# IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT BY USING STORY MAPPING TECHNIQUE AT SENIOR HIGH SCHOOLS IN LUWU UTARA

*A Thesis*

*Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education*

**By:**

**HUSNUL HATIMAH**
16.0202.0026

**ENGLISH EDUCATION DEPARTMENT**
**TARBIYAH AND TEACHERS TRAINING FACULTY**
**STATE ISLAMIC INSTITUTE OF PALOPO**
**2021**

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## THESIS APPROVAL

This thesis entitled **"Improving Studets' Reading Comprehension on Narrative Text By Using Story Mapping Technique at Senior High Schools in Luwu Utara"** which is written by **Husnul Hatimah, Reg. Number. 16.0202.0026,** S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Tuesday, 29th of June 2021 M,** coincided with **18th Zulkaidah 1442 H,** it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

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This thesis is presented to the English Education Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo as partial fulfillment of the requirements for the undergraduate, entitled "*Improving Students' Reading Comprehension on Narrative Text by Using Story Mapping Technique at Senior High School in Luwu Utara*".

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Palopo, 15th April 2021

**The researcher**
Husnul Hatimah

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## ABSTRACT

Husnul Hatimah, 2020. Improving Students' Reading Comprehension on Narrative Text by Using Story Mapping Technique at Senior High Schools in Luwu Utara. Supervised by: (1) Dr. Hilal Mahmud, M.M (2) Andi Tenrisanna Syam, S.Pd., M.Pd.

Key Words: Reading Comprehension, Narrative Text, Story Mapping Technique

The purpose of this research was to find out whether the story mapping technique is effective or not in improving students' reading comprehension on the narrative text at Senior High Schools in Luwu Utara. This research applied pre-experimental design. The population of this research was the tenth grade students of different Senior High Schools that are SMAN 3 Luwu Utara and SMAN 8 Luwu Utara. The samples of this research were 10 students. The sampling technique in this research was random sampling. The instrument of this research was reading test of narrative texts. The researcher gave pretest and posttest to the students. SPSS 20 was used to analyze the data. The result of this research showed that the use of story mapping technique in in improving students' reading comprehension is effective. It proved by the result of the data indicated that there was a significant difference between the pre-test and post-test. The mean score in the pre-test was 47.80 and the mean score in the post-test was 81.40. The value of $t_0$ ($t_{test}$) = 8.297, the value of $t_t$ ($t_{table}$) = 2.262 at the level of significance is 5% (0,05) with degree of freedom (df) = 9. Based on the result namely 8.297> 2,262 or $t_0$ ($t_{test}$) was higher than $t_t$ ($t_{table}$), $t_0 > t_t$, it means that the story mapping technique is effective in improving students' reading comprehension on the narrative text at Senior High Schools in Luwu Utara.

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# CHAPTER I

# INTRODUCTION

## A. Background

Language is one of the most potent resources for exposing people's inner thoughts and interacting with people everywhere in the world. People would be able to share knowledge, opinions, observations, commands, and feelings through language. Humans use language for a specific reason, according to Andrea Tyler. One of them is to interact with people, which often takes place in a sense.[1]

There are many languages spoken in the world, including English. English is one of the universal languages, and most people want to master it to interact with people worldwide. Learners who are learning a language, especially English, need four skills to complete their communication. Listening is the first skill they master, followed by speaking, reading, and eventually writing. Speaking, listening, reading, and writing are the four fundamental language skills.[2] There are speaking and writing as productive skills and listening and reading as receptive skills.

Students should also be proficient in four English skills, one of which is reading. Similarly, EFL (English as a Foreign Language) students need to develop more reading skill than other because reading ability is key to academic success.[3] According to Anderson, reading is an essential life skill and the cornerstone of a

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[1] Andrea Tyler, *et. al. Language in Use* (Washington DC: Georgetown University Press, 2005), p. 11

[2] Colin Baker, *Fondations of Bilingual Education and Bilingualism*, 3rd edn (England: Multilingual Matters Ltd, 2001), p. 6

[3] Amir Razaei, *et. al*., *Exploring EFL Learners Reading Comprehension Problems in Reading ESP Texts* (Iran: David Publishing, 2012), p. 982

child's success in school and life.[4] As a result, EFL students must learn to read more to develop their English comprehension abilities. Besides, reading as a receptive skill requires the readers to decode the message of written language. It means reading is the process of understanding text.

Reading, according to Nunan, is a fluent process in which readers combine information from a text with their prior knowledge to construct meaning.[5] It means that reading is not only the activity of reading some sentences but also understands the meaning. Reading also plays an important role in education as new research conducted by Alice Sullivan and Matt Brown from the Institute of Education (IOE) state that children between the ages of 10 and 16 who put reading for made more incredible progress, especially in math, vocabulary, and spelling children who rarely read.[6]

The researcher discovered a few difficulties in getting to know studying, especially in narrative text, based on observation and interview with tenth-grade students from SMAN 3 Luwu Utara and SMAN 8 Luwu Utara on February 9, 2021. First of all, students are lack interest in reading. Students feel it boring to read text that usually contains long text such as stories. They think it will be useless to read and have no motivation to read. The basic purpose of narrative text is to entertain, gain, and hold a reader's interest. Second, many students find it difficult to understand the whole story. They only know what the text is about, but

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[4] Richard C. Anderson, *et al*., *Becoming a Nation of Reader: The Report of the Commision on Reading* (Washington DC: The National Institute of Education, US Department of Education, 1984), p. 1

[5] David Nunan, *Practical English Language Teaching* (New York: Mc. Graw-Hill Publishing Companies, Inc., 2003), p. 68

