

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING STORY MAP STRATEGY  
ON THE STUDENTS'S READING COMPREHENSION SKILL  
AMONG THE EIGHTH GRADE OF SMP N 2 TRIMURJO  
IN THE ACADEMIC YEAR OF 2018/2019**



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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1440 H/2018 M**

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THE STUDENTS' READING COMPREHENSION SKILL  
AMONG THE EIGHTH GRADE OF SMPN 2 TRIMURJO IN  
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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: THE INFLUENCE OF USING STORY MAP STRATEGY ON THE STUDENTS' READING COMPREHENSION SKILL AMONG THE EIGHTH GRADE OF SMP N 2 TRIMURJO IN THE ACADEMIC YEAR OF 2018/2019, written by Dina Irbah Fadhillah, student number 14121207, English Education Department, had been examined (Munaqsyah) in Tarbiyah and Teaching Training Faculty on Friday, December 21<sup>th</sup> 2018 at 13.30- 15.30 p.m.

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**THE INFLUENCE OF USING STORY MAP STRATEGY  
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IN THE ACADEMIC YEAR OF 2018/2019**

**ABSTRACT**

**By:  
DINA IRBAH FADHILAH**

The aim of this research is to know the influence of using story map strategy on the students' reading comprehension skill among the eighth grade of SMP N 2 Trimurjo in the academic year of 2018/2019. This research is quantitative research. The research was conducted at the eighth grade of SMP N 2 Trimurjo that involve of 30 students as the sample. In collecting the data, used test and documentation, meanwhile the data analysis technique used t-test formulation.

The final result of data analysis showed that  $t_{\text{observed}} = 3,249$  was higher than " $t_{\text{table}} = 2,045$  in 5% and " $t_{\text{table}} = 2,756$  in 1 %". Therefore, it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is a positive and significant Influence Of Using Story Map Strategy On The Students' Reading Comprehension Skill Among The Eighth Grade of SMP N 2 Trimurjo in the Academic Year of 2018/2019. The conclusion is the story map strategy is one of strategies that can be used in reading comprehension skill in eighth grade of SMP N 2 Trimurjo in academic year 2018/2019.

*Key words: Story Map Strategy, Reading Comprehension*

**PENGARUH PENGGUNAAN STORY MAP STRATEGY TERHADAP  
KEMAMPUAN MEMBACA SISWA DI KELAS VIII SMP NEGERI 2  
TRIMURJO TAHUN PELAJARAN 2018/2019**

**ABSTRAK**

**Oleh:**

**DINA IRBAH FADHILAH**

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dari penggunaan strategi story map dalam kemampuan pemahaman membaca siswa di kelas delapan SMP N 2 Trimurjo pada tahun akademik 2018/2019. Penelitian ini merupakan penelitian kuantitatif. Penelitian ini dilakukan di kelas VIII SMP Negeri 2 Trimurjo yang melibatkan 30 siswa sebagai sampel. Dalam pengumpulan data, menggunakan tes dan dokumentasi, sedangkan teknik analisis data menggunakan rumus t-test.

Hasil akhir dari analisis data menunjukkan bahwa  $t_{\text{diami}} = 3,249$  lebih tinggi dari " $t_{\text{table}} = 2.045$ " di 5% dan " $t_{\text{table}} = 2.756$ " dalam 1%. Ini berarti bahwa  $H_a$  diterima dan  $H_0$  ditolak. Ini artinya ada pengaruh yang positif dan signifikan dari penggunaan teknik Story Map Terhadap Kemampuan Membaca Siswa di Kelas VIII SMP Negeri 2 Trimurjo Tahun Akademik 2018/2019. Kesimpulannya ialah story map strategi adalah salah satu strategi yang dapat digunakan dalam pembelajaran pemahaman membaca di SMP N 2 Trimurjo tahun akademik 2018/2019.

*Kata Kunci: Strategi Story Map, Pemahaman Membaca*

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, October 2018

The writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, October 2018

The writer



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## MOTTO

﴿١﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا

*“Verily, with every difficulty there is relief.”*

*(Q.S. Al-Insyirah: 6)*

Talk is not enough, you must act,,(Bruce Lee)

Bicara tidak cukup, Anda harus bertindak,, (Bruce Lee)

## **DEDICATION PAGE**

This undergraduate thesis would highly be dedicated to:

1. My beloved parents, Sodik S. Pd. and Siti Zahroh,SE. ,who always give support and guidance to be successful in my study, thank you very much for your endless love. I love you and you are spirit in my life.
2. My beloved almamater State Islamic Institute of Metro.

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In the name of God, Allah SWT who has given us mercies and blessing, so we can be here in the time of favor without any obstacles and troubles. Due to His way for the sake of true religion and in the day when we are coming to real believe in His immortal power. Shalawat and Salam be always given to our leader Muhammad SAW, the man of true goodness of everything, the brave hero of heroes from the world to the here after.

Thanks to Allah SWT, who has given His gift to the writer that she could finish her undergraduate thesis entitled “THE INFLUENCE OF USING STORY MAP STRATEGY ON THE STUDENT’S READING COMPREHENSION SKILL AMONG THE EIGHTH GRADER OF SMP N 2 TRIMURJO IN ACADEMIC YEAR 2018/2019”. The writer would like to thanks for her parent for financial and spiritual support. Her deepest thanks to Dr. Widhiya Ninsiana, M.Hum and Trisna Dinillah Harya, M.Pd for their spending time to support and guide the writer to finish this undergraduate thesis.

The researcher do apologize for all mistakes writing in this research. Hopefully, this writing can be a meaningful benefit for the writers especially and for our campus and for our readers generally.

Metro, October 2018  
The writer,



**Dina Irbah Fadhilah**  
**14121207**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language was an instrument of communication that was used to express something and to stimulate a response somebody else, and to think something. The user of language can also describe as a means of conveying something that was to be done. Language was a device communication of each other. It was difficulted to do all activities without language. English is international language because almost many countries know and use it. In Indonesia, English was used as the first foreign language. It means that English was a compulsory learning subject which must be taught for the students in the school from the elementary school until university.

In English curriculum, there are four basic skills, namely is listening, speaking, reading, and writing. One of the four basic skills, reading was given more attention and proportion. Reading was very essential in learning English in order to get information from the written English. Reading was about looking for information of the text. Reading purpose was one of the ways which can be used to increase reading motivation. It was an important aspect in reading. If the readers know their purpose in reading, it can make them interested to read a text or book. The fundamental goal of any reading activity is mastering enough science concepts and knowing the language (i.e.comprehending/understanding).

In English learning activity, reading becomes an essential skill because it increases the students' knowledge. However, English has many differences from Indonesian language so that most of English learners feel difficulties to get information in their reading activities. To make easy to read of course the students must attempt to love reading activity. For the students at Junior High School, reading is not easy to be learned because it needs maximal reading skill. There are some problems faced by the students when they want to achieve a purpose of reading. Those problems are about reading habit, reading technique, eyes work, motivation and reading interest.

In this research, the researcher proposed story mapping as the teaching strategy. Story map is graphic organizers that help children recognize the main components of a story. Story maps help students identify the main character, setting, problem, and solution. It means that, story maps are help students to identify all of components in a text include main character, setting, problem, and solution.

After had done pre survey at SMPN 2 Trimurjo on November 16<sup>th</sup>, 2017 the writer got the data from the teacher's document. Below the result data of reading comprehension skill of SMP N 2 Trimurjo:



**Table 1**

The Result Data of Reading Comprehension Skill at the Eighth Graders of SMP N 2 Trimurjo in The Academic Year of 2018/2019.

NO.	Name	Score	Category
1	AM	50	Low
2	AHN	50	Low
3	AP	50	Low
4	ADS	50	Low
5	ABSB	60	Low
6	AAS	50	Low
7	AF	70	Fair
8	AR	50	Low
9	AAY	60	Low
10	AS	70	Fair
11	BAJ	50	Low
12	DPS	50	Low
13	DM	76	High
14	GI	60	Low
15	KH	50	Low
16	NRR	60	Low
17	NRW	77	High
18	RA	50	Low
19	SA	55	Low
20	SY	75	High
21	TWAA	76	High
22	YF	55	Low
23	VA	76	High
24	YDA	73	High
25	DA	70	Fair

26	DF	70	Fair
27	DA	60	Low
28	DS	50	Low
29	ZP	70	Fair
30	ZF	50	Low
	Total	1813	-
	Average	$\frac{1813}{N} = \frac{1813}{30} = 60$	Low

**Table 2**

No	Score	Frequency	Percentage	Explanation
1.	72-82	6	20%	High
2.	61-71	5	16,7%	Fair
3.	50-60	19	63,3%	Low
	Total	30	100%	

Source: The English teacher' archives, taken on the pre-survey at November 16<sup>th</sup>, 2017

Referring the table above, it can be inferred that the students' reading comprehension skill is lack. It can see that from 30 students are just 11 students have pass score, and 19 students that have fail score, 6 students' get high score, 5 students' get fair score, and 19 students' get low score. So, it can be concluded that the average of students get low score.

All these problem happened above because there are students difficult to express their ideas and they have less on vocabulary so they cannot read a text. That is important matter for reading because of students can say

something that they want to read. The big problem above is the students are difficult to comprehend a text.

From explanation above, the writer wants to know about whether Story Map Strategy gives the positive influence of the students' Reading Comprehension Skill at the eighth graders of SMPN 2 Trimurjo. The researcher conducted the research under title "The Influence of Using Story Map Strategy on the Student's Reading Comprehension Skill Among the Eighth Grade of SMP N 2 Trimurjo in the Academic Year of 2018/2019".

## **B. Problem Identification**

There are some problems related to the reading comprehension:

1. Students have lack of vocabulary.
2. Student motivation in reading study is still low.
3. The students have difficulties in comprehending a text.
4. The students have difficulties to identify the main idea of reading text.
5. The students are lazy to study of English especially on reading text.

## **C. Problem Limitation**

Based on the problem identification above, the researcher limits the problem only on the students have difficulties to comprehend a reading text. So, to know there is any positive and significant the researcher use story map as a strategy at SMPN 2 Trimurjo.

#### **D. Problem Formulation**

Based on the identification and limitation of the problem above, the writer would like to formulate the problem as follows: “Is there any positive and significant influence of Using Story Map Strategy On The Student’s Reading Comprehension Skill Among The Eighth Grade of SMP N 2 Trimurjo In the Academic Year of 2018/2019?”.

#### **E. Objective and Benefit of The Study**

##### **1. Objective of The Study**

Based on problem formulation above, the researcher wants to know whether there is a positive and significant influence of Using Story Map Strategy on the Student’s Reading Comprehension Skill Among the Eighth Grade of SMP N 2 Trimurjo in the Academic Year of 2018/2019.

##### **2. Benefits of The Study**

###### **a. For The Students**

The students will get easy strategy to read something through story map strategy. finally, they can develop their reading comprehension skill.

###### **b. For The English Teacher**

The researcher hopes that this research will give advantages for the teachers ability in teaching learning process, especially in teaching reading.

c. For The Headmaster

The headmaster can be use one of considerations material to improve the quality of English learning process in SMP Negeri 2 Trimurjo.

## **F. Prior Research**

Based on the research conducted in July 2014, by Melda Khasturi from IAIN METRO, entitled “The Influence of Using Short Story Text Toward The Students’ Reading Comprehension at The Seventh Graders of SMP N 1 Batanghari Nuban”. This research was quantitative research. The sample of the research was 24 students at the seventh graders of SMP N 1 Batanghari Nuban. The data were taken from students’ reading comprehension by observation and interview. The result of the research showed that the students’ reading comprehension were still low. The researcher found 55% of the students get not complete result and 45% of students get complete result. This research has the similarity which is on reading comprehension and the different on the influence the story map while in my research, the research focus on the influence of story map strategy in students’ reading comprehension at the eighth graders of SMP N 2 Trimurjo.

