

**THE EFFECT OF STORY MAPS OF A NARRATIVE TEXT TOWARD THE
READING COMPREHENSION OF GRADE VIII STUDENTS OF SMP N 9
PADANG**

Submitted as Partial Fulfillment of Requirements to

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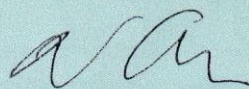
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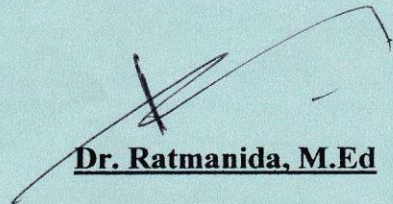
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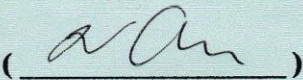
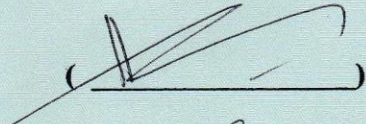
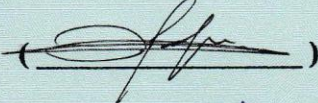
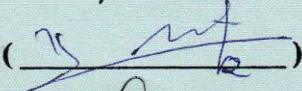
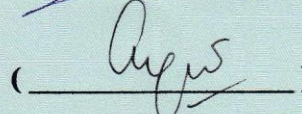
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**THE EFFECT OF STORY MAPS OF A NARRATIVE TEXT TOWARD THE
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ABSTRAK

Yuliana, Putri. 2015. **“The Effect of Story Maps of a Narrative Text toward the Reading Comprehension of Grade VIII Students of SMP N 9 Padang”**. *Skripsi*. Padang: Universitas Negeri Padang.

Kemampuan siswa SMPN 9 Padang dalam membaca dan memahami teks masih rendah. Hal ini disebabkan karena belum tepatnya metode dan teknik mengajar yang digunakan guru. Oleh karena itu, penerapan metode dan teknik yang bagus dan menarik sangat dibutuhkan untuk meningkatkan pemahaman membaca siswa. Dalam penelitian ini, peneliti mencoba menggunakan sebuah strategi yaitu *Story Maps* pada kegiatan membaca. Penelitian ini bertujuan untuk melihat dampak pengaplikasian strategi *Story Maps* tersebut terhadap pemahaman membaca siswa dan mengetahui seberapa jauh dampak tersebut. Jenis penelitian adalah penelitian eksperimen. Populasi penelitian ini adalah kelas VIII SMPN 9 Padang tahun pelajaran 2014-2015 yang terdiri dari tujuh kelas. Sampel penelitian ini terdiri dari dua kelas yaitu VIII-3 sebagai kelas eksperimen dan VIII-5 sebagai kelas kontrol dengan menggunakan teknik *cluster sampling*. Masing-masing kelas memiliki siswa 26 dan 27 orang. Instrumen yang digunakan adalah *Reading Comprehension Test*. Tes dilakukan sebanyak dua kali; *pre-test* dan *post-test*. Tes tersebut terdiri dari dua puluh lima butir soal dalam bentuk pilihan ganda. Data berupa nilai *reading test* oleh kedua kelompok sampel dianalisis secara statistik dengan menggunakan rumus *t-test*, dan ditemukan bahwa *t-hitung* sebesar 1,40, sedangkan *t-table* sebesar 2,009, yang berarti $t\text{-hitung} < t\text{-table}$, pada taraf signifikansi 0,05. Berdasarkan hitungan ini, disimpulkan bahwa penggunaan strategi *story maps* dalam pembelajaran memberikan pengaruh yang lebih baik terhadap pemahaman siswa, tetapi tidak berpengaruh signifikan terhadap hasil penelitian.

Kata kunci: *Stategi Story Maps, Pemahaman Membaca, Teks naratif.*

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The last, it is hoped that this thesis will be useful for the readers, especially for the English teachers.

Padang, May 2015

The Writer

TABLE OF CONTENTS

| | |
|---------------------------------|-------------|
| ABSTRAK | i |
| ACKNOWLEDGEMENTS | ii |
| TABLE OF CONTENTS | v |
| LIST OF APPENDICES | viii |
| LIST OF TABLES | x |
| LIST OF FIGURES | xi |

CHAPTER I: INTRODUCTION

| | |
|---------------------------------------|---|
| A. Background of the Problem..... | 1 |
| B. Identification of the Problem..... | 3 |
| C. Limitation of the Problem..... | 4 |
| D. Formulations of the Problem | 4 |
| E. Purpose of the Research | 4 |
| F. Significance of the Research | 5 |
| G. Definitions of Key Terms | 5 |