[6] Alice Sullivan, & Matt Brown, *Social Inequalities in Cognitive Scores at Age 16: The Role of Reading* (London: Centre for Longitudinal Studies Working Paper Series, 2013), p. 2-37

they do not know the specific information from the text. When teachers ask them to retell or answer the question related to the narrative text, they do not exactly know and have no idea what they are supposed to say or even answer the questions. Constantino stated that many researchers have observed that readers in a second language commonly do not understand the meaning of what is read.[7]

As stated by Sharon J. Crawley and King Merrit, "Poor comprehension may also be the result of the students not having the necessary background or schema for reading a selection. The students may not know or understand that comprehension is the major purpose for reading and they may read without setting a purpose."[8] The students just read without knowing why they read the material given and what elements they should look for. They did not know the important elements in the text. At the end of the reading activity, they could not even tell other students about what they have already read comprehensively. It means that they read without setting a purpose. So, after reading the materials, students got nothing and did not comprehend the text.

The next problem is there are still many students who do not know how to use a technique in the learning process. So, it also makes students hard to comprehend the materials. The students also assumed that they are less involved in the teaching process due to a lack of variety of teaching especially in reading materials. Therefore, it makes students feel sleepy during the lesson. To cope with the problems, the teacher has an important role to motivate to understand the

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[7] Magda Constantino, *Reading and Second Language Learners* (Washington DC: The Evergreen State Collage, 1999), p. 34

[8] Sharon J. Crawley, & King Merrit, *Remediating Reading Difficulties*, 3rd edn (New York: Mc. Graw-Hill, 2000), p. 40

meaning of text especially of narrative text that has been learned during the lesson, not only for that moment but also for the moment onwards.

In other words, the teacher should introduce the right and also an interesting technique to help students improve their comprehension of reading the narrative text. Although there are so many techniques to improve students' comprehension in reading, the technique used is the story mapping technique to solve the problems above. In teaching narrative text by using the story mapping technique, the teacher asks students to read the text first and make the conclusion by drawing a graphic and filling it with anything related to the story. It hopefully will be useful for students to acquire important details from the text and understand more text.

The reason why this research is interesting to do is that based on an interview with the students found that students have not motivation to read. It can be seen from the student's score in reading is still low. Based on the interview with the teacher, she said that students lazy to learning reading because they do not understand the information in the text especially when the text is too long, which can make students lazy. Thus, to teach and improve students' needs in the reading narrative text, a teacher has to motivate and introduce the learners with some methods or techniques and make the students desire to learn more. The right method or technique in teaching is very important to students because it determines the result of reading comprehension. Bridgman stated, "The role of the teacher then becomes a provider of authentic, challenging situations in which the students interact and can choose strategies for extracting meaning when

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confronting a new word or phrase in the course of that interaction."[9] Besides, Novita hidayanti (2017) in her research found the problems faced by the students in learning reading the students had difficulties getting the main idea of the text, students' ability in reading comprehension was still low. The teacher's problems in teaching reading were the teacher had difficulties managing the class and to design or modify the question to engage students' interest in teaching reading comprehension.[10]

Therefore, the researcher desires to prove it by researching with the title: ***Improving Students' Reading Comprehension on Narrative Text by Using Story Mapping Technique at Senior High Schools in Luwu Utara.***

## B. Problem Statement

Based on the problem explained in the background above, the researcher formulates the problem statement as follows: Is the story mapping technique effective in improving students' reading comprehension on the narrative text at Senior High Schools in Luwu Utara?

## C. The Objective of the Research

Related to the research question above, the objective of the research is: To find out whether the story mapping technique is effective or not in improving students' reading comprehension on the narrative text at Senior High Schools in Luwu Utara.

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[9] Burke Bridgman, 'Vocabulary Aquisition in the Communicative Classroom. A Journal', 2005, p. 122.

[10] Novita Hidayanti, 'Teaching Reading Comprehension by Using Story Mapping Technique on Narrative Text at the First Semester of the Second Grade at SMPN 11 Bandar Lampung 2016/2017 Academic Year' (State Islamic University of Lampung, 2017).

## D. Significance of the Research

1. Theoretically

This research is expected to give a positive contribution to the theories of English learning and teaching, primarily in reading comprehension of the narrative text by using the story mapping technique.

2. Practically

a. For the teachers

The research aims to provide teachers with useful information about story mapping techniques to improve their student's reading comprehension. As a result, they will be able to overcome teaching English and make the learning-teaching process enjoyable. The teacher will be familiar with the story mapping technique, which is beneficial not only for teaching reading comprehension but also for improving student behavior.

b. For the students

The story mapping technique can be learned and understood by the students. They can expand their knowledge of narrative text reading comprehension by using the story mapping technique as a good technique for learning English. It can make students more engaged and appreciate the teaching and learning process.

c. For other researchers

This research can be used as an input in the teaching-learning process especially in developing reading comprehension. Other

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researchers should be able to come up with more successful and creative techniques. This research may be used as a guide and source of knowledge for future researches.

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# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter is divided into four main sections, namely previous research findings, some pertinent ideas, conceptual framework, and hypothesis.

## A. Previous Research Findings

There have been numerous studies conducted by researchers related to improving student's reading comprehension by using the story mapping technique.