Whereas, the undergraduate thesis entitled “The Influence of Story Map Strategy Toward The Students’ Reading Comprehension Skill Among The Eighth Grader of SMP N 2 Trimurjo in Academic Year 2018/2019”, by Dina Irbah Fadhillah. The sample of this research consists of 30 students. This research is quantitative research. The result of the research shows the number

of the students' reading comprehension in percentage were as follows: students have category high score 20%, fair score 16,66% and low score 63,33%. It can be conclude that dominant category is low score in the students' reading comprehension skills.<sup>1</sup>

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<sup>1</sup>Melda Khasturi. *The Influence of Using Short Story Text Toward The Students' Reading Comprehension at The Seventh Graders of SMP N 1 Batanghari Nuban. (Metro,2014)*

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. The Concept of Reading Comprehension Skill

##### 1. The Concept of Reading

###### a. The Definition of Reading

Reading is a process of understanding a written text. Everyone needs reading to refresh their knowledge in many sectors. There are some theories about reading that are explained by many experts. They state their term based their own thinking and perception. The explanations are different but seem to support each other. Some theories of reading from some expert are stated one after another below.<sup>2</sup>

Reading is the active thinking process of understanding an author's ideas, connecting those ideas to what you already know, and then organizing all the ideas so you can remember and use them.<sup>3</sup> In reading there is a process of constructing meaning between reader and text. Comprehension has an important role in reading because with it students can understand and interpret what is the meaning of the text.

Elizabeth S. Pang assumes reading is about understanding written texts. It is a complex activity that involves both perception and thought.

Reading consists of two related processes: word recognition and

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<sup>2</sup>Dia Putri Herizona, *Teaching Reading Narrative Text By Combining Story Map And Beach Ball Strategies For Junior High School*. STKIP PGRI Sumatera Barat, P. 3

<sup>3</sup>Jane L. Mcgrath, *Building Strategy for College Reading*, New Jersey Prentice-Hall, 1998, p.1

comprehension.<sup>4</sup> Reading is an activity to get the meaning of what is written in the text which is covered (a) understanding the meanings suitable with its using in the text, (b) knowing text organization and the relation between its part, (c) knowing main ideas, (d) able to answer explicit questions, (e) able to answer the questions based on the text, (f) able to make inference of the text content, (g) able to identify and understanding the words and expressions in the text and able to identifying and understanding the author's mean and message.<sup>5</sup>

Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.<sup>6</sup> Based on (Jacobs, Schall, & Scheibel) in Willis explains that "Reading is not a natural part of human development."<sup>7</sup> It is part of skills in learning language that is effective to learn to improve language development.

Reading gives the way for the human to get information about something even though it is not natural part of human development. Reading is a basic life skill. It is a cornerstone for a child's success in school, and indeed, throughout life".<sup>8</sup> It means that students' should be

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<sup>4</sup> Elizabeth S. Pang. *Teaching Reading*. Chicago:University of Illinois.2000.p. 6.

<sup>5</sup> Yuwin R. Saleh. *Improving Students' Reading Comprehension Through Cloze Test Method*. Gorontalo:Al-LISAN.2015.p.4.

<sup>6</sup> Thomas S. C. Farrell.A *Strategic Approach to Teaching Reading*.Singapore:National Institute of Education.2000.,p.6.

<sup>7</sup>Judy Willis, *Teaching the Brain to Read*, Virginia USA: Alexandria, 2008, p 2

<sup>8</sup> <http://lrs.ed.uiuc.edu/students/jblanton/read/readingdef.htm>



able to read well to get opportunities to be successful. It is something that important in life to get information .

Based on the theories above, it can be assumed that reading is a cognitive activity to make easy to study which is very important involving the language and thought in order to get meaningful message, to get information or ideas, facts, and experiences from the texts, books, newspapers, magazine, and other. It is the interaction between text and reader in making meaning. Reading is used to get information from organizing the ideas of the passage.

#### **b. The Factors that Influences in Reading**

Aebersold and Field have compiled a list of factors that may influences reading in a second or foreign language as follows:

- 1) Cognitive development and learning style orientation at the time of beginning second/foreign language study.
- 2) Language proficiency in the first language and the foreign language.
- 3) Metacognitive knowledge of the first language structure, grammar, and syntax.
- 4) Cultural orientations, attitudes toward text and purpose for reading.

#### **c. The Model of Reading**

A reading model is a graphic attempt “to depict how an individual perceives a word, processes a clause, and comprehends a text.”<sup>9</sup> It

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<sup>9</sup> <http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/WhatIsAReadingModel>

means that reading describe the people to process a words and sentences and analysis it. There are three models of reading as follows:

a) Top-down Model

Top-down model is “a reading model which argues that readers bring prior knowledge and experiences to the text and that they continue to read as long as the text confirms their expectations”.<sup>10</sup>

b) Bottom-up Model

Bottom-up model is “a reading model which suggests that a reader reads the words, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge ) in order to construct meaning from what was written in the text, meaning depends both on vocabulary and syntax”.<sup>11</sup>

c) Interactive Model

Interactive model is “a reading model which argues that both top-down and bottom-up-down reading processes occur when person reads a text”.<sup>12</sup> It means that combination between top-down and bottom–up process.

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<sup>10</sup> Thomas S.C. Farrell, *op.cit*, P.2

<sup>11</sup> *Ibid*, P. 2

<sup>12</sup> *Ibid*, P. 2

## 2. The Concept of Reading Comprehension

### a. The Definition of Reading Comprehension

Reading comprehension is about relating prior knowledge to new knowledge contained in written texts.<sup>13</sup> Reading comprehension is the process to grasp meaning of the text from writer that involves experience and prior knowledge that the reader has. This process also can be harmonious with the purpose of reading.

Richard and Renandya state, reading comprehension is the primary purpose for reading, raising students awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension.<sup>14</sup> There are many experts that have different definition of reading comprehension. Douglas Brown states that “reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies”.<sup>15</sup> It means that reading comprehension purpose is to efficiency of reading.

Meanwhile Anderson in Janette K. Klinger, *et.al* states” Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word knowledge and fluency”.<sup>16</sup>

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<sup>13</sup> Elizabeth s. Pang. *Teaching Reading, The International Academy of Education (IAE).1986,P. 19.*

<sup>14</sup> Richard, Jack C and Willy AR, Renandya. *Methodology and Language Teaching, an Anthology of Current practice. United States of America: Cmbridge University Press.2002,P. 3.*

<sup>15</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* San Francisco State University, Second Edition ,2000,p.306

<sup>16</sup> Janette K. Klinger, *et.al. Teaching Reading Comprehension to students with learning difficulties*, New York, The Guilford Press, 2007, p.2

Based on the quotations above, it can be assumed that reading comprehension is looking for the information suggested from the text or written language, the readers understand the total meaning of the reading text selection.

## **b. Strategies of Reading Comprehension**

### 1) Activating Prior knowledge

Prior knowledge is expressed with words. The knowledge make the readers to think and express about the information of the text.<sup>17</sup> A reader's interest in a subject matter will also influence the level of prior knowledge. All of these factors are important to different degrees, depending on the reading task.<sup>18</sup>

### 2) Predicting

Prediction is linked to the strategy of activating prior knowledge. Prediction creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it.<sup>19</sup>

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<sup>17</sup> Duffy, Gerald G. *Explaining reading : a resource for teaching concepts, skills, and strategies.*New York, The Guilford Press, 2009,P.27.

<sup>18</sup> Elizabeth s. Pang. *Teaching Reading, The International Academy of Education (IAE).*1986,P.13.

<sup>19</sup> Thomas S. C. Farrell.A *Strategic Approach to Teaching Reading.*Singapore:National Institute of Education.2000.P.7.

17 *Ibid*, p.29

18 *Ibid*.p.29

19 *Ibid*, p. 30

### 3) Skimming

Skimming is one of strategy be able to predict the purpose of passage, the main topic, or message, and possibly some of truth developing or supporting ideas.<sup>20</sup>

### 4) Scanning

Scanning is a reading strategy that involves students reading text in order to find specific information.<sup>21</sup>

### 5) Guessing meaning of unknown words using contextual clues

Sometimes students may need to guess the meaning of a word they do not know while reading a text because they have no dictionary or they are in an examination type situation.<sup>22</sup>

### 6) Identifying topic and main ideas

Mikukecky suggests that students practice these skills in a developmental sequence from simple to more complex cognitive tasks. For example, the sequence of exercises include the following:

1. Finding the topic from a list words
2. Recognizing the topic of a paragraph
3. Identifying the main idea of passage.<sup>23</sup>

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<sup>21</sup> *Ibid*, p.29  
<sup>21</sup> *Ibid*, p.30  
<sup>22</sup> *Ibid*, p.35

#### **4. The Concept of Reading Comprehension Skill**

##### **a. The Definition of Reading Comprehension Skill**

Reading Comprehension Skills is designed to reinforce and extend the reading skills for the students. The high-interest fiction and non-fiction selections will spark the interest of even your most reluctant reader. A character on each page prompts the student to apply one of the strategies to the reading selection which is linked to a relevant comprehension skill activity.<sup>24</sup>

In Gerald Duffy states, reading comprehension skills is how to help children combine them into fluid packages in which skills and strategies are used simultaneously as they construct meaning from text. Students who are highly verbal often learn to do this without direct teacher assistance.<sup>25</sup>

##### **b. The Major Component of Reading Comprehension Skill**

The components of Reading Comprehension will support the success in comprehending reading material and contributing in important way to read. Leu states that there are six major components of reading comprehension:

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<sup>24</sup> Three Watson, Irvine. *Reading Comprehension Skill and Strategy*. Saddleback Educational Publishing, 2002, P.6.

<sup>25</sup> Duffy, Gerald G. *Explaining reading : a resource for teaching concepts, skills, and strategies*. New York, The Guilford Press, 2009, P.77.

1. Decoding Knowledge

Knowledge is use to determine the oral equivalent of a written word. Decoding knowledge is important for comprehension when determining the oral equivalent of a word to help a reader identify meaning.

2. Vocabulary Knowledge

Vocabulary knowledge is important at all grade levels, but is particularly important aspect of reading instruction as children develop and explore less familiar subject offers with some specialize vocabularies.

3. Syntactical Knowledge

Syntactical knowledge includes word order rules that exist within sentences and permit you to determine the grammatical function and often the meaning and pronunciation of words.

4. Discourse Knowledge

Discourse knowledge is the knowledge of language organizations at units beyond the single sentence level. It includes knowledge of the structural organization of different type of writing.

5. Readiness Aspect

Referring to the different concept, traditionally reading readiness is the ability of the students to benefit from initial reading instruction. Recently, reading readiness has also included being

ready to read and understand a particular selection. Reading readiness, therefore, may describe instruction design to assist both pre readers and children who have already know how to read.

#### 6. Affective Aspect

In reading, the affective aspect of comprehension includes both a reader's attitude and interest. This is will increase motivation and facilitate readers to read.<sup>26</sup>

#### c. The Measurement of Reading Comprehension Skill

Traditional measures of reading comprehension are limited in that they prepare only a common indicator of how the student understands to text, and they are not based on experts' knowledge of what good readers to do comprehend text.<sup>27</sup>

A wide range of assessment instrument of procedures is available. When selecting a test or assessment of procedure to use with students with LD, it is important to select the measure that most closely matches the user's needs or purpose.<sup>28</sup> Reading comprehension measures should help teachers to manage the comprehension of their students over time and provide information that use is useful in designing reading comprehension intervention programs.<sup>29</sup>

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<sup>26</sup> <http://ump.ac.id/files/disk1/10/jhptump-a-septirahay-461-2-chapter-i.pdf>.12

<sup>27</sup> Janette K. Klingler, *et.al. Teaching Reading Comprehension to students with learning difficulties*, New York, The Guilford Press, 2007, p.15

<sup>28</sup> *Ibid*, P. 16

<sup>29</sup> *Ibid*, P. 17



To know how far the students' reading comprehension should be measured use the assessment of reading. There are many kind of questions reading comprehension, they are:

1. Prominal Question, Imperatives

The questions require learners to make a written answer which can range the in length from a single word to several paragraphs.

Usually for comprehension, short answers are required and these form of questions are called short answer question.

2. True/False, Yes/No, Alternatives Question, Multiple-Choice.

In these questions the answer is contained within the questions or instructions. Multiple-Choice questions focus on detail and more general aspect of the text.

