

JOURNAL

**KEEFEKTIFAN DARI TEKNIK PETA CERITA UNTUK MENGAJAR
PEMAHAMAN MEMBACA DI SMP MUHAMMADIYAH KEDIRI
TAHUN AJARAN 2016/2017**

***THE EFFECTIVENESS OF STORY MAPPING TECHNIQUE
IN TEACHING READING COMPREHENSION
AT SMP MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR 2016/2017***



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2017

SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017




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THE EFFECTIVENESS OF STORY MAPPING TECHNIQUE IN TEACHING READING COMPREHENSION AT SMP MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR 2016/2017

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Abstract

Reading is one of important skills that should be mastered by the students in learning English. It cannot be separated with comprehension, because reading needs comprehension. It means that reading comprehension is a process for getting knowledge by understanding the meaning of the context. This study examines the effectiveness of story mapping technique in teaching reading comprehension at SMP Muhammadiyah Kediri in academic year 2016/2017. The eighth grade students of VIII-E class consisting of 23 students were participated in the study. To conduct the study, pre-test were administered before applying the treatment, while post-test were administered after applying the treatment. Quantitative method and pre-experimental approach were applied in this present study and t-test was used to analyze the data. The analysis resulted in the finding that the score of post-test exhibited significantly better than the score of pre-test. Then, the score of t-test was 13.33 at the degree of freedom of 22 and t-table is 2.069 at the level of significance 5% and 2.807 at the level of significance 1%. It means that the t-score ($13.33 \geq 2.069$) at the level of significance 5%. Therefore, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. Thus, it can be said that story mapping technique is effective in teaching reading comprehension at SMP Muhammadiyah Kediri in academic year 2016/2017.

Keywords: Reading, Reading Comprehension, and Story Mapping Technique.

A. BACKGROUND

Reading is one of important skills that should be mastered by the students in learning English. In line with this view, Khoiriyah and Sulistyani (2016: 713) stated that reading is one of crucial skills that should be mastered by the students in learning English after listening, speaking and writing started from beginner up to advanced level. It is a means of

transferring information between the writer and the reader. It means that in reading there is a process of interaction between the writer and the reader dynamically. Here, they must understand the sentences and the content of the reading itself. Harmer (2001: 68) said that reading is useful for other purposes too, like provided the opportunities to the students to understand vocabulary, grammar,



punctuation and the way to construct sentences, paragraphs and texts. It means that reading can help the students to understand the content of it and also to study vocabulary, grammar and punctuation.

Moreover, reading can give the benefit to the students. Here, reading is not only a source of information and a pleasurable activity, but also reading is a priority to help the students to improve their language knowledge. It is supported by Patel and Jain (2008: 113). He argued that reading is an important activity in life with which one can update his or her knowledge.

Furthermore, reading cannot be separated with comprehension, because reading needs comprehension. It means that reading comprehension is a process for getting knowledge by understanding the meaning of the context. Snow and Chair (2002: 11) stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In line with this view, Khoiriyah and Sulistyani (2016: 714) stated that in reading comprehension, there is a process of the reader tries to construct meaning of text in his mind.

In teaching reading comprehension to the eighth grade students of junior high school, the teacher has to consider the most interesting text such as narrative text. It is a kind of text that has the purpose to entertain or amuse the readers. It also has many different types. According to Harris and Graham (2007: 77), narrative text is a text that includes the different types or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures. So by reading one of them, they will be more enjoying to read a story to increase their reading comprehension.

Reading narrative text has become the problem among the eighth grade students of SMP Muhammadiyah Kediri. They get some difficulties, such as they are not able to comprehend the content of story. It happens because when they read a text, they just read word by word without using the comprehension. They are usually not only reading but also translating the word by word in order to know the full meaning of the text. So the dictionary is always needed when they read it. And then, they also cannot relate what they read to what they have already



known about the topic given. In addition, they often read the text slowly and frequently open the dictionary to get the meaning of each word in the text.

From the explanation above, it is clear that the students did not understand the content of the text. It is caused, the first, the teacher only uses the textbook that is provided by the school. The teacher has never tried to look for the other sources of learning. So it makes them feel bored. The second, the teacher still uses the traditional and classical technique in teaching learning process. So when the teacher asks the students to read a text, the teacher just gives an example how to read it correctly. After finishing it, they are asked to answer some questions based on the text that they have read. There is no a new technique to make the students more interested to read an English text.

Based on the problems above, the teacher should use the suitable technique to make the students understand the material easily. In this case, the researcher has proposed a technique in teaching reading comprehension namely story mapping technique. It includes a set of graphic organizers designed to help the teachers and students in reading activities. The organizers are intended to focus on the key elements of story. This statement is

supported by Farris (2004: 345) in Romli (2014: 3) stated that story mapping is a graphic or semantic visual representation of a story. The map illustrates ways to show an overview of a story. It also tells the information about its generic structure, such as characters, setting, goal, event and resolution.

Story mapping is a visual description of the story that can help the students to recognize the basic pieces of a narrative text. It supports the students to store information in their personal schema more effectively and it facilitates to recall the elements of story more complete and accurate. Boss and Vaughn (1994: 189) stated that story mapping provides the students with a visual guide to understand and retell stories.