1. Roihatul Millah (2018) had a research that aimed to find out whether Story Mapping Strategy can improve students' reading comprehension in finding the main idea and describing classroom climate when Story Mapping Strategy is implemented. The preliminary research showed that the students had problems in determining the main idea and finding the supporting details of the main idea. The method used in this research was CAR, and it was completed in three cycles. The researcher used observation field notes, interviews, questionnaires, a diary, and a test to gather data. The result of the research shows that (1) Story mapping strategy can improve the students' reading comprehension in finding the main idea. (2) Story mapping strategy can improve the classroom climate in terms of students' cooperation is maximal and alive because they are motivated, helped, and encouraged, students were more enthusiastic, got custom in story mapping and main idea activity, and could participate well

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because they often get praise or appreciation in the classroom activity.[11] The similarity between this research and this previous research is to improve student's reading comprehension of the narrative text and find the main ideas by using the story mapping technique. The difference between this research and this previous research is (1) the level of education. This research does at the tenth-grade students and does in two schools, while this previous research researched the eleventh-grade students in senior high school. (2) This research used the experimental method, designed a pre-experimental research method in one group pre-test and post-test, while this previous research used the classroom action research (CAR) method.

2. Fitrisya Anggraeyni, Urai Salam, Luwandi Suhartono (2013) had a research that aimed to describe the process of improving students' reading comprehension in finding elements of the story through story mapping strategy in SMPN 3 Manis Mata. It was conducted on the eight-year students. The researcher conducted classroom action research. Achievement tests, observation checklists, and field notes are used as the tools of data collecting. The research findings show that the story mapping strategy was appropriate for teaching reading comprehension. Students' mean scores increased from 60.76 to 78.85. The students were able to map out basic components of the story such as setting, problem, goals, action, and outcomes. Story mapping provides structure and organization so

[11] Roihatul Millah, 'Utilizing Story Mapping Strategy to Improve Students' Reading Comprehension in Finding Main Idea', *NOBEL: Journal of Literature and Language Teaching*, 9 No. 1 (2018).

students were able to comprehend the story more effectively.[12] The similarity between this research and this previous research is this research and previous research focus on improving reading comprehension on the narrative text and find the story of the elements at students by using the story mapping technique. The difference between this research and this previous research is (1) the method of the research. This research used the experimental method, designed the pre-experimental research method in one group pre-test and post-test, while this previous research used classroom action research (CAR) method and (2) the level educational. This research does at the tenth-grade students in 2 senior high schools, while this previous research researched the eighth-grade students in junior high school.

3. Novita Hidayanti (2017) had research that aimed to know the process of teaching and learning reading by using story mapping technique, the problems faced by teacher and students in teaching and learning by using story mapping technique. This research was qualitative research and the subject of this research was the second-grade students of SMPN 11 Bandar Lampung in the class of VIII B. The techniques of collecting data were observation, interview, and questionnaire. After analyzing the data, there were three points of the results. The first, the process of teaching reading comprehension by using story mapping in SMP N 11 Bandar Lampung run well. Second, the teacher's problems in teaching reading where the

[12] Fitrisya Anggareyni, Urai Salam, & Luwandi Suhartono, 'Imrpoving Students' Reading Comprehension in Finding Elements Story Through Story Mapping Strategy', 2013.

teacher had difficulties to manage the class and to design or modify the question to engage students' interest in teaching reading comprehension. Third, the problems faced by the students in learning reading the students had difficulties getting the main idea of the narrative text student's ability in reading comprehension was still low. [13]The similarities between this research and this previous research (1) this research and previous research do the research to know the achievement and behavior of the students in the learning process by using story mapping technique. The difference between this research and this previous research are (1) the method that uses in this research is using an experimental method, designed pre-experimental research method in the one group pre-test and post-test, while this previous research used qualitative research or descriptive research method, and (2) the level educational. This research researches the tenth-grade students in 2 senior high schools, while the previous research researched the eight-grade students of junior high school.

4. Rizka Amalia (2017) had a research that aimed to find out the effectiveness of using the story mapping technique on students' reading comprehension of narrative text. This study used a quantitative method with quasi-experimental as the design. This design used a two-group pretest and posttest. It means that there are an experimental class and a controlled class which were given pretest and posttest. The sample of this research was 70 eighth-grade students of SMPN 127 Jakarta. The

[13] Hidayanti, Novita, 'Teaching Reading Comprehension by Using Story Mapping Technique on Narrative Text at the First Semester of the Second Grade at SMPN 11 Bandar Lampung, (State Islamic University of Lampung, 2017)

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technique used in data collection was a test, which was 25 items of multiple-choice reading tests to measure the understanding of students on the narrative text. The result of this research stated that "there is no significant difference between the students' comprehension of the narrative text by using story mapping technique and without using story mapping technique at eighth grade of SMPN 127 Jakarta".[14] The similarity between this research and this previous research is this research and previous research focus on improving reading comprehension on the narrative text by using the story mapping technique. The difference between this research and this previous research is (1) the level of education. This research researches the tenth-grade students in 2 senior high schools, while the previous research researched the eighth-grade students of junior high school, and (2) the method of this research use experimental method, designed pre-experimental research method in one group pre-test and post-test, while this previous research used quasi-experimental method as a design, used two group pre-test and post-test.

## B. Some Pertinent Ideas

### 1. Reading Comprehension

a. Definitions of reading

Reading is one of essential skills to have when learning a language. Besides, reading is an activity that readers decode each word in a text and then automatically comprehend the meaning of words, as they do with their

[14] Rizka Amalia, 'The Effectiveness of Using Story Mapping Technique on Students' Reading Comprehension of Narrative Text' (Syarif Hidayatullah State Islamic University, 2017).

everyday spoken language. Also, readers who are not engaged in the reading activity will miss new information. Therefore, reading is not only the activity of using eyes to read and comprehend the meaning of words but also interpret and draw a conclusion from the text.

According to Anderson, studying essential both individuals and society because without reading well, opportunities for personal achievement and process fulfillment are inevitably lost. As Alyousef said, they process what I have, build information with it, and text reading is an interaction in which they read readers and then dynamically meaning it.[15] Based on Anderson, studying is also critical for a person and society when it is necessary to misplace the possibilities for personal success and the fulfillment of the process.[16] Anderson also said that reading builds the meaning of the text and complex knowledge that requires the coordination of several linked sources of information.[17]

From a few definitions above, it can be concluded that reading is a process in getting the general meaning from the written text which requires collaboration between information from the text, general knowledge from the reader, and also the reader's ability to interpret the meaning in the text.