3. Transfer Information

Incomplete information can use to measure comprehension of the text. The learners and read the text and fill in the diagram with short notes.<sup>30</sup> In the research, the writer use Multiple Choice questions to measure the students' reading comprehension.

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<sup>30</sup> I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Rout Ledge, 2009), P. 77-79

## 5. The Concept of Story Map Strategy

### a. The definition of Story Map Strategy

Story Map Strategy is used for teaching students to work with story structure for better comprehension. This strategy uses visual representations to help students organize important elements of a story. Schaefer defines that story map is graphic organizer that help children recognize the main components of a story. Story map help students identify the main character, setting, problem, and solution. It means that, story maps are help students to identify all of components in narrative text include main character, setting, problem, and solution.<sup>31</sup>

Mendiola states that story maps are graphic organizers of a story that helps the students to recognize the basic pieces of a text. He confirms that the story map is a highly effective to help students organize story content into coherent whole. It can be easier for students to know the components of the story when they can predict what might happen in the story. It is possible for the students to store the information in their schema more efficiently and facilitates the recall of the story elements more completely and accurately.<sup>32</sup>

In line with this, Li states that story map helps students perceive the sequence of story development. In addition, he says that story map

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<sup>31</sup> Rahmat Andresta. *Teaching Reading Of Narrative Text By Combining Story Map And Soaps (Speaker, Occasion, Audience, Purpose, Subject) Strategy*, (STKIP) PGRI Sumatera Barat, p. 2

<sup>32</sup> Riza Kisfinata, Musli Ariani, I Putu Sukmaantara. *The Effect Of Using Story Mapping Technique On Reading Comprehension Achievement Of The Eighth Year Students At Mts. Negeri Bangsalsari, Pancaran*. 2013, P. 2

is particularly useful to help the students to develop a sense of story and realize that the setting, events, and character of a story are interrelated. In other words, a story map leads the students to form a mental picture of story's structure and to understand the related story part in narrative text.<sup>33</sup>

#### **b. The Procedure of Story Map Strategy**

Procedure is a step that should be done by the teacher to apply their strategy in teaching. Larkin and Bender states that the procedures of Story Map strategy are below:

- 1) Advance preparation, the teacher will prepare the story map to be used in the lesson.
- 2) Before reading, the teacher will need to show the students a copy of the story map that will be used in the lesson and discuss each element on the map.
- 3) During reading, the teacher can model using a story map as you read the story aloud.
- 4) After reading, the students may benefit from reviewing their completed story maps.
- 5) Follow-up activities, when the students have learned to use story grammar to aid their reading, the teacher should teach them how to use it to increase their reading skills.<sup>34</sup>

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<sup>33</sup> *Ibid*, P. 2

<sup>34</sup> Rahmat Andresta. *Teaching Reading Of Narrative Text By Combining Story Map And Soaps (Speaker, Occasion, Audience, Purpose, Subject) Strategy*, (STKIP) PGRI Sumatera Barat, p. 2-3

It means that, the teacher should have a good preparation to teaching materials for students and follow the sequences to make students more comprehension about the text.

**c. The Model of Using Story Map**

a. Modeling the Use of Story Map

1. Explaining to the students the use and the function of Story Mapping.
2. Displaying the story map template in front of the class.
3. Explaining the students about the meaning of each elements of story map and how to complete the story map.
4. Helping the students to understand how the elements of story map interrelated by giving some questions.

b. Leading the Use of Story Map

1. Asking the students to read the story independently then identify the elements of the story.
2. Asking the students to state their opinion and discuss it with the class.
3. Asking the students to complete the correct answer into their own map.

c. Independent Use of Story Map

1. Asking the students to read the story independently and generate their map independently.

2. Asking the students to answer the comprehending questions.<sup>35</sup>

#### **d. The Use of Story Map Strategy**

According to Cunningham explains how to use Story Map Strategy. There are: (1) Decide on a story map skeleton that will work best for your students. The teacher leads students to identify content from the text based on story map skeleton. (2) Talk about the story map and make sure that students understand that their purpose for reading is to prepare to complete the story map. The teacher leads students to understand and complete the story map. (3) Have students read the story of a book. The students read the story and understand about the content of the story. (4) Have students complete the story map as a class or in small groups with their books closed.

The teacher command students to complete the story map and discuss with friends or groups when books closed. (5) Tell students to open their books to correct mistakes and fill in gaps. When open the books, look the mistake n fill in gaps at story map skeleton. (6) If you are reading a longer selection, have students complete the story map for each story.<sup>36</sup>

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<sup>35</sup> Riza Kisfinata, Musli Ariani, I Putu Sukmaantara. *The Effect Of Using Story Mapping Technique On Reading Comprehension Achievement Of The Eighth Year Students At Mts. Negeri Bangsalsari, Pancaran*. 2013, P. 3-4

<sup>36</sup> Dia Putri Herizona, *Teaching Reading Narrative Text By Combining Story Map And Beach Ball Strategies For Junior High School*. STKIP PGRI Sumatera Barat, P. 3

### **e. The Advantage and Disadvantage of Story Map Strategies**

Cunningham states that some advantages of Story Map Strategy such as, the student will be easy and fun to recognize a passage or text and answers the questions because the teacher guides them to construct in map their ideas and using the ball to answers the questions. Moreover, the will be easy to understanding the text or story because this strategy use map. So they will be interest and fun to make and to understand it.<sup>37</sup>

Beside that, story map also has some disadvantages. First, it cannot be applied in other types of the text such as descriptive, news item, report, because story map only requires elements of story. This map will appropriate to use in teaching reading comprehension of narrative text.<sup>38</sup>

### **f. The Examples of Story Map**

Actually, many examples of story map. The writer chooses an example of story map strategy in this research, there is graphic map. The different colors which fulfill of each element in the story map are used to make it more insightful and the teaching learning process become more memorable.

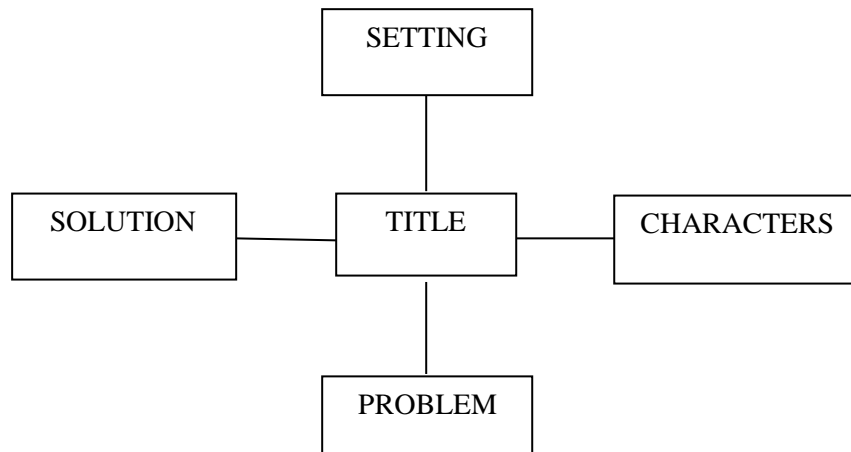
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<sup>37</sup> Ibid, P. 6

<sup>38</sup> AnnisaPurwaning Sayekti, *Using Story Mapping to Teach Students' Writing Ability Of Narrative Text*. Jakarta. 2014, P. 19

a. Example of graphic map :

1. Graphic Map



## B. Theoretical Framework and Paradigm

### 1. Theoretical Framework

A writer must have a theoretical framework as a concept for basic research. Theoretical framework is “A concept that contains causal relationship between independent variables and dependent in order to give an explanation as to the symptoms that became the object of problem in the research.”<sup>39</sup>

From the description of framework above, there are two variables in this research. There are independent variable (X) is story map and dependent variable (Y) is reading comprehension.

Story map is very important to understand students in reading. The students can get information. Story map will enable the students to solve the difficulties in reading comprehension. Therefore, there is any positive

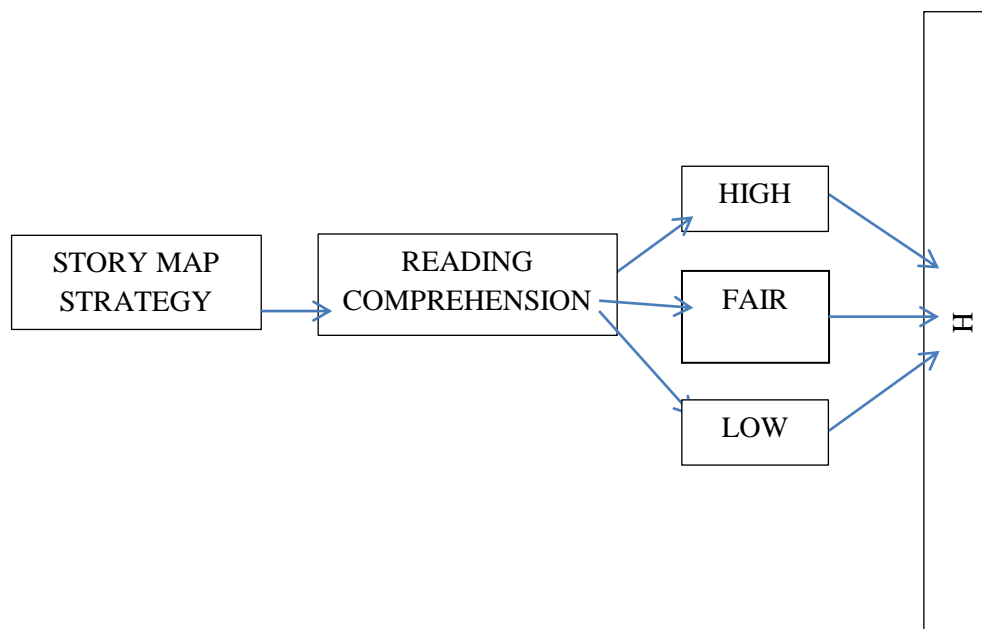
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<sup>39</sup> Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, *Pedoman Penulisan Skripsi*, 2005, P. 31

and significant influence between using story map toward the students reading comprehension.

## 2. Paradigm

Based on the theoretical framework above the research describes the paradigm as follows:



The writer interprets the paradigm above as following:

- a. If the grade of the students' story map is high, the grade of the students' reading comprehension will be too.
- b. If the grade of the students' story map is fair, the grade of the students' reading comprehension will be too.
- c. If the grade of the students' story map is low, the grade of the students' reading comprehension will be too.



The result score of this research as follows:

72-82 = High

61-71 = Fair

50-60 = Low

This result score is get from the pre-survey of SMPN 2 Trimurjo.

## **C. Hypothesis**

### **1. Hypothesis Formulation**

Based on the theoretical framework and paradigm above the researcher formulates the hypothesis as follows:

a. Alternative hypothesis ( $H_a$ ):

$H_a$  : There is a positive and significant influence of The Influence Of Using Story Map Strategy Toward The Student's Reading Comprehension Among The Eight Grader Of SMPN 2 Trimurjo In Academic Year 2017/2018.

b. Null hypothesis ( $H_o$ ):

$H_o$  : There is no a positive and significant influence of The Influence Of Using Story Map Strategy Toward The Student's Reading Comprehension Among The Eight Grader Of SMP N 2 Trimurjo In Academic Year 2017/2018.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research the researcher applied quantitative research. Quantitative research is “explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)”.<sup>40</sup> Moreover, quantitative research is based on the measurement of quantity or amount.<sup>41</sup> Therefore, the researcher concluded that this research is quantitative research because the research used the numerical data that taken from the students. Since it is a true experimental research which applying pre-test, post-test control group design. An experimental research was determined whether a causal relationship exists between two or more variables. An experiment has three characteristics: (1) An independent variable is manipulated; (2) all other variables that might affect the dependent variable are held constant; and (3) the effect of the manipulation of the independent variable on the dependent variable is observed.<sup>42</sup>

This research involves two variables, the independent variable is story map strategy (X) and dependent variable is the students’ reading comprehension skill (Y). The writer chooses class VIII D at SMPN 2

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<sup>40</sup>Daniel Muijs,*Doing Quantitative Research in Education with SPSS*. (London: Sage Publications, 2004), p.1.