CHAPTER II: REVIEW OF RELATED LITERATURE

| | |
|--|----|
| A. Reading Comprehension..... | 6 |
| 1. The Nature of Reading Comprehension..... | 6 |
| 2. Reading Comprehension strategies..... | 8 |
| B. Teaching Reading | 9 |
| 1. Stages in Teaching Reading | 9 |
| 2. Teaching Reading at Junior High School..... | 10 |
| C. Narrative Text..... | 11 |
| D. Story Map Strategy | 13 |
| 1. Story Map as Reading Strategy..... | 13 |

| | |
|----------------------------------|----|
| 2. Guideline for Story Map | 14 |
| 3. Advantages of Story Map | 14 |
| E. Related Studies | 16 |
| F. Conceptual Framework..... | 18 |
| G. Hypothesis | 19 |

CHAPTER III: RESEARCH METHODOLOGY

| | |
|---------------------------------------|----|
| A. Research Design..... | 20 |
| B. Population and Sample | |
| 1. Population | 22 |
| 2. Sample..... | 23 |
| C. Instrumentation | 24 |
| D. Technique of Data Collection | 29 |
| E. Research Procedure..... | 29 |
| F. Technique of Analyzing Data | 36 |

CHAPTER IV: DESCRIPTION OF THE DATA, DATA ANALYSIS, FINDINGS AND DISCUSSIONS

| | |
|--------------------------------------|----|
| A. Description of the Data | 40 |
| B. Data Analysis | |
| 1. Analysis of Pre-test Scores | 49 |
| 2. Analysis of Post-test Scores..... | 52 |
| C. Findings..... | 54 |
| D. Discussions..... | 55 |
| E. Limitation of the Research..... | 57 |

CHAPTER V: CONCLUSION AND SUGGESTIONS

A. Conclusion 59
B. Suggestions 60

REFERENCES 61

APPENDICES 64

LIST OF APPENDICES

| | | |
|-------------|---|-----|
| Appendix 1 | Reading Comprehension Test..... | 64 |
| Appendix 2 | Answer key..... | 70 |
| Appendix 3 | Scores for Try-out Test in VIII-2..... | 71 |
| Appendix 4 | Try-out Scores Distributions..... | 72 |
| Appendix 5 | Reliability Coefficient..... | 75 |
| Appendix 6 | Test Item Analysis..... | 77 |
| Appendix 7 | Students' Pre-test Scores..... | 81 |
| Appendix 8 | Normality Testing for Pre-test Scores of VIII-3..... | 83 |
| Appendix 9 | Normality Testing for Pre-test Scores of VIII-5..... | 85 |
| Appendix 10 | Homogeneity of Both Sample groups Based on Pre-test... | 87 |
| Appendix 11 | Hypothesis Testing Based on Pre-test Scores..... | 88 |
| Appendix 12 | Students' Post-test Scores..... | 90 |
| Appendix 13 | Normality Testing for Post-test Scores of VIII-3..... | 92 |
| Appendix 14 | Normality Testing for Post-test Scores of VIII-5..... | 94 |
| Appendix 15 | Homogeneity of Both Sample groups Based on Post-test... | 96 |
| Appendix 16 | Pre-test and Post-test Scores Comparison..... | 97 |
| Appendix 17 | Hypothesis Testing Based on Post-test Scores..... | 99 |
| Appendix 18 | Experimental Group Students' Answer..... | 101 |
| Appendix 19 | Control Group Students' Answer..... | 107 |
| Appendix 20 | Lesson Plan for Teaching Reading Narrative Text..... | 113 |
| Appendix 21 | Liliefors' Table..... | 120 |
| Appendix 22 | Nilai Kritik Sebaran F..... | 121 |
| Appendix 23 | Table critical value of t | 122 |

| | | |
|-------------|---|-----|
| Appendix 24 | Surat Izin Penelitian..... | 124 |
| Appendix 25 | Surat Keterangan Telah Melaksanakan Penelitian..... | 125 |

LIST OF TABLES

| | | |
|----------|---|----|
| Table 1 | Research Design..... | 22 |
| Table 2 | The students of grade VIII at SMP N 9 Padang..... | 23 |
| Table 3 | Test Specification..... | 25 |
| Table 4 | The Description of 8 meetings..... | 31 |
| Table 5 | Teaching Procedure..... | 31 |
| Table 6 | Reading Comprehension's Score Pre-test and Post-test of Experimental Group..... | 42 |
| Table 7 | Reading Comprehension Score Pre-test and Post-test of Control Group..... | 43 |
| Table 8 | Frequency Distribution of the Students' Pre-test Scores in Experimental Group..... | 45 |
| Table 9 | Frequency Distribution of the Students' Pre-test Scores in Control Group..... | 46 |
| Table 10 | Frequency Distribution of the Students' Post-test Scores in Experimental Group..... | 47 |
| Table 11 | Frequency Distribution of the Students' Post-test Scores in Control Group..... | 48 |
| Table 12 | The Normality of Pre-test Scores of Both Groups..... | 49 |
| Table 13 | The Homogeneity of Both Groups Based on Pre-test Scores..... | 50 |
| Table 14 | The t-test on Pre-test Scores..... | 51 |
| Table 15 | The Normality of Post-test Scores of Both Groups..... | 52 |
| Table 16 | The Homogeneity of Both Groups Based on Post-test Scores..... | 53 |
| Table 17 | The Hypothesis Testing Based on Post-test Scores..... | 53 |

LIST OF FIGURES

| | | |
|----------|---|----|
| Figure 1 | Conceptual Framework..... | 18 |
| Figure 2 | The Graph of T-test Based on Pre-test Scores..... | 51 |
| Figure 3 | The Graph of Hypothesis Testing Based on Post-test Scores..... | 54 |

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is one of the important skills in studying English. It is one of the basic skills in learning a language. The students have to master this skill so that they know and understand what they are reading. Through reading the students can get new information, enrich knowledge, learn new vocabulary and so forth. These are important for the students because reading is one of the language skills to be examined in UN (National Examination). It means that in order to succeed in that exam the students should be trained to comprehend a text, including its purpose, generic structure, and intrinsic features. Otherwise, the students will find difficulties to comprehend reading texts.

Based on the researcher observation when she was a student teacher at SMP N 9 Padang, it was found that there are some reasons why it is difficult for the students to comprehend the text. The first is the lack of ability to decode the reading text. Decoding is the ability for the students to understand the printed symbols. This decoding ability is prerequisite for comprehension. It means that in order to comprehend the reading text, the students need to be able to decode the text.

The next difficulty in comprehending the text is the students do not know their purpose in reading. Consequently, they miss important points in the text. As Graves et.al (2011:284) add that the purpose of reading is to motivate the readers, to help focus their attention, and to give something tangible to work toward a goal. This purpose will lead them to be more focus on what they read.

Another reason why comprehension is hard for the students to achieve is the lack of prior knowledge, the knowledge that the students have had. Graves et.al (2011:329) say that prior knowledge is useful for the students to allow them predict about the text that they are going to read. It is clear when students did not have prior knowledge in their mind; it will be hard for them to understand the reading text.

The next problem comes from the teachers. The teachers rarely use learning media to help them in explaining the lesson. In fact, the students are not interested in studying. They tend to get bored if there is no media to attract their attention in reading a text. Finally, the difficulty may be caused by the strategy used by the teachers which is not varied. In other word, they use monotonous or the same strategy in teaching.

Related to the problem above, it can be concluded that the strategy used by the teachers is not effective enough. They should use other strategies to make the reading easier for the students and they can get better understanding about reading texts. In order to overcome the problem faced by the students in comprehending reading text,

there is a strategy called story map. Story map is one of the variations of graphic organizer to help students learn the elements of the story. This strategy can be applied in teaching a narrative text, a text in form of story.

Story map provides many benefits. Troyka et.al (2009:250) state that drawings map as an effective way to comprehend and remember the reading text and it is also for further understanding of the material. It can help the students to comprehend their reading material more easily especially related to narrative text. Graves et.al (2011:300) claim one advantage of story map that is to provide ways to help students enhance their schema for stories.

Based on the explanation above, the researcher views the story map as a helpful strategy in order to make the students get better comprehension in comprehending the text. It is one solution to overcome the problem which is faced by the students in comprehending reading text. Story map of narrative text is the strategy that will lead the students to get more understanding of the important elements in a story.

B. Identification of the Problem

Based on the background of the problem above, there are some research problems that can be identified. The first is the low motivation by the students toward the English subject. The second problem is the limited vocabulary of the students, and ineffective teaching strategy to teach English. Regarding to the factors above, the research problem that can be identified as to what extend or

how significant the effect of applying a particular reading strategy using the story maps toward student's reading comprehension.

C. Limitation of the Problem

This research was limited to the effect of story maps of narrative text toward the students' reading comprehension. The object of this research was focused on junior high school students. This research was done to VIII grade students in the second semester at SMP N 9 Padang.

D. Formulation of the Problem

The formulation of the problem in this research was formulated in the following questions: "To what extent does the story map of narrative text give a significant effect toward the students' reading comprehension in junior high school?"

E. Purpose of the Research

The purpose of the research was to find out to what extent the story map of narrative text gives a significant effect toward the students' reading comprehension, and also to know whether it gives better help in students comprehending a narrative text or not.

F. Significance of the Research

This research is expected to give contributions both theoretically and practically for teaching and learning process of reading. Theoretically, it is expected that the finding of the research can contribute the available theories of reading comprehension strategies. It is also hoped that the finding will be beneficial information for the next researchers who wish to conduct further research related to story maps. Practically, the research finding can be as one of the solutions to solve the problem faced by students in comprehending narrative text.

G. Definition of Key Terms

1. Story map is a graphic organizer used for recording the main parts of a story: its title, setting, character, problem, events, and solution.
2. Reading comprehension is taking meaning to a text in order to obtain meaning from the text. Reading comprehension test score was used for measuring reading comprehension of the students.
3. A narrative text is a text focusing to specific participants which tells an interesting story and to entertain the readers.