[15]Hesham Sulaiman All yoursself, '*Reading Comprehension for Teaching Learners EFL/ESL*', *The Matrix Reading*, 5, No. 2 (2005), p. 144.

[16]Pamela J. Farris *et al*., *Teach Approach Balanced a Reading for Classrooms Today* (Mc. Hill Graw, 2004), p. 324.

[17] Richard C. Anderson, *et al*., *Becoming a Nation of Reader: The Report of the Commision on Reading* (Washington DC: The National Institute of Education, US Department of Education, 1984), p. 7.

b. The purpose of reading

Everyone has a reason to make every motion. Even something like reading is an action that someone has willfully chosen. The purposes of reading are various from one to another. The purpose of reading is also to help the readers achieve some clear information and also for communicating. When people decide to read, they may have some purposes in their head. For example, they read a magazine and start to read the headline of the news, they will look for what they are interested in. Unconsciously, people do skimming and scanning to find what they require to read. Moreover, when people read a book that they love, they would read it from the beginning until the end of the story because they find it interesting. Those are several examples of purpose in reading.

According to Grabe and Stoller, there are some purposes of reading which are explained as follow: [18]

1) Reading to search simple information

This is the reason people usually find after reading. Reading for statistics is a technique designed to scan statistics through sentences and sentences linked to statistics and analyze each sentence in the text.

2) Reading to skim quickly

This is much like studying to find accessible find information. For this purpose, the readers guess where the information of the text they need is

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[18] William Grabe, & Federicka L. Stoller, *Teaching and Researching Reading*, 2nd edn (England: Pearson Education, 2002), p. 6-10

supposed to be, then they read the part of the text that they find until they have the main idea of what they read.

3) Reading to learn from texts

Reading to learn from texts usually happens in an academic and professional situation. The process of this purpose is usually taking a longer time than reading to search for information and to skim because it needs the reader to have a more complex ability to observe a deeper understanding and often need repetition to remember every single detail of information from the text.

4) Reading to integrate information, write and critique texts

This purpose usually also happens in academic and professional situations. Like the title, the reader reads the text to write some information from the text that they have, then they integrate the information also critique the text that they read. Both readings to write and reading to critique requires an ability to selected, critique, and compose information from the text.

5) Reading for general information

Gaining general comprehension of the text is the most basic purpose of reading. General reading comprehension is more complex than what people may think which requires more understanding of the whole big ideas instead of understanding one or two specific ideas in the text.

c. Definition of reading comprehension

When students read something without understanding, they are not reading. To understand the text, students transform word by word in written

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text from eyes to the brain, then their brain tries to process with students' background knowledge so that they understand the meaning of the text. According to Kristin Lems et. al., reading comprehension is a skill to get meaning from written text. It's not a static competency; it differs according to the purpose of reading and that the text is involved. Reading comprehension also interacts with the text and background knowledge of the reader.[19]

As Judy Willis stated, to become successful in reading comprehension, students need to be active in processing meaning on what they read. Constructing meaning from text or spoken language is not a separate literacy skill, but combining all of acquired prior knowledge, personal experience, and vocabulary with strategies of deductive and inductive reasoning and making connections.[20]

Besides, according to Paris and Hamilton, "Reading comprehension is a subset of an ill-defined large set of knowledge that reflects the communicative interactions among the intentions of the author/speaker, the content of the text/message, the abilities and purposes of the reader/listener, and the context/situation of the interaction."[21] In short, there is an interaction between an author and a reader. The result of this interaction is a reader needs to understand what an author means. While reading, a reader tries to understand the information in the text that they read. While reading the text, a

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[19] Kristin Lems, *et. al*., *Teaching Reading to English Language Learners: Insights from Linguistics* (New York: The Gilford Press, 2010), p. 170

[20] Judy Wilis, *Teaching the Brain to Read* (Alexandria: ASCD, 2008), p. 127-128

[21] Scott G. Paris, & Ellen E. Hamilton, *Handbook of Research on Reading Comprehension* (New York: Routledge, 2009), p. 32

reader needs to make a connection to the author of the text to have the meaning of the author who tries to convey through the text.

Comprehension is also divided into three levels. The levels of understanding are reading "the line" which refers to the literal meaning of the text, reading "between the line" which refers to inferred meanings and the last is reading "beyond the line" which refers to criticize and evaluate the text.[22]

From the definition above, it can be concluded that reading comprehension is an ability to construct and comprehend meaning from printed text through interaction between eyes and brain and background knowledge of the reader to interpret the meaning of the text. It is not easy to understand the text due to require the active reader to process and analyze word by word to construct meaning by relating their personal experience, background knowledge, and vocabulary. Besides, students will have difficulty in comprehending text if they read a text without knowing the meaning of vocabulary. However, they can use some strategies such as context clues connecting their background knowledge to guess the vocabulary. Furthermore, background knowledge and personal experience are very helpful in constructing the meaning because students would have better comprehension when they already have little or even much knowledge on what they read.