<sup>41</sup>CRKathori, *Research Methodology Methods and Technique, Second Revised Edition* ( New Delhi: New Age international publisher. 2004), p. 3.

<sup>42</sup>Donal Ary et.al, *Introduction to Research in Education , USA, Rinehart and Winston, 2002, P. 150*

Trimurjo as a sample, because this class still low their reading comprehension skill. Total students at class VIII D are 30 students, the researcher gives treatment, pre-test and post-test. And the form of test in this research is multiple choice test.

This study is to investigate whether “Story Map” Strategy can influence the students’ reading comprehension skills significantly by comparing between the score of pre-test and post-test. Firstly, the researcher gives a pre-test to the students to identify their reading comprehension skill. After that, the writer gives the treatment with “Story Map” Strategy. Then, the writer gives a post-test to identify their achievement on reading after being the treatment by using “Story Map” Strategy. If the score pre-test is higher than post-test, it indicates that “Story Map” Strategy cannot influence the students’ reading comprehension significantly. However, if the score of post test is higher than pre-test, it shows that “Story Map” Strategy can influence students’ reading comprehension skills significantly.

## **B. Population, Sample and Sampling Technique**

### **1. Population**

The population in this research was at the eighth grade of SMPN 2 Trimurjo in Academic Year 2018/2019. It is about 144 students who are divided into 5 classes.

## **2. Sample**

The researcher taken of one class as the experimental class. This sample will use VIII D class of SMPN 2 Trimurjo in Academic Year of 2018/2019. There are 30 students at this class.

## **3. Sampling Technique**

Sampling technique of the research was random sampling technique. The researcher choosed random sampling as a technique in choosing sample because what the researcher needs to select the intact group. The sample of this research is the eighth grade of SMPN 2 Trimurjo in Academic Year 2018/2019. The numbers of class at the eighth grade are 5 classes. But, the researcher takes just one class. That is VIII D class which consists of 30 students as an experimental class.

## **C. Operational Definitions of Variables**

The operational definitions of variables in this research are:

### **1. Independent variable**

Independent variable is one or more groups receive the experimental manipulation, or treatment from the writer.<sup>43</sup> The independent variable (X) in this research is “Story Map” Strategy. Story map can be defined as the reading strategy to give the way and knowledge for students in comprehend the reading text. In this reasearch the students can comprehend the text easily by using story

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<sup>43</sup> John W. Creswell, Op.Cit, P. 165

map strategy. It influences the dependent variable that is reading comprehension skills. The indicators of this variable are:

- a). The teacher will prepare the story map to be used in the lesson.
- b). Before reading, the teacher will need to show the students a copy of the story map that will be used in the lesson and discuss each element on the map.
- c). During reading, the teacher can model using a story map as you read the story aloud.
- d). After reading, the students may benefit from reviewing their completed story maps.

Moreover, to measure this variable the the writer uses multiple choice test to know about students' reading comprehension. The test consists of 10 questions that have four options; A, B, C, D. The students will get ten scores if they answer question correctly and they get zero for wrong answer. Hence the biggest score is 100 and the lowest is 0.

## **2. Dependent Variable**

The dependent variable is the major variable that measured or observed to determine how, and if, it is affected by the presence of the independent variable. A dependent variable of this research is reading comprehension skill. It measured by multiple choice test. The researcher gives test to students by giving several text and they have to answer the multiple choice question based on the text. The indicators of this variable are:

- a) The students can be able to read and understand the text
- b) The students are able to find the title, characters, setting, problem, and solution of the text.
- c) The students can comprehend a text by using story map strategy.

In this research the students can identify and analyze the reading text. This variable can be measured by using written test especially the type of multiple choice test. The test consists of 10 questions that have four options; A,B,C,D. The students get ten score if they answer question correctly and they get zero for wrong answer. Hence the biggest score is 100 and the lowest is 0. The test was given two times, which are before the treatment or called pre-test and after treatment or called post-test.

Therefore, the researcher used the several ways to measure the students' reading comprehension based on the score of test as follows:

Table 3.

Passing Grade Criteria

Grade	Letter	Categories
80-100	A	Excellent
66-79	B	Good
59-65	C	Fair
40-55	D	Low
30-39	E	Failed

In addition, to measure of the students' reading comprehension the researcher used scale of measurement 0-100. The scale used on the result of pre test and post test of reading comprehension which are consist of 10 questions, with each question has 10 point if answer the true question and they get zero for wrong answer. Maximal score is 100 and the minimal is 0.

#### **D. Data Collecting Technique**

In collecting the data, the writer has the following steps:

##### 1. Test

Test is one of the tools to measure the students' basic ability and achievement. Moreover, the writer uses test as data collection method to measure both of the variable. The writer measures the reading comprehension of the student by giving reading comprehension test using reading text.

A test that used in this research is multiple choice of reading comprehension test. There are two test in this research the first test is pre test and the second test is pos test. The researcher used the objectives test with the multiple choice test, it consist of 10 items, each the items consist of options: A,B,C,D. Moreover, the students answer the following questions, after read paragraph.

##### a. Pre- test

The pre test have be done in the first meeting before doing treatment. That is to know comprehension of the students before doing the action research.

b. Post test

Post test have be done in the last meeting after doing treatment to find out whether the treatment give influence to the students' achievement in the class or not.

2. Documentation

The writer uses this kind of method in order to get the detail information of students' reading comprehension skill that had been though by their teacher before. The writer uses the documentation method to know detail condition of the school, students, teacher, and history of SMPN 2 Trimurjo in academic year 2018/2019.

**E. Research Instrument**

The research instrument is tool or facility used by researcher to collect data in order to work more easily and better result, in terms of more accurate, complete and systematic so that more easily processed. Furthermore, the writer instrument involves:

1. Instrument Blueprint

Instrument blueprint is a way to get the data that useful the writer has done to collage information the field. Instrument includes test and questionnaires, observation schedules any other tool used to call data. The instrument which used to measure the students' reading comprehension is test. The kind of test was multiple choice test that are consist of 10 item questions, each item consists of four opinion: A, B, C, D.



Table 4.

**Instrument Grills Test of Story Map Strategy and Reading Comprehension:**

No	Variable	Indicators	Type of question	Total Item
1.	Independent Variable (x)  Story Map Strategy	a. The teacher will prepare the story map to be used in the lesson.  b. The teacher show the students a copy of the story map that will be used in the lesson and discuss each element on the map.  c. During reading, the teacher can model using a story map as you read the story aloud.  d. After reading, the students may benefit from reviewing their completed story maps.	Multiple Choice	1-10
2.	Dependent Variable (y)  Reading Comprehension Skills	a). The students can be able to read and understand the text  b). The students are able to find the title, characters, setting, problem, and solution of the	(Multiple Choice)	1-10

		<p>text.</p> <p>c).The student can comprehend a text by using story map strategy.</p>		
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## 2. Instrument Calibration

Instrument is the scale of measurement which is used to decide the instrument standard will be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher. From the quotation above, it can be inferred that instrument calibration is scale of measurement which will be used to screening or examination of items instrument that made by researcher.

### a. Validity

To know whether the test have good quality or not, the researcher should know the validity of the test. Validity is another critical aspect of measurement that must be considered as part of an overall measurement strategy.<sup>44</sup> “Validity focuses on what the test or measurement strategy measures and how well it does so”.<sup>45</sup> In this research, the researcher conducts try out to measure the validity and reliability.

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<sup>44</sup> Alan S. Kaufman & Nadeed L. Kaufman, *Essentials of Research Design and Methodology*, (USA: John Wiley & Sons, Inc, 2005), P.106

<sup>45</sup>Ibid, P. 106

## b. Reliability

Reliability refers to “the consistency or dependability of a measurement technique, and it’s concerns with the consistency or stability of the score obtained from a measure or assessment over time and across setting or conditions”.<sup>46</sup> In other word, whether it consistent predictability and accuracy. From the statements above, the writer can conclude that reliability is the accuracy of the measurement result.

## F. Data Analysis Technique

To investigate whether there is any positive and significant influence of the story map strategy on reading comprehension skill among the eighth grade of SMPN 2 Trimurjo in the Academic Year of 2018/2019, the writer analyzes the data by using t-test. According to Donal Ary the t-test formulation as follows :<sup>47</sup>

$$1. \text{ T-test} \quad : \quad t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Explanation:

t : t (Ratio)

D : Average difference

$\sum D^2$  : Different scores squared, then summed

$(\sum D)^2$  : The scores summed, then squared

N : Number of pairs

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<sup>46</sup> Ibid, P. 103

<sup>47</sup> Donal Ary et.al, *Introduction to Research in Education , USA, Rinehart and Winston, 2002, P. 150*

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

#### **A. General Description**

##### **1. Description of The Research Location**

###### **a. History of SMP Negeri 02 Trimurjo**

SMP Negeri 02 Trimurjo was established based on the decision of The Ministry of Educational and Cultural Affairs of Republic of Indonesia by number 0363/2007 on 20th June 2007. SMP Negeri 02 Trimurjo located at Sangunratu Street in Trimurjo, Lampung.

In addition, SMP Negeri 02 Trimurjo have guided by 2 principles as follows:

- 1) Ibrahim, S.Pd (in the period of 2007 – 2017)
- 2) Sodik, S.Pd (in the period of 2017 – Now)

###### **b. Vission and Mission of SMP Negeri 02 Trimurjo**

###### 1) Vission

Being an independent and prestigous school based on educational manner and knowledgeable about technology advance.

###### 2) Mission

- a) Creating the developing of curriculum
- b) Increasing the effectivity of learning process
- c) Creating accomplishment with the standard minimum  $\geq 65$  for each lesson
- d) Creating human resources of good teacher

e) Completing the infrastructures

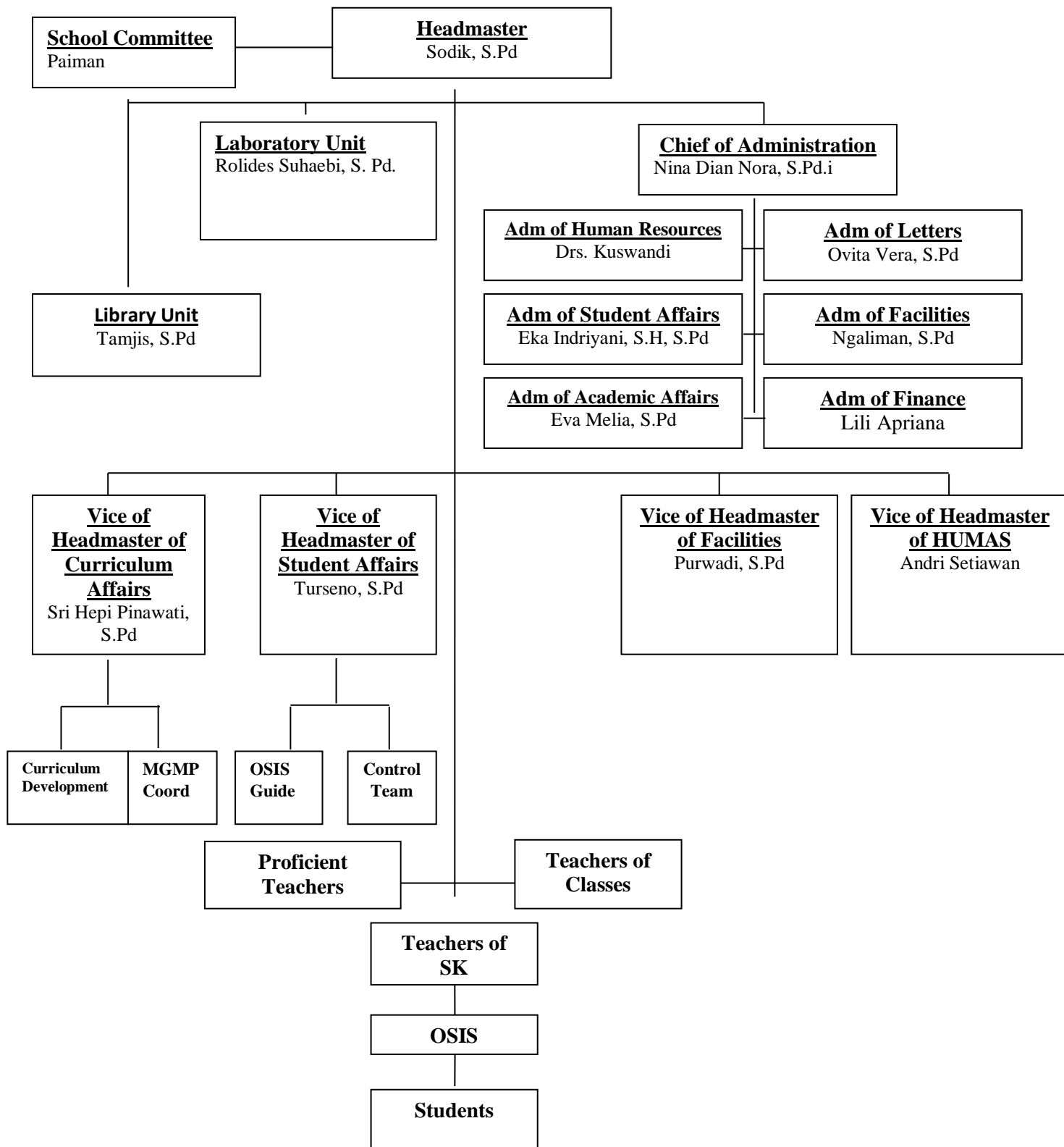
Moreover, The orientation of SMP Negeri 02 Trimurjo is the official management. The school consists of fourteen classes, teacher room, official employee room, library, computer laboratory, biological laboratory, mosque, canteen, toilet, and parking area.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMP Negeri 02 Trimurjo is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum.

**c. Structure of Organization**

The structure of organization of SMP Negeri 02 Trimurjo is stated below:

**ORGANIZATION STRUCTURES OF SMP Negeri 02 Trimurjo**



#### d. Condition of The Teachers and Employers

The condition of the teachers and employers in SMP Negeri 02

Trimurjo is stated below:

Table 5: Condition of Teachers and Employers

<b>NO</b>	<b>N A M A</b>	<b>NIP</b>	<b>Mengajar Mata Pelajaran</b>
1.	Purwaningsih	196603211993032006	Social teacher
2.	Sodik. S.pd	196509201990031010	Social teacher
3.	Tamjjs	196211031984031004	Social teacher
4.	Siti Umisah	196507121988032004	Social teacher
5.	Arilitawati	197102021993112001	Indonesian teacher
6.	Lili Sugiarti	196708251994032006	Indonesian teacher
7.	Sumarni	197308031998022002	Indonesian teacher
8.	Kasimun	195901101983031028	English teacher
9.	Sariyatun	196409091987032017	English teacher
10.	Ignatius Suyono	195812121983011002	English teacher
11.	Rohmat	196104111983031009	Science teacher
12.	Condro Asih Winarni	196412281990032003	Science teacher
13.	Nina Utami	196205051984122007	Science teacher
14.	Sabar Bagio	196005051982031016	Science teacher
15	Basir	196112051983011002	Mathematics teacher
16	Purwadi	196308071986011004	Mathematics teacher
17	Asmarani	196701061989032003	English teacher
18	Sri Yuliani	196707061990102001	Mathematics teacher

19	Joko Sriyono	196511031997021001	Physics teacher
20	Sri Hepi Pinawati	196412251984122002	Indonesian teacher
21	Rohman	196409271989031008	History teacher
22	Rokhman	197005201998021003	History teacher
23	Suwarsih	196407141987012001	Computer teacher
24	Sri Daromi	196312281991022001	Indonesian teacher
25	Kiswanto	196708131992031008	History teacher
26	Rina Sukaryati	196908291999032002	Mathematics teacher
27	Setyaningrum	197110161999032002	Music art teacher
28	Akhmad Baderul M.	196801101997021003	Music art teacher
29	Dwi Rahayu A.	196402031991022001	History teacher
30	Turseno	197308042000121004	History teacher
31	Zaidin Arif	196705101988031002	History teacher
32	Sapto Santoso	196203191993031001	English teacher
33	Satrianing Roso	195812051986021002	English teacher
34	Alfernada	196311221990032006	Music art teacher
Jumlah Jam			

Source: documentation of SMP Negeri 02 Trimurjo gathered on 30<sup>th</sup>, August 2018.

#### e. Condition of Students

The condition of students in SMP Negeri 02 Trimurjo is stated as follows:



Table 6: Recapitulation of Students in SMP Negeri 02 Trimurjo

NO	Classes	Sex		Total
		Male	Female	
1.	Class VII	51	100	151
2.	Class VIII	52	92	144
3.	Class IX	53	74	127
<b>Total</b>		<b>156</b>	<b>266</b>	<b>422</b>

Source: documentation of SMP Negeri 02 Trimurjo gathered on 30th, August 2018.

#### f. Condition of Facilities

The condition of facilities in SMP Negeri 02 Trimurjo is stated below:

Table 7: Recapitulation Facilities in SMP Negeri 02 Trimurjo

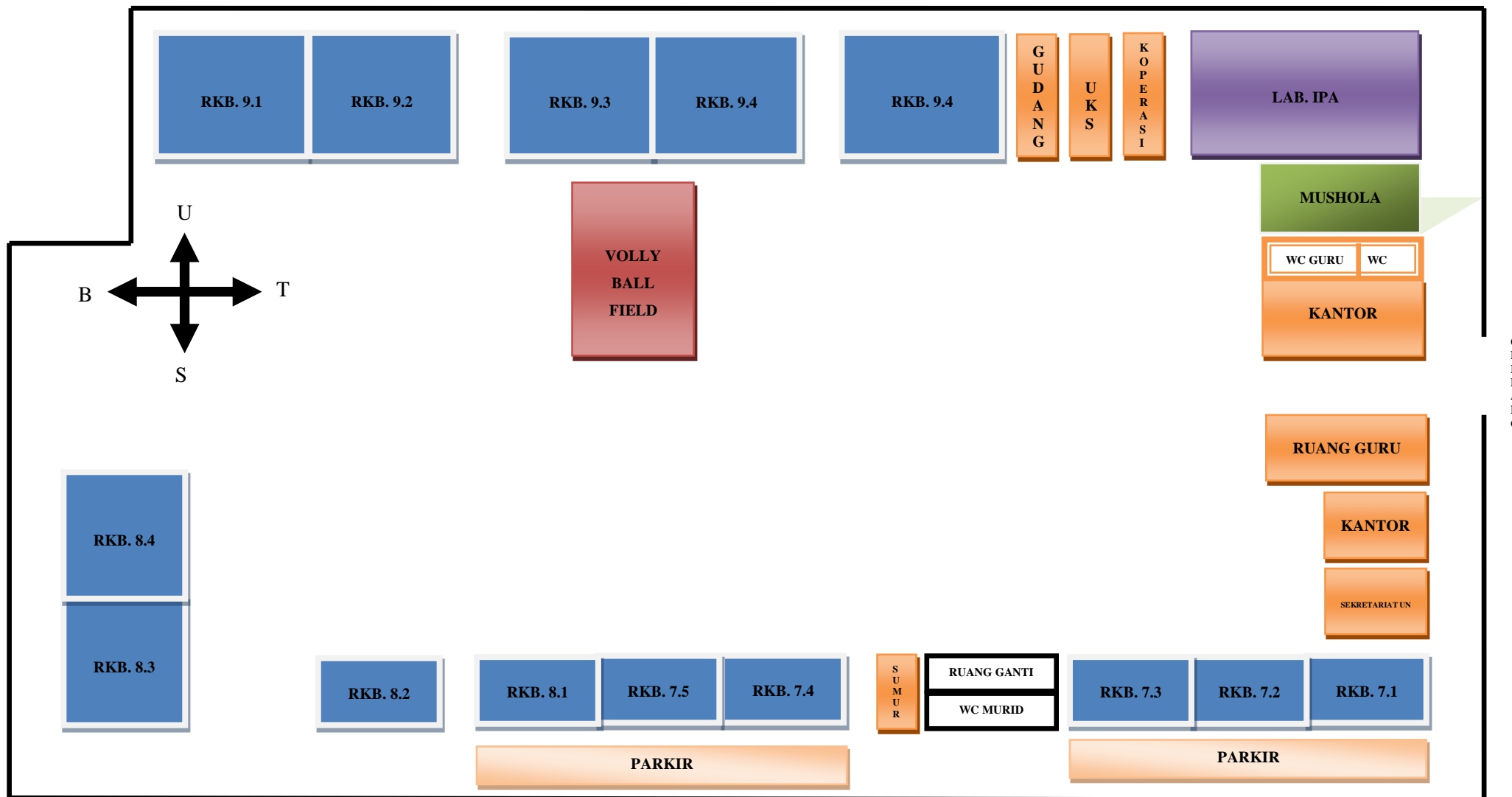
NO	FACILITIES	QUANTITY
1	Classroom (Class VII-IX)	14
2	Headmaster Room	1
3	Teacher Room	1
4	TU Room	1
5	Counseling Room	1
6	Library	1
7	OSIS Room	1
8	Mosque	1
9	Warehouse	1
10	Parking Area	1
11	Teacher Toilet	1

12	Student Toilet	2
13	Canteen	5
14	The Locker Room	1
15	Sciences Laboratory	1

Source: documentation of SMP Negeri 02 Trimurjo gathered on 30th, August 2018.

**g. Location Sketch of SMP Negeri 02 Trimurjo**

Location sketch of SMP Negeri 02 Trimurjo is stated below:



## 2. Description of The Research Data

### a. Pre-test Result

The researcher conducted pre-test on 30th, August 2018. It was done to find out the students' basic knowledge towards narrative text in multiple choosereading comprehension before giving treatment. The result of preliminary test could be seen as follows:

Table 8:

The students' pre-test result towards reading comprehension in a text at the eighth graders of SMP Negeri 02 Trimurjo.

No	Codes of Respondents	Pre-test Scores
1	AM	50
2	AH	60
3	AP	70
4	AD	50
5	AB	70
6	AA	50
7	AF	20
8	AR	40
9	AA	60
10	AS	60
11	BA	30
12	DP	50
13	DM	20
14	GI	80
15	KH	30
16	NR	70

17	NR	50
18	RA	60
19	SA	50
20	SY	50
21	TW	20
22	YF	70
23	VA	20
24	YD	30
25	DA	70
26	DF	70
27	DA	60
28	DS	50
29	ZP	70
30	ZF	50
	Total	1530
	Average	51

Source: documentation of pre-test result of reading comprehension in narative text gathered on 30th, August 2018.

From the data above, it could be found that the highest scores was 80 and the lowest scores was 20. In line with the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,477$$

$$K = 1 + 4,77$$

$$K = 5,77 = 6$$

R = the highest scores – the lowest scores

$$R = 80 - 20$$

$$R = 60$$

$$I = \frac{R}{K}$$

$$I = \frac{60}{6}$$

$$I = 10$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

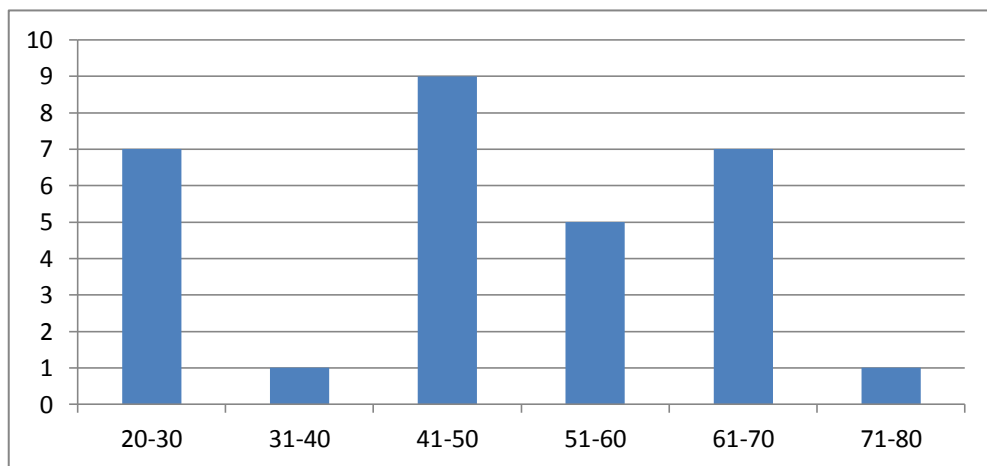
The total of interval class (I) in this research was 10. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 9:

Table of frequency distribution of students' pre-test result towards reading comprehension in a text at the eighth graders of SMP Negeri 02 Trimurjo.

No	Interval Classes	Frequencies	Percentages
1	71 – 80	1	3,33%
2	61 – 70	7	23,33%
3	51 – 60	5	16,67%
4	41 – 50	9	30%
5	31 – 40	1	3,33%
6	20 – 30	7	23,33%
	Total	30	100%

Graph 1:  
The result of students' pre-test towards reading comprehension in narative text at the eighth graders of SMP Negeri 02 Trimurjo.



Further, based on the table of frequency distribution above, it could be inferred that from 30 students as the sample of the research, just for about 1 students who had got the score similar to or higher than story map strategy, which is 80. The data revealed that 7 students got the score between 20 – 30 or as many as 23.33%. Next, there were 1 students got the score between 31 – 40 or as many as 3,33%. There were 9 students who got the score between 41 – 50 or in the other words, as many as 30%. Besides, there were 5 students who got the score between 51 - 60 and 7 students got the score between 61 - 70 in percentage of 16,67% and 23,33% of each. The last, there were 1 students who got the score between 71 – 80 or as many as 3,33%.

In summary, from the result of pre-test, the researcher found that the students' problem was in using ineffective strategy in teaching learning process. As a result, most of the students got the scores lower than story map strategy.

### b. Post-test Result

After considering the pre-test result of a text in multiple choice reading comprehension, the researcher conducted the treatment of concept story map to help the students getting better understanding of narrative text. Beware of that, the researcher identified the students' difficulty in multiple choice reading comprehension and offered concept problem based learning strategy to know if there was positive and significant influence of it.

Furthermore, after the students in this class had been given the treatment of concept problem based learning strategy and they had understood already, the researcher gave the post-test to measure their narrative text in multiple choice reading comprehension. The result of post-test could be seen below:

Table 10:

The students' post-test result towards reading comprehension in narrative text at the eighth graders of SMP Negeri 02 Trimurjo.

No	Codes of Respondents	Post-test Scores
1	AM	70
2	AH	70
3	AP	50
4	AD	100
5	AB	60
6	AA	50
7	AF	60
8	AR	70



9	AA	70
10	AS	70
11	BA	60
12	DP	50
13	DM	70
14	GI	50
15	KH	80
16	NR	60
17	NR	40
18	RA	80
19	SA	60
20	SY	90
21	TW	50
22	YF	40
23	VA	70
24	YD	80
25	DA	80
26	DF	90
27	DA	70
28	DS	70
29	ZP	50
30	ZF	70
	Total	1980
	Average	66

Source: documentation of post-test result of narative text in multiple chooise reading comprehension gathered on 30th, August 2018.

From the data above, it could be found that the highest scores was 100 and the lowest scores was 40. In line with the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,47$$

$$K = 1 + 4,87$$

$$K = 5,87 = 6$$

R = the highest scores – the lowest scores

$$R = 100 - 40$$

$$R = 60$$

$$I = \frac{R}{K}$$

$$I = \frac{60}{6}$$

$$I = 10$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

The total of interval class (I) in this research was 6. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

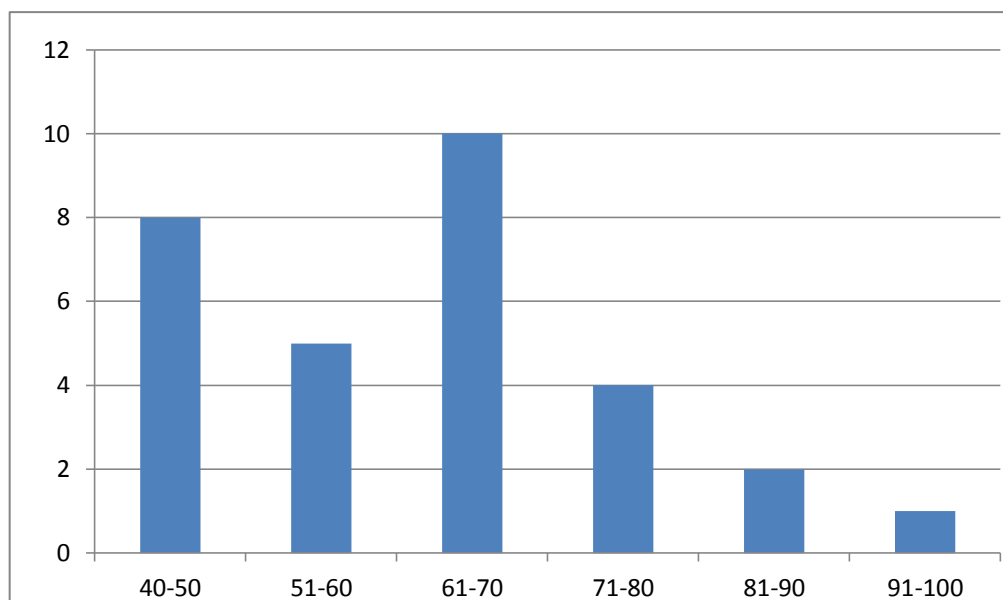
Table 11:

Table of frequency distribution of students' post-test result towards reading comprehension in narrative text at the eighth graders of SMP Negeri 02 Trimurjo.

No	Interval Classes	Frequencies	Percentages
1	91– 100	1	3.33%
2	81– 90	2	6,67%
3	71 – 80	4	13,33%
4	61 – 70	10	33,33%
5	51 – 60	5	16,67%
6	40 – 50	8	26,67%
	Total	30	100%

Graph 2:

The result of students' post-test towards reading comprehension in narrative text at the eighth graders of SMP Negeri 02 Trimurjo.



Further, based on the table of frequency distribution above, it could be inferred that from 30 students as the sample of this research, there were 1 student got the score similar to or higher than story map, which is 100. To be known, there were 8 students who got the score between 40-50 or as many as 26.67%, and there were 5 students who got the score between 51-

60 or as many as 16,67% and there were 10 students who got the score between 61-70 or as many as 33.33%. In addition, there were 4 students who got the score between 71 – 80 or as many as 13,33% and there were 2 students who got the score between 81-90 or as many as 6.67%. The last, there were 1 students who got the score between 91-100 or as many as 3,33%.

To sum up, the post-test result was categorized into sufficient category even though several students was still lack on problem based learning strategy on the students reading comprehension, but on the whole, there was certain influence to help the students get better understanding.

## **B. Hypothesis Testing**

After gathering the data, the researcher analyzed the data by using chi-square and t-test in order to prove whether there was a positive and significant influence of using problem based learning strategy on the students reading comprehension in narative text at the eighth graders of SMP Negeri 02 Trimurjo, as follows:

### **1. Getting the data into the formula of chi-square ( $\chi^2$ )**

After holding the essay test, the researcher analyzed the data by using chi-square in order to prove whether there was any significant and positive influence of problem based learning strategy on students' reading comprehension in narative text at the eighth graders of SMP Negeri 02 Trimurjo as stated below:

$$x^2 = \sum \left[ \frac{(F_o - F_e)^2}{F_e} \right]$$

Table 12:  
The Contingency Table of The Expected Frequencies of The Result of  
Students' Pre-test and Post-test

Variables	Categories					Total
	Excellent	Good	Fair	Poor	Failed	
Pre-test	0	6	12	10	2	$r_n = 30$
Post-test	3	15	10	2	0	$r_n = 30$
Total	$c_n = 3$	$c_n = 21$	$c_n = 22$	$c_n = 12$	$c_n = 2$	$n = 60$

Hypothesis testing by using chi-square was analyzed as follows:

Table 13:  
Testing of The Data

Sel:	$f_o$	$f_e = \frac{c_n \times r_n}{n}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	0	$\frac{3 \times 30}{60} = 1.5$	-1.5	2.25	1.5
2	6	$\frac{21 \times 30}{60} = 10.5$	-4.5	20.25	1.928
3	12	$\frac{22 \times 30}{60} = 11$	1	1	0.195
4	10	$\frac{12 \times 30}{60} = 6$	4	16	0.090
5	2	$\frac{2 \times 30}{60} = 1$	1	1	1
6	3	$\frac{3 \times 30}{60} = 1.5$	1.5	2.25	1.5
7	15	$\frac{20 \times 30}{60} = 10$	5	25	2.5
8	10	$\frac{23 \times 30}{60} = 11.5$	-1.5	2.25	0.195
9	2	$\frac{12 \times 30}{60} = 6$	-4	16	2.667
10	0	$\frac{2 \times 30}{60} = 1$	-1	1	1
Total	$n = 60$	$f_t = 60$			$X^2 = 15.047$

Accordingly, the value of chi-square was 15,72. Then, to know the critical value of chi square, the researcher counted df at first that stands for degrees of freedom. The formulation of df was:

$$df = (c - 1) ( r - 1 )$$

Where:

df = number of degrees of freedom

c = number of columns

r = number of rows

$$df = (5-1)(2-1)=4$$

Table 14:  
Critical Value of Chi-Square

Degrees of Freedom	Level of Significant	
	5%	1%
df4	9.488	13.227

- a. The critical value of  $\chi^2$  table for 5% level was 9.488.
- b. The critical value of  $\chi^2$  table for 1% level was 13.227.

From all data analysis above, it could be known that:

- 1)  $\chi^2_{\text{observed}} = 15.72$
- 2)  $\chi^2_{\text{table or expectancy}} = 5\% (9.488)$  and  $1\% (13.227)$

The degrees of freedom is 4. Therefore, the values of  $\chi^2_{\text{table}}$  on degrees of freedom in the level of 5% are 9.488 and in the level of 1% are 13.227. From the data above, it revealed the comparison between  $F_o$  and  $F_t$  was:  $9.488 < 15.72 > 13.227$  in the level of significant of 5% and 1%. It meant that the alternative hypothesis ( $H_a$ ) which explained “there is a positive and significant influence of using problem based

learning strategy on the students' reading comprehension in narative text" was accepted and  $H_0$  was rejected.

## 2. Getting the data into the formula of t-test

To find whether there was positive and significant influence of problem based learning strategy on the students' reading comprehension in narative text at the eighth graders of SMP Negeri 02 Trimurjo. The researcher used the t-test formula. The researcher prepared the table and put the data into the formula of t-test below to get  $t_{\text{observed}}$ .

Table 15:  
The scores of pre-test and post-test result of reading comprehension in narative text at the eighth graders of SMP Negeri 02 Trimurjo.

No	Codes of Resp	Pre-test ( $X_1$ )	Post-test ( $X_2$ )	D ( $X_2 - X_1$ )	$D^2 = (X_2 - X_1)^2$
1	AM	50	70	20	400
2	AH	60	70	10	100
3	AP	70	50	-20	400
4	AD	50	100	50	2500
5	AB	70	60	-10	100
6	AA	50	50	0	0
7	AF	20	60	40	1600
8	AR	40	70	30	900
9	AA	60	70	10	100
10	AS	60	70	10	100
11	BA	30	60	30	900
12	DP	50	50	0	0
13	DM	20	70	50	2500
14	GI	80	50	-30	900
15	KH	30	80	50	2500
16	NR	70	60	-10	100
17	NR	50	40	-10	100
18	RA	60	80	20	400
19	SA	50	60	10	100
20	SY	50	90	40	1600
21	TW	20	50	30	900
22	YF	70	40	-30	900

23	VA	20	70	50	2500
24	YD	30	80	50	2500
25	DA	70	80	10	100
26	DF	70	90	30	900
27	DA	50	70	20	400
28	DS	60	70	10	100
29	ZP	70	50	-20	400
30	ZF	50	70	20	400
		$\sum X_1 = 1530$	$\sum X_2 = 1980$	$\sum D = 460$	$\sum D^2 = 24400$

Average of D = 813,33

Therefore, the data was put into the formula of t-test then calculated it.

It could be calculated by using the formula below:

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

$$t = \frac{813,33}{\sqrt{\frac{23100 \cdot \frac{(430)^2}{30}}{30(30-1)}}$$

$$t = \frac{813,33}{\sqrt{\frac{23100 - 6163,33}{30(30-1)}}$$

$$t = \frac{813,33}{\sqrt{\frac{16936,67}{870}}}$$

$$t = \frac{813,33}{\sqrt{19,47}}$$

$$t = \frac{813,33}{4,41}$$

$$t = 184,43$$



To be known,  $t_{\text{observed}}$  was 184,43 as the result of counting by using t-test formula above. Meanwhile, the critical value of t-test ( $t_{\text{table}}$ ), the researcher firstly counted df, df is degree of freedom. The formulation of  $df = N - 1$ . N is the number of research population:

$$\begin{aligned} df &= N - 1 \\ &= 30 - 1 \\ &= 29 \end{aligned}$$

After considering the  $t_{\text{table}}$  by using df which was 29. The critical value of  $t_{\text{table}}$  was as follows:

Table 16:  
Critical Value of  $t_{\text{table}}$

Degrees of Freedom	Level of Significant	
	5%	1%
df 29	2.045	2.756

To df 29 with the level of significant in 5% was 2.045 and in 1% was 2.756 by  $t_{\text{observed}}$  was 4.951. Then, the data confirmed that  $t_{\text{table}} 2.045 < t_{\text{observed}} 4.951 > t_{\text{table}} 2.756$ .

### C. Interpretation

#### 1. Interpretation of $\chi^2_{\text{observed}}$

- If  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- If  $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The critical value of  $\chi^2_{\text{observed}}$  was 15.047 which meant that  $H_a$  was accepted and  $H_o$  was rejected. To conclude, the use of concept story map strategy could influence students' grammatical cohesion in essay writing at the eighth grade of SMP Negeri 02 Trimurjo.

## 2. Interpretation of $t_{\text{observed}}$

- a. If  $t_{\text{observed}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- b. If  $t_{\text{observed}} \leq t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

Finally, the data confirmed that  $t_{\text{observed}} = 4.951$  was higher than  $t_{\text{table}}$  2.045 in the level of 5% and 2.756 in the level of 1%. It meant that  $H_a$  was accepted and  $H_o$  was rejected. Therefore, it could be concluded that “there was a positive and significant influence of using problem based learning strategy on the students’ reading comprehension in narrative text at the eighth graders of SMP Negeri 02 Trimurjo”.

## D. Discussion

In this research, there were two variables consisting of independent variable and dependent variable. Independent variable (X) was problem story map strategy and dependent variable (Y) was the students reading comprehension. Based on the data analysis, the researcher concluded that story map strategy was an alternative strategy that had influence on the students’ reading comprehension skill. On account for this, it could be seen by the result of pre-test and post-test. Students of the eighth graders of SMP Negeri 02 Trimurjo, particularly VIII D had done pre-test and post-test whereby before holding the post-test, the researcher gave them certain treatment that consisted of story map strategy.

Similarly, the score they had got before and after treatment was so different that in the pre-test, the average score of class was 51. Meanwhile, the average score of class in the post-test was 66. In conclusion, the result of this

research was  $t_{\text{observed}} > t_{\text{table}}$  ( $2.045 < 4.951 > 174,6$ ) which revealed that  $H_a$  was accepted and  $H_o$  was rejected. In other words, there was a positive and significant influence of using story map strategy on the students' reading comprehension in narrative text at the eighth graders of SMP Negeri 02 Trimurjo.

To be exact, through problem based learning as an alternative strategy, the students learnt such make a narrative text in learning English. More precisely, there is a positive and significant influence of using story map strategy on the students' reading comprehension in narrative text after treatment. The fact showed that there was a change at the amount of the students who got lower scores.. At the end, they were able to implement their result of narrative text especially on reading comprehension skill.

Lastly, story map strategy could be a solution for teaching learning process especially in reading because it made the students more active while learning. Too, they were given much more opportunities to explore all their ideas. By using this strategy, teaching and learning process was more interesting, enjoyable and fun because it included visual capability and creativity among students so that they might take part better during learning process.

#### **E. Limitation**

This research was conducted only at the eighth graders of SMP Negeri 02 Trimurjo with the purpose to see whether there was any positive and significant influence of using story map strategy on the students' reading

comprehension. In other words, the result of this research could not be generalized. Consequently, the result might be different if it was conducted in any other circumstances.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Story map strategy is one of the strategy in learning reading. To understand the text easier and faster, the reader need story map strategy. Based on the analysis and result of the research, the researcher can conclude that the story map strategy has a positive influence toward the students reading comprehension. It can be used as the strategy in learning reading comprehension and it can improve in reading comprehension. It can be seen from the result of critical value of chi-square is “ $t_{\text{observed}}$ ” is 15,72 and “ $t_{\text{table}}$ ” is 9,488 and the result of critical value of t-test “ $t_{\text{observed}}$ ” is 3,2494 and “ $t_{\text{table}}$ ” is 2,045. The data confirmed that “ $t_{\text{observed}}$ ” is higher than “ $t_{\text{table}}$ ”. Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. So, there is an influence of using story map strategy on the the students’ reading comprehension skill at the eighth graders of SMP Negeri 02 Trimurjo in the Academic Year of 2018/2019.

#### B. Suggestions

Based on the research, the researcher will give the suggestion to the side that related as the considered as follows:

##### 1. For the Teachers

- a. The teachers are suggested to give the guidance to the students in reading the text.

- b. The teachers are suggested to teach reading comprehension, using story map strategy. So, the students can understand Reading comprehension easier and faster
2. For the Students
- a. The students are suggested to study hard in analyzing the reading text.
  - b. The students are suggested to be accustomed to read the text.
  - c. The students are suggested to try to read the text using story map strategy.
3. For the Headmaster
- a. The headmaster is suggested to complete the facilities to support learning process.
  - b. The headmaster is suggested to observe the teacher in learning process.

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# **APPENDIXES**

PRE TEST

Name : Dica Maulana

Class : VIII D

A. Multiple choice

1.	<del>A</del>	B	C	D
<del>2.</del>	A	<del>B</del>	C	D
<del>3.</del>	<del>A</del>	B	C	D
<del>4.</del>	A	B	C	D
<del>5.</del>	A	<del>B</del>	C	D
<del>6.</del>	A	B	C	<del>D</del>
7.	A	<del>B</del>	C	D
<del>8.</del>	<del>A</del>	B	C	D
<del>9.</del>	A	<del>B</del>	C	D
<del>10.</del>	A	B	<del>C</del>	D

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PRE TEST

Name : *Krisna Hadinata*

Class : *VIII D*

A. Multiple choice

<del>1.</del>	A	<del>B</del>	C	D
<del>2.</del>	A	B	C	<del>D</del>
<del>3.</del>	<del>A</del>	B	C	D
<del>4.</del>	A	B	C	<del>D</del>
<del>5.</del>	A	<del>B</del>	C	D
<del>6.</del>	A	B	C	<del>D</del>
<del>7.</del>	A	B	<del>C</del>	D
<del>8.</del>	<del>A</del>	B	C	D
<del>9.</del>	A	<del>B</del>	C	D
<del>10.</del>	A	B	<del>C</del>	D

*30*

PRE TEST

Name : Titis Windyna AA.

Class : VIII DP

A. Multiple choice

<del>1.</del>	A	B	<del>C</del>	D
2.	A	B	<del>C</del>	D
<del>3.</del>	<del>A</del>	B	C	D
<del>4.</del>	A	B	<del>C</del>	D
<del>5.</del>	A	<del>B</del>	C	D
<del>6.</del>	A	<del>B</del>	C	D
<del>7.</del>	A	B	C	<del>D</del>
<del>8.</del>	<del>A</del>	B	C	D
9.	A	B	<del>C</del>	D
<del>10.</del>	<del>A</del>	B	C	D



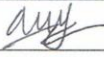
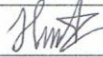

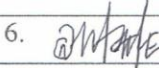



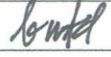


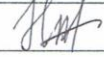


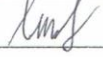


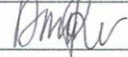

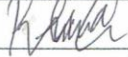

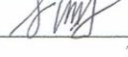

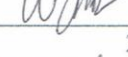
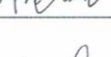
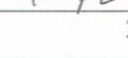

20/11

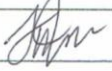

## ATTENDANCE LIST

(POST TEST)

Date : 31 Agustus 2018

Class : VIII D

NO.	NAME	SIGNATURE
1.	Adelia Amanda	1. 
2.	Adinda HS.	2. 
3.	Aditya Pratama	3. 
4.	Aditya Danu Saputra	4. 
5.	Aluisius Bakti SB.	5. 
6.	Amanda Ayu S.	6. 
7.	Andin Finanti	7. 
8.	Angga Ramadhani	8. 
9.	Anggra Ade Y.	9. 
10.	Asyfa Salsabila	10. 
11.	Billal Akbar J.	11. 
12.	Desi Patmasari	12. 
13.	Dica Maulana	13. 
14.	Galih Iswantoro	14. 
15.	Krisna Hadinata	15. 
16.	Noval Riska R.	16. 
17.	Novi Rahmawati	17. 
18.	Rahayu	18. 
19.	Siska Amelia	19. 
20.	Syefira	20. 
21.	Titis Wirduna AA.	21. 
22.	Yosi Fernando	22. 
23.	Venus Arera	23. 
24.	Yoga Dwi Armanda	24. 
25.	Dewi Aprilia	25. 
26.	Dinda fauziah	26. 
27.	Dian Amelia	27. 
28.	Desi Safitri	28. 

29.	Zalfa Putri	29.	
30.	Zaira Faira	30.	

POST TEST

Name : Krisna Hadinata

Class : VIII D

A. Multiple choice

1.	<del>A</del>	B	C	D
2.	A	B	<del>C</del>	D
3.	A	B	<del>C</del>	D
4.	A	B	C	<del>D</del>
5.	<del>A</del>	B	C	D
6.	<del>A</del>	B	C	D
7.	A	<del>B</del>	C	D
8.	A	<del>B</del>	C	D
9.	<del>A</del>	B	C	D
10.	A	<del>B</del>	C	D

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## POST TEST

Name : Syefira  
Class : VII D

### A. Multiple choice

1.	A	B	C	<del>D</del>
<del>2.</del>	A	<del>B</del>	C	D
3.	A	B	<del>C</del>	D
4.	A	B	C	<del>D</del>
5.	<del>A</del>	B	C	D
6.	<del>A</del>	B	C	D
7.	A	<del>B</del>	C	D
8.	A	<del>B</del>	C	D
9.	A	B	C	<del>D</del>
10.	A	<del>B</del>	C	D

90/11



POST TEST

Name : Dinda Fauziah

Class : VIII D

A. Multiple choice

1.	A	B	<del>C</del>	D
2.	A	<del>B</del>	C	D
3.	A	B	<del>C</del>	D
4.	A	B	C	<del>D</del>
5.	<del>A</del>	B	C	D
6.	<del>A</del>	B	C	D
7.	A	<del>B</del>	C	D
8.	A	<del>B</del>	C	D
9.	<del>A</del>	B	C	D
10.	A	<del>B</del>	C	D

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : P-1746/In.28/FTIK/PP.00.20/07/2017  
Lamp : -  
Hal : **IZIN PRA SURVEY**

Kepada Yth.,  
Kepala SMP Negeri 2 Trimurjo, Lampung Tengah  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : Dina Irbah Fadhilah  
NPM : 14121207  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul : THE INFLUENCE OF USING STORY MAP STRATEGY TOWARD THE STUDENTS' READING COMPREHENSION AMONG THE EIGHTH GRADERS OF SMP NEGERI 2 TRIMURJO

untuk melakukan pra survey di SMP Negeri 2 Trimurjo, Lampung Tengah.

Demikian permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 20 Juli 2017  
Ketua Jurusan TBI  
  
**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014



PEMERINTAH KABUPATEN LAMPUNG TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 2 TRIMURJO

Jalan Ramayana 11 B Limanbenawi Kecamatan Trimurjo, Lampung Tengah 34172  
( HP ) 081369712223 E-mail : smpndua.trimurjo@yahoo.co.id

Nomor : 400/148/03/C.16/D.a.VI.01/2017  
Lampiran : --  
Perihal : **Izin Pra survey**

Yth : Ketua Jurusan Tadris Bahasa Inggris (TBI)  
Fakultas Tarbiyah dan Ilmu Keguruan  
Intitut Agama Islam Negeri (IAIN) Metro  
Di  
Metro

Dengan Hormat,

Mengindahkan Izin Pra Survey dengan nomor : P-1746/In.28/FTIK/PP.00.20/07/2017  
tanggal, 20 Juli 2017, Kepala Sekolah Menengah Pertama Negeri 2 Trimurjo  
Kabupaten Lampung Tengah memberi izin kepada :

No	Nama	NPM	Universitas Asal/Fakultas	Prodi
1	DINA IRBAH FADHILAH	14121207	IAIN Metro/ Tarbiah dan Ilmu Keguruan	Tadris Bahasa Inggris ( TBI )

Untuk melakukan Pra Survey di SMP Negeri 2 Trimurjo Kabupaten Lampung Tengah  
dengan judul skripsi " *THE INFLUENCE OF USING STORY MAP STRATEGY  
TOWARD THE STUDENTS' READING COMPREHENSION AMONG THE EIGHTH  
GRADERS OF SMP NEGERI 2 TRIMURJO* "

Demikian Izin Pra Survey ini berikan, untuk dapat dipergunakan sebagaimana  
mestinya.

Trimurjo, 16 Nopember 2017  
Kepala SMPN 2 Trimurjo,



SODIK, S.Pd.  
NIP 19650920 199003 1 010

- Tembusan disampaikan kepada yth :
1. Kepala UPTD Pendidikan dan kebudayaan Kec. Trimurjo
  2. Yang bersangkutan
  3. Arsip
- pwt/s.izinpra-survey/2017-

**DAFTAR HADIR DAN DAFTAR NILAI SISWA  
KEGIATAN ULANGAN MID SEMESTER GANJIL  
TAHUN PELAJARAN 2017-2018**

HARI / TANGGAL  
MATA PELAJARAN

: Selasa / 10 Oktober 2017  
: Bahasa Inggris

KELAS : 8 D

Wali Kelas : Eka Lukmanati, S.Kom

NO	NAMA SISWA	NISN	NIS	L/P	TANDA TANGAN	NILAI
1	ADELIA AMANDA	0040177729	5794	P	1	50
2	ADINDA HOIRUL NISAH	0044906144	5795	P	2	50
3	ADITYA PRATAMA	0048391950	5796	L	3	50
4	ADITYA DANU SAPUTRA	0033658443	5797	L	4	50
5	ALUISIUS BAKTI SATRIO BUDI	0030057672	5748	L	5	60
6	AMANDA AYU SAPUTRI	0022225716	5799	P	6	50
7	ANDIN FINANTI	0045072876	5800	P	7	70
8	ANGGA RAMADANI	0039658769	5801	L	8	50
9	ANGGRA ADE YUDISTIRA	0047836699	5802	L	9	60
10	ASYFA SALSABILA	0038298882	5803	P	10	70
11	BILLAL ACHBAR JUNAEDY	0011603788	5804	L	11	50
12	DESI PATMASARI	0042942740	5805	P	12	50
13	DICA MAULANA	0043131252	5806	L	13	76
14	GALIH ISWANTORO	0041422545	5807	L	14	60
15	KRISNA HADINATA	0044575696	5809	L	15	50
16	NOVAL RISKA RAMADHAN	0036852370	5810	L	16	60
17	NOVI RAHMAWATI	0028477528	5811	P	17	77
18	RAHAYU	0048519946	5812	P	18	50
19	SISKA AMELIA	0049983231	5813	P	19	55
20	SYEFIRA	0040595646	5815	P	20	75
21	TITIS WIRDUNA ATI ATUZZAHWA		5906	P	21	76
22	YOSI FERNANDO	0055738789	5793	L	22	55
23	VENUS ARERA	0032655382	5816	P	23	76
24	YOGA DWI ARMANDA	0046027373	5817	L	24	73

PENGAWAS

SRI SETIAWATI S.Pd  
NIP 19721225 200502 200 3



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2719/In.28/D.1/TL.00/08/2018  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP N 2 TRIMURJO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2718/In.28/D.1/TL.01/08/2018, tanggal 30 Agustus 2018 atas nama saudara:

Nama : **DINA IRBAH FADHILAH**  
NPM : 14121207  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 2 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING STORY MAP STRATEGY ON THE STUDENTS'S READING COMPREHENSION SKILL AMONG THE EIGHTH GRADE OF SMP N 2 TRIMURJO IN THE ACADEMIC YEAR OF 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 Agustus 2018

Wakil Dekan I,

  
**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





PEMERINTAH KABUPATEN LAMPUNG TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 2 TRIMURJO

Jalan Ramayana 11 B Limanbenawi Kecamatan Trimurjo, Lampung Tengah 34172  
( HP ) 081369712223 E-mail : smpndua.trimurjo@yahoo.co.id

Nomor : 400/287/03/C.16/D.a.VI.01/2018  
Lampiran : --  
Perihal : **Izin Observasi/ survey**

Yth : Wakil Dekan I Institut Agama Islam Negeri Metro  
Fakultas Tarbiyah dan Ilmu Keguruan  
Di  
Metro

Dengan Hormat,

Mengindahkan Surat Izin Research / Survey dengan nomor surat : B-2719/ln.28/D.1/TL.00/08/2018, tanggal, 30 Agustus 2018, Kepala Sekolah Menengah Pertama Negeri 2 Trimurjo Kabupaten Lampung Tengah memberi izin kepada :

No	Nama	NPM	Universitas Asal/Fakultas	Jurusan
1	DINA IRBAH FADHILAH	14121207	Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan	Pendidikan Bahasa Inggris

Untuk melakukan Research / Survey di SMP Negeri 2 Trimurjo Kabupaten Lampung Tengah dengan judul skripsi " THE INFLUENCE OF USING STORY MAP STRATEGY ON THE STUDENT'S READING COMPREHENSION SKILL AMONG THE EIGHTH GRADE OF SMPN 2 TRIMURJO IN THE ACADEMIC YEAR OF 2018/2019 "

Demikian surat Research / Survey ini berikan, untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 19 September 2018  
Kepala Sekolah,

SODIK, S.Pd.  
NIP 19650920 199003 1 010

Tembusan disampaikan kepada yth :  
1. Yang bersangkutan  
2. Arsip  
--pwt/s.izinpra-survey/2018--



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2718/In.28/D.1/TL.01/08/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : DINA IRBAH FADHILAH  
NPM : 14121207  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 2 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING STORY MAP STRATEGY ON THE STUDENTS'S READING COMPREHENSION SKILL AMONG THE EIGHTH GRADE OF SMP N 2 TRIMURJO IN THE ACADEMIC YEAR OF 2018/2019".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 30 Agustus 2018



Mengetahui,  
Pejabat Setempat



Wakil Dekan I,

Dra. Isti Fatonah MA  
NIP. 196705311993032003



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : 2557 /In.28.1/J/PP.00.9/8/2018  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

03 Agustus 2018

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Dina Irbah Fadhilah  
NPM : 14121207  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : The Influence Of Using Story Map Strategy On The Students's Reading Comprehension Skill Among The Eighth Grade Of SMP N 2 Trimurjo In The Academic Year Of 2017/2018

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Ketua Jurusan TBI,

**A. Subhan Roza, M.Pd**

NIP. 19750610 2008011014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-0639/ln.28/S/OT.01/07/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Dina Irbah Fadhilah  
NPM : 14121207  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 14121207.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 31 Juli 2018  
Kepala Perpustakaan,  
  
Drs. Mokhtandi Sudin, M.Pd.  
NIP. 195808311981031001



SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa

Nama : DINA IRBAH FADHILAH  
NPM : 14121207  
Fakultas : TARBIAH DAN ILMU KEBURUAN  
Jurusan : TBI  
Angkatan : 2014

Telah menyerahkan buku berjudul

TEACHING ENGLISH LANGUAGE LEARNING THROUGH  
TECHNOLOGY

Metro,  
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telp. (0726) 41507; Faksimili (0725) 47296;  
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Dina Irbah Fadhilah  
NPM : 14121207

Jurusan/Fakultas : TBI  
Semester/TA : IX/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Kamis, 01/11/2018	✓		- Revise abstrak - Revise dedication page - Revise table of content - Revise space - Revise font in chapter V	
2.	Senin, 05/11/2018	✓		- Revise Abstract - Problem Limitation	
3	11/11/18			Ace to Mungah	

Mengetahui,  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum  
NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Dina Irbah Fadhillah  
NPM : 14121207

Jurusan/Fakultas : TBI/FTIK  
Semester/TA : IX/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Senin 8/10-18		✓	- Revise the Organization Structures of SMP Negeri 02 Trimurjo - Revise table 5.	
2.	Senin 16/10-18		✓	Revise ch. IV. Revise table 10	 
3.	Jelasa 23/10-18  Selasa 30/10-18		✓	ACC ch. IV.	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
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Dosen Pembimbing II

**Trisna Dinillah Harva, M.Pd.**  
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**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : Pengajuan Munaqosyah

Kepada Yth.,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN)  
di-

Tempat

*Assalamu'alaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Dina Irbah Fadhilah  
NPM : 14121207  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : THE INFLUENCE OF USING STORY MAP STRATEGY ON  
THE STUDENTS' READING COMPREHENSION SKILL  
AMONG THE EIGHTH GRADE OF SMPN 2 TRIMURJO IN THE  
ACADEMIC YEAR OF 2018/2019

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Metro, November 2018  
Co-Sponsor

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the munaqosyah  
of Dina Irbah Fadhilah**

To :  
The Honorable of the Dean of Faculty of  
Tarbiyah and Teacher Training  
State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Dina Irbah Fadhilah  
Student Number : 14121207  
Department : English Education  
Faculty : Tarbiyah and Teaching Training  
Title : THE INFLUENCE OF USING STORY MAP STRATEGY ON  
THE STUDENTS' READING COMPREHENSION SKILL  
AMONG THE EIGHTH GRADE OF SMPN 2 TRIMURJO IN  
THE ACADEMIC YEAR OF 2018/2019

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Metro, November 2018  
Co-Sponsor

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004

DF	t TABLE OF LEVEL SIGNIFICANT			
	one-tail = 0,05	0,025	0,005	0,0005
	two-tail = 0,10	0,05	0,01	0,001
1	6,314	12.706	63.357	636.619
2	2,920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2,015	2.571	4.032	6.895
6	1,943	2.447	3.707	5.959
7	1,895	2.365	3.499	5.405
8	1,860	2.306	3.355	5.041
9	1.833	2.262	3.25	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.14
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.74	2.110	2.8989	3.965
18	1.734	2.100	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045 ✓	2.756 ✓	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

- Chi Square = Ada tidaknya pengaruh  
- T-test = Mengetahui significant.

## **CURRICULUM VITAE**



The name of the writer is Dina Irbah Fadhilah. She was born in Metro on July 24<sup>th</sup>, 1996. She is the first child out of three children of Sodik, S.Pd and Siti Zahroh, SE.

1. She graduated from Elementary school (SDN) 01 Metro Finished on 2008.
2. Continue to Junior high school (SMPN) 09 Metro Finished on 2011.
3. Continue to Senior high school (SMAN) 04 Metro Finished on 2014.
4. And in the same year she continued her study as a student of S-1 English education programmer in State Institute For Islamic Studies of Metro.