 even the hypothesis is approved if $\text{Sign} < p$. Therefore the probability of error in the hypothesis is only about 5%.

The hypothesis testing stated as follow:

- H_0 : There is no significant improvement of students' reading comprehension ability of narrative text after being taught using story mapping strategy.
- H_1 : There is significant improvement of students' reading comprehension ability of narrative text after being taught using story mapping strategy.

V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents conclusions and suggestions. The suggestions are proposed for teacher and for other researcher who are going to conduct similar research.

5.1. Conclusions

After doing the research, the conclusions of the research are:

1. There is significant improvement of students' reading comprehension ability of narrative text after been taught using story mapping strategy at the first grade of SMA Negeri 1 Terusan Nunyai. It can be seen from the result of the hypothesis test which shows that at significant level of $p < 0.05$ ($p = .000$), it means that H_1 is accepted and H_0 is rejected, in which the students' mean score in pre-test is 58.7594 increase to 71.1281 in post test with 12.3687 of gain. It can be concluded that story mapping strategy can be used to improve students' reading comprehension ability of narrative text, story mapping helps the students to find out the information of the text easier rather than using conventional ways.
2. Story mapping can improve all aspects of reading.

It can be seen from the result of the improvement of the aspect. Main idea increased 11.5% from pre-test to post-test, specific information increased 16.8% from pre-test to post test, inference increased 13.0% from pre-test to post-test, reference increased 8.8% from pre-test to post-test, and the

last aspect is vocabulary increased 10.0% from pre-test to post-test. It can be concluded that all aspects of reading improve after being taught using Story mapping strategy.

5.2 Suggestions

Based on the conclusions above, the writer proposes some suggestions concerning the research findings as follows:

1. For the teacher

After conducting the research, the researcher suggests to the English teacher to implement story mapping strategy in teaching reading and before implementing the story mapping the teacher should choose suitable text for students. The teacher can make a group work consisting of some students, if the students find difficulty when they make their own story mapping.

Then, story mapping is made by illustrating the information from story into a chart or map, so it is beneficial for teaching narrative text and recount text.

2. For future research

It is suggested for future researchers to conduct this strategy on different levels of students for example in the elementary school students, junior high school students or university students.

The researchers are suggested to use other kinds of text and another skill in English for example in writing. To vary story mapping, it can be done in pairs or group work.

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