According to Heilman identifies the following reading comprehension skill levels:

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[22] J. Charles Alderson, *Assesing Reading* (New York: Cambridge University Press, 2000), p. 7-8

a) Literal Level

This is the most basic level. It means that the reader must repeat the facts as they are related by the writer. The questions at this level are factual and detailed. Here are some examples of phrases or questions from this level: What is……., How old……., When……

b) Interpretive Level

This level necessitates that the reader go beyond the writer's information. The reader must recognize the significance of the data; note various relationships such as cause and effect and the relationship of the part to the whole, compare, draw conclusions and inferences, and make generalizations. Here are some sample phrases or questions for this level: Why……, What you can conclude……

c) Critical Level

At this level, students learn to evaluate and judge information as well as the writer's use of language to guide the reader's interpretation, with no evidence of the writer's bias, qualifications, point of view, intent, or truthfulness. Here are some critical level sample phrases or questions: What would be the result of……., How would you describe……

d) Creative Level

This level necessitates the reader's interaction with the information presented as he uses it to formulate or rethink his own ideas. Open-ended questions at this level may require the reader to include his or her own knowledge, point of view, and value. Here are some sample phrases or

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questions for this level: What would you do if……., What does the text tell you about…….[23]

d. Strategies in improving reading comprehension

According to Harmer, a reader needs to be able to skim a text while they need to have a general idea of what it is about. For instance, when readers run their eyes over a film review to see what the film is about and what the reviewer thought about it, or when readers look quickly at a report to have a feel for the topic and what its conclusions are.[24] With skimming, it's all about spending time on the introduction and topic sentence so readers have a general idea of what they are reading about before they skim through the rest and process topical words that reinforce their understanding of the main idea.

Meanwhile, readers also need to be able to scan the text for certain information that they are looking for. For instance, when readers look for a telephone number, what on television at a certain time or search quickly through an article looking for a name or other detail.[25] It means that they do not read every word and line of the text.

There are some purposes of reading including having information by comprehending the text. In comprehending the text, sometimes students do not know the meaning of the words or unfamiliar words so that it can bother their

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[23] Heilman, Blair and Rupley. *Principle and Practices of Teaching Reading. 5th Edition*, (Colombus Ohio: Charles E. Merrill Publishing Company, 1981), p.246.

[24] Ibid., p. 101.

[25] Ibid., p. 100.

comprehension. There are several strategies that reader uses to comprehend text:[26]

1) Skipping word reader do not know

It is such a common problem that readers usually found if they read a text, they find unfamiliar words and do not know the meaning of those words. Readers do not have known all the words in the text to comprehend the text. They can skip these words and have the complete meaning from the previous or the next words.

2) Predicting the meaning of unfamiliar words from the context

Sometimes readers spend their time looking up the unfamiliar words in the dictionary. It will waste their time and decrease their speed in reading. Meanwhile, they can use background knowledge about the topic and some words in the sentences that they have known. They should not check all the unfamiliar words but guess them.

3) Not constantly translating

Readers should not translate all the words that they read because sometimes some multi-words or idioms cannot be translated separately.

4) Asking someone what a word means

Readers can ask someone they know or a teacher about the meaning of the words they do not know thus it will help them to comprehend the meaning of the text.

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[26] Jerry Greer Gebhard, *Teaching English as a Foreign Second Language* (USA: University of Michigan Press, 2009), p. 196

5) Knowing the topic

It will be easier for the reader to comprehend the text if they can relate their background knowledge to the topic of the text.

6) Drawing inferences from the title

Before reading the text, readers certainly read the title of the text and guess what the text is about. It will be easier for readers to make a big picture of what is going to be discussed after that.

7) Reading things of interest

Students can easily comprehend the text if they interest in what they read. They can be curious to know the content of the text.

8) Studying pictures and illustrations

Several texts usually contain many pictures or illustrations to make readers understand what the author needs to convey. The pictures or illustrations must draw the content of the text.

9) Purposely rereading to check comprehension

When readers complete reading the text, sometimes they miss some information, so to make sure readers had complete comprehension and information of the text, they can reread the text because some sentences or important words may be missed and can make readers misunderstand.

Also, Larry Lewin explained some strategies in the process of reading comprehension. One of the strategies is visualization. He stated that: Visualization is a key reading strategy after a reader can decode. Knowing what the word 'say' is not enough, the student has to figure out what they

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mean when strung together in that fashion—to picture the things the author is describing, grasp the concept the author is trying to convey, see the action of the story play out on the stay of the mind's eye. Visualization is a key to reading comprehension, and students who cannot visualize can be helped to develop it.[27]

According to the statement above, it is very clear that the technique of story mapping has a relation with visualization as the reading strategy. So, story mapping is needed to apply in this strategy because through story mapping, students can visualize the story on the stage of their mind.

**2. Narrative Text**

a. Definitions of narrative text

There are many types of text in English, including narrative text. Prince stated that "A narrative recounts a certain number of situation and events occurring in a certain world."[28] According to Prince, "Narrative presents situations and activities which can be grouped into sets having certain names because it is such situations and activities combine to yield larger ones. Many narratives contain various elements which may function symbolically."[29] Indeed, Pamela J. Farris et. al. stated that "reading narrative text in a historical period or related to the scientific finding usually

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[27] Lary Lewin, *Paving the Way in Reading and Writing* (San Francisco: Jossey Bass a Willey Imprint, 2003), p. 8

[28] Gerald Prince, *Narratology: The Form and Functioning of Narrative* (Berlin: Mouton Publisher, 1982), p. 61

[29] Ibid., p. 100.

necessitates having some related knowledge in that specific area."[30] Consequently, readers need to develop their background knowledge for literary elements to make connections.

According to Coffman and Reed, the narrative is described as having several common components including a setting, plot (series of episodes based on goals, attempt, outcomes), resolution, or story ends.[31] Besides, Priyana et. al. defined narrative text focused on a pattern of events with a problem, and the purpose of the text is to entertain and educate the reader.[32]

From the definition above, it can be concluded a narrative text is a story presented in chronological order that consists of some components including problems and problem solving and the purpose is to entertain the reader.

b. Characteristics of narrative text

According to Priyana et. al. there are three characteristics of narrative text, they are:

1) Orientation

It is about the opening of the paragraph which contains introducing characteristics and commonly tells about what the story is about, where the story happened, who the character of the story is, and when the story begins.