The purpose of story mapping technique is to improve the students' comprehension in reading a text. While the students read a story, they have to be able to identify the elements of a story and organize the information or ideas of a story efficiently. So if they have got comprehension after reading, they will be able to understand the content of the story.

Bos and Vaughn (1994: 189) stated that there are three procedures to teach the students by using story mapping technique, they are: (1) Model phase.

During the model phase, model how to use the story map by reading the story aloud, stopping at points where information pertaining to one of the story components is presented. Ask the students to label the part and then demonstrate how to write the information onto the story map. Have the students copy the information onto their own maps. If the information is implicit in the story, model how to generate the inference. (2) Lead phase. During the lead phase, have students read the story independently and complete their maps, prompting when necessary. Encourage the students to review their maps after completing the story, adding details that may have been omitted. (3) Text phase. During the text phase, ask students to read a story, generate their map, and then answer questions such as: Who were the characters? Where did the story take place? What was the main character trying to accomplish?.

Based on the explanation above, the researcher is interested in finding out the effectiveness of story mapping technique in teaching reading comprehension at SMP Muhammadiyah Kediri in academic year 2016/2017.

B. RESEARCH METHOD

The research design of this study was quantitative method and pre-experimental approach using one-group pretest-posttest design because it was intended to know the effectiveness of story mapping technique in teaching reading comprehension. The subjects were 23 students of the eighth grade of SMP Muhammadiyah Kediri in academic year 2016/2017 consisting of 12 males and 11 females.

Reading comprehension test was employed to collect the required data. The researcher used purposive sampling technique. The reason of using this technique is because it is done by taking the subject or sample which is not based on strata, random or area but based on the consideration of a certain purpose. The test was given in the form of pre-test and post-test. Pre-test was employed before the treatment. Then giving the treatment to sample by teaching reading comprehension using story mapping technique. After that, post-test was employed to assess the results of the treatment. To know the difference between the average score of pre-test and post-test, t-test formula was used to analyze the data. The following is the formula of t-test by Ary, et al (2010: 177).

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

C. FINDINGS AND DISCUSSION

The result of students' reading comprehension before and after being taught using story mapping technique showed that the total score of pre-test was 1330 of 23 students. So, the mean of pre-test was 57.82. While the total score of post-test was 1910 and the mean of post-test was 83.04. It means that the mean of post-test score was higher than the mean of pre-test. It can be seen in table 1.1 below.

Table 1.1

Average Score between Pre-test and Post-test

N = 23 students	Pre-test	Post-test
Total score	1330	1910
Mean	57.82	83.04

In addition, the score different of pre-test and post-test showed that the total score of pre-test was 1330, and then total score of post-test was 1910. It means that the students' score of post-test was increased. The minimum of D (total scoring of pre-test and post-test) is 5 and

the maximum of D is 40. The final result of D^2 is 16450.

Out of the result above, it can be seen that the mean different of pre-test and post-test score were 25.21. While calculation of the number of standard deviation score was 16450. Furthermore, the result of calculating t-test was 13.33 and the degree of freedom (df) was 22. It means that story mapping technique is effective in teaching reading comprehension. It can be seen in table 1.2 below.

Table 1.2

The Statistical Computation of Using t-test

Df	t-score	1%	5%	(H0)	(Ha)
22	13.33	2.807	2.069	Rejected	Accepted

Based on the table above, the result of this research shows that the t-score is 13.33 at the degree of freedom 22 and t-table is 2.069 at the level of significance 5% and 2.807 at the level of significance 1%. It means that t-score ($13.33 \geq$ t-table at the level of significance 5% (2.069).

The data showed that t-score is higher than t-table at the level of significance 5%. Therefore, the Alternative Hypothesis (H_a) is accepted and the Null

Hypothesis (H0) is rejected. It can be concluded that story mapping technique is effective in teaching reading comprehension at the eighth grade students of SMP Muhammadiyah Kediri.

D. CONCLUSION

Reading is one of important skills in learning English. In reading, the students should understand the sentences and the content of the reading itself. Moreover, reading cannot be separated with comprehension, because reading need comprehension. It means that reading comprehension is a process for getting knowledge by understanding the meaning of the context. Reading has become problem to the students in narrative text. This condition is identified as the students get the difficulties to understand the content of the story.

From the problem above, the English teacher should use the appropriate technique in teaching reading comprehension. Thus, the researcher conducted the research about the effectiveness of story mapping technique in teaching reading comprehension.

Story mapping technique is really appropriate in teaching reading. The reason is because this technique can improve the students' reading

comprehension. It can help the students to understand the text and make them more interested to read an English text, such as narrative text.

Then, story mapping technique gives very significant effect to the students' reading comprehension. It is proved by the result of t-score (13.33) is higher than t-table in the level of significance 1% (2.807). Besides, the students' reading comprehension also increased after being taught using story mapping technique. It is proved by the mean of post-test (83.04) is higher than the mean of pre-test (57.82). It means that story mapping technique has very significant effect to the students' reading comprehension.

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