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[30] Pamela J. Farris, *et al.*, *Teaching Reading a Balanced Approach for Today's Classrooms* (Mc. Graw-Hill, 2004), p. 496

[31] Gerry A. Coffman, & Melissa D. Reed, 'The True Story of Narrative Text: From Theory to Practice', *The Reading Professor*, 32, No. 1 (2010), p. 5.

[32] Joko Priyana, *Scaffolding: English for Junior High School Students* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p. 150

2) Complication

It is about the problems of the story that began and developed. It usually has more than one paragraph.

3) Resolution

It is where the conflict of the story ends. It can be a happy ending or a sad ending.[33] This is the example of narrative text, as follows:

**The Legend of Toba Lake**

**Orientation**

In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his living from farming and fishing. On a day while he was fishing he got a fish which was so beautiful in golden brown. While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.

**Complication**

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on the condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed with this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he was never felt satisfied while he was eating. He ate all the food.

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[33] Ibid., p. 150.

One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

**Resolution**

Shortly afterward, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the very heavy springs. The water flows from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake.

c. The elements of narrative text

In narrative text, certain elements should exist as follows:

1) Setting: It usually consists of the time and place of the story. Authors often write the description of landscape, scenery, building, season, or whether to provide a strong sense of setting.
2) Character: In this element, the story consists of a person or even animals who take a part in the story.
3) The Conflict (Problem): It is about the struggle between two people or things. The main character is usually on one side of the central conflict.
4) The Plot (Events): The systematic chain of events that make up the story. Each link in the chain helps to build suspense and to solve a problem.
5) The Solution: The ending of the problem or the way to outcome the problem of the story. It can be a happy ending or a sad ending.

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6) The Theme: the theme is the controlling idea or belief of the story. It gives a basic meaning to a literary work. Generally, a theme is inferred from the other elements in the short story and often evolves through the conflict experienced by the main character.[34]

d. Some points to be mastered in reading narrative text

Reading narrative text will be easier for readers to understand if they know some strategies for how to read it. Larry Lewin gave some strategies that can be used in reading narrative text. Lewin said comprehension is mentioned as one of the traits of an effective reader. To be an effective reader especially in reading narrative text, there are some points included incomprehension that has to be mastered:

1) Identifying plot

2) Selecting the main idea

3) Distinguishing between major and minor characters

4) Distinguishing between significant and supporting details

5) Describe turning moments, conflicts, and resolutions

6) Creating a purposeful summary.[35]

Those points can be done through reading narrative text. It can be the key that guides the reader to comprehend in narrative text. The readers can improve their comprehension in reading narrative text by doing those points because those points have covered the important things to comprehend the

[34] Salem Saleh Khalaf Ibnian, 'The Effect of Using the Story-Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL', *English Language Teaching*, 3 (2010), p. 182

[35] Larry Lewin, *Paving the Way in Reading and Writing* (San Francisco: Jossey Bass a Willey Imprint, 2003), p. 13.

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whole content in narrative including plot, main idea, characters, a sequence of events, and summary.

### 3. Story Mapping

a. Definition of story mapping

Before explaining the definition of story mapping, it is better to know the origin of story mapping according to Pamela J. Farris: The origin of story maps lies within story grammar research. The term story grammar refers to hierarchical rules or psychological structures that people use to create and remember stories, the skeleton underlying a story, so to speak. These psychological models of comprehension and memory are used by both adults and children to encode and store information in their long-term memories.[36]

Mathes, et. al. also said that story mapping is simply a graphic representation of story grammar elements.[37] Based on the definition above, story mapping is also known as story grammar that will be effective for the readers to recognize the story in their long-term memories. It may be a practical way for them to organize the story content into a coherent whole. According to Ibnian "A story map could be viewed as a visual depiction of the settings or the sequence of major events and actions of story characters to enable students to relate story events and to perceive structure in literary selection."[38]

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[36] Pamela J. Farris, *et al*., *Op. Cit*., p. 345.

[37] Mathes, Patricia G, *et. al*., 'Cooperative Story Mapping: Remdial and Special Education', *English Language Teaching*, 18 (1997), p. 22.

[38] Salem Saleh Khalaf Ibnian, *Op.Cit*., p. 182.

Besides, Farris stated that "mapping is an effective technique in teaching narrative text, and it is also an effective strategy to improve note-taking and creative thinking skills."[39] The improvement of students reading comprehension achievement is because in the story mapping there are elements in the story which facilitate the students to read the narrative text. In story mapping, there are story elements consist of title, character, problems, and solution which facilitate students to read the narrative text easily.[40] Because through this technique, the reader could be easy to depict the story structure and arrange the main events in sequential order by writing the keywords or important information by using their sentences.

Considering the explanation above, it can be concluded that story mapping is a technique that uses a graphic or semantic visual representation of a story. This map describes the way to provide an overview of a story. It involves identifying and categorizing the main events in the sequential order of a story.

b. The purpose of story mapping

There are many purposes of story mapping, as follows:

1) To allow readers to create mental images from words into text
2) To enhance meaning with mental imaginary
3) To link experience to the words and ideas in the text
4) To enable readers to place themselves in the story

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[39] Pamela J. Farris, *et al*., *Op. Cit*., p. 346.
[40] Pamela J. Farris, *Teaching Reading: A Balanced Approach for Today's Classroom,* (New York: McGraw Hill, 2004), p. 346.

5) To strengthen readers' relationship to the text
6) To stimulate the imaginative thinking
7) To heighten engagement with the text
8) To bring joy to reading.

From the purposes of story mapping above, in short, it can be concluded that this technique facilitates readers to get a good understanding of the text.

c. Procedures in using story mapping

According to Farris, there are the general procedures to follow when preparing a basic story map, they are:

1) Reading the story. Write a sequenced summary of the main ideas, key events, and characters that make up the plot of the story.
2) Placing the title, theme, or topic of the story in the center of the graphic story map in a predominant bubble or at the top of the semantic chart.
3) Drawing enough ties projecting out symmetrically from the center of the map to accommodate the major events of the story's plot. Attach related pieces or second-level information from the summary list to these ties in chronological order, moving clockwise around the center.
4) Drawing additional ties projecting out symmetrically from each secondary bubble to accommodate the important details associated with the key plot event, adding relevant information from the summary list.
5) Reviewing the final semantic chart or story map for completeness.[41]

[41] Ibid.

Pamela J. Farris et al. see mind mapping can be applied in the narrative text which is known as story mapping. They said that story mapping is very helpful for readers to comprehend the pieces in a story. As they said, "when students develop a schema for stories, that is, an internal understanding of the expected pieces that make up a typical story, they are better able to comprehend the narratives that they read. One tool to help them recognize those basic pieces is the story map, a graphic or semantic visual representation of a story."[42] The graphic of story mapping can be made, as follows:

***Figure 2.1 the graphic of story mapping 1***

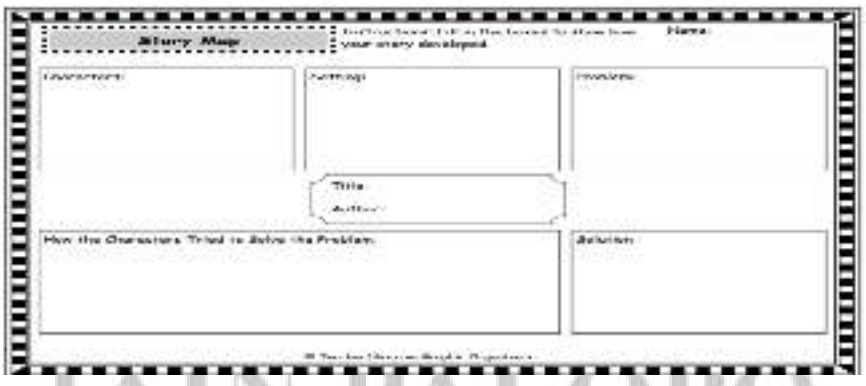


***Figure 2.2 the graphic of story mapping 2***

[42] Ibid., p. 358.

## C. Conceptual Framework

From the explanation above, it can be explained that reading comprehension is an activity of understanding and constructing meaning from written language and combining it into readers' prior knowledge which is influenced by some factors such as readers' vocabulary mastery, readers' background knowledge, and experience and readers' ability to process the knowledge into their memories. Readers can comprehend a text easier if there is a connection between what they are reading and what they already know.

The narrative text is a story presented in chronological order that consists of some components including problems and problem solving of which purpose is to entertain the reader. The characteristic of narrative text is orientation, complication, and resolution. Story mapping is a technique in teaching using a graphic or semantic visual representation of a story. The definition above has a relation between one to another. Thus, it can be effective to teach students reading comprehension of the narrative text by using story mapping since both are telling a story. It can be supported by many researchers who found the story mapping technique is effective to comprehend readers' understanding in the reading of the narrative text. Besides, since narrative text tells about fiction story, it will make students more interested and motivated in reading a text. Their imagination will take a part in comprehending the text and by using story mapping, students not only use their imagination but also use their concentration to connect one element to another element of story mapping. Therefore, it will make students more understand in narrative text.

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In reading, a reader‘s purpose is one of the important factors that influence comprehension. Narrative text and story mapping can also help readers to set their purpose to get a better comprehension. According to its definition, a narrative text consists of some important elements such as title, characters, settings, main events, problems/conflicts, and solutions. With the help of story mapping, the readers can also identify those elements one by one and then combine them into the same story in their version. It means that the reader has set their purpose in reading. They know what they have to look for in the text and what they should do with the story mapping.

At the end of the activity, the students are expected to have better comprehension and strengthen their memories about the text from visualizing through story mapping. To make the conceptual framework clearer, so it can be seen in the following draft:

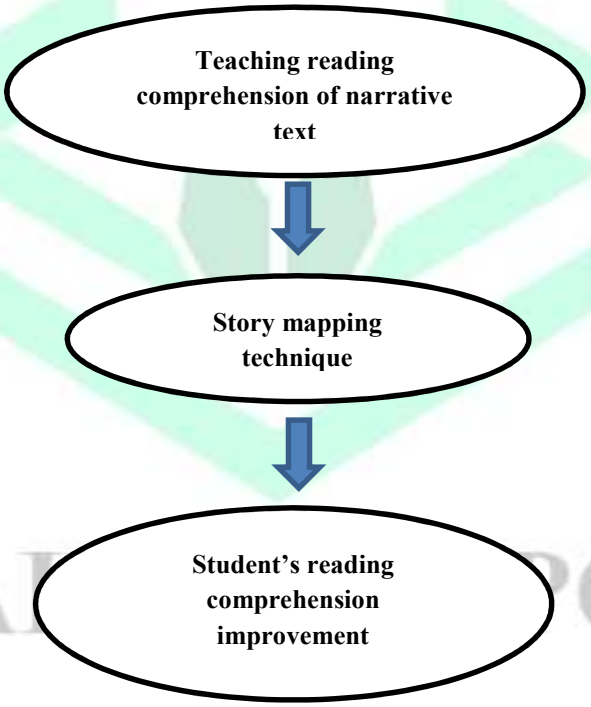


***Figure 2.3 Conceptual Framework***

In conducting this research, the researcher focused on improving student's reading comprehension of the narrative text by using the story mapping technique as a tool. The scheme above shows the steps of the researcher in conducting this research. The step will begin with giving pre-tests for students to get student's ability in reading comprehension. The next step is the implementation of a story mapping technique to improve reading comprehension. This step is also called giving treatment. In this step, the researcher will conduct four meetings. In each meeting, the researcher gives a test to implement the technique. In the last step, the researcher gives a post-test to get the result after implementing the technique.

## D. Hypothesis

Based on the review of related literature above, the researcher presents the hypothesis as follows:

1. Null hypothesis ($H_0$): The story mapping technique is not effective in improving student's reading comprehension on the narrative text at the tenth-grade of Senior High Schools in Luwu Utara.
2. The alternative hypothesis ($H_1$): The story mapping technique is effective in improving student's reading comprehension on the narrative text at the tenth-grade of Senior High Schools in Luwu Utara.

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# CHAPTER III
# RESEARCH METHOD

This chapter describes the method of the research, research design, variable, population, and sample, the instrument of the research, the procedure for collecting data, and the technique of collecting data.

## A. Method of the Research

The method used an experimental research method. It aims to find out the effectiveness of story mapping to improve reading comprehension.

## B. Research Design

The research design will apply a pre-experimental design, one group pre-test and post-test design. The design is written as follows:

| T1 | X | T2 |
|---|---|---|

Note:

T1: Pre-test

X: Treatment

T2: Post-test

## C. Variable

1. Independent variable: story mapping technique
2. Dependent variable: students' achievement in reading comprehension

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## D. Population and Sample

1. Population

The population of this research is the tenth-grade students from different senior high schools that are from SMAN 3 Luwu Utara and SMAN 8 Luwu Utara, kab. Luwu Utara, prov. Sulawesi Selatan.

2. Sample

The researcher uses random sampling to choose students as the samples in this research. The researcher chose 10 students at the tenth grade from 2 different schools, namely SMAN 3 Luwu Utara and SMAN 8 Luwu Utara. The sample was chosen because the schools are close to the researcher's village, namely in the village of Baebunta, kec. Baebunta, kab. North Luwu so that it is easier for the researcher to conduct research directly.

## E. The Instrument of the Research

In this research, the researcher uses a reading test in collecting data during the process of the research. The tests are dividing into pretest and post-test to measure the student's reading comprehension before and after treatment. The test consists of two narrative texts containing 15 numbers of multiple choices sourced from book and internet.

## F. The Procedures for Collecting Data

1. Pre-test

The pre-test, it is given before the treatment. This pre-test is providing to find out student's achievement in reading narrative text. Students will give a

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test. The test consists of two narrative texts containing 15 numbers of multiple choices.

2. Treatments

After giving the pre-test, the researcher implements the treatment. There are four meetings to do the treatment as follows:

a. Start by students read the story in a group. Write a summary of the story's main ideas, key events, and characters that make up the plot of story.
b. Students placing the title, themes, character, setting, problem, and solution of the story in the graphic of story map.
c. Each representative from the group represents the result of the story by showing and reading the story map.
d. Reviewing the final semantic chart or story map for completeness.

3. Post-test

After the treatment, a post-test is conducted to find out student's achievement in reading narrative text. Same as in the pre-test, students will give a test. The test consists of two narrative texts containing 15 numbers of multiple choices.

Six meetings are conducted in this research. Those consist of the first meeting for pre-test, four meetings for treatments that is teaching reading comprehension of narrative text with story mapping based on the lesson plans that have been formulated, and the last meeting for post-test.

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## G. The Technique of Data Analysis

Quantitative data collect and analyze by computing the score of pre-test and post-test. All data finding through this research will be analyzed by conducting the following steps:

1. Scoring the students' answers.

$$\text{Score} = \frac{total\ correct\ answer}{total\ test\ items} \text{ x } 100$$

a. Table 3.1 The conversion of students' score in reading comprehension

| No. | The number of correct answer | Score |
|---|---|---|
| 1. | 15 | 100 |
| 2. | 14 | 93 |
| 3. | 13 | 87 |
| 4. | 12 | 80 |
| 5. | 11 | 73 |
| 6. | 10 | 67 |
| 7. | 9 | 60 |
| 8. | 8 | 53 |
| 9. | 7 | 47 |
| 10. | 6 | 40 |
| 11. | 5 | 33 |
| 12. | 4 | 27 |
| 13. | 3 | 20 |
| 14. | 2 | 13 |
| 15. | 1 | 7 |

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b. Computing frequency of the rate percentage, the researcher applies the following formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P = Percentage

F = Frequency

N = the number of samples (total respondents)[43]

2. To understand the level of the students score the following classification were used:
   a. 96 – 100 is classified as excellent
   b. 86 – 95 is classified as very good
   c. 76 – 85 is classified as good
   d. 66– 75 is classified as fairly good
   e. 56 – 65 is classified as fairly
   f. 36 – 55 is classified as poor
   g. 0 – 35 is classified as very poor
3. Cal1culating the mean score and standard deviation of students, the paired sample statistic and the paired sample correlation of pre-test and post-test, and the pairs sample test by using SPSS 20.

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[43] Ridwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2003), 41.

# CHAPTER IV

# FINDINGS AND DISCUSSION

## A. Findings

The findings that the researcher reported in the chapter were based on the analysis of data calculated and the application of the technique explained in the previous chapter. The data was analyzed to see if the story mapping technique could help students develop their reading comprehension of narrative text. The results of this study demonstrate the outcome of data that has been statistically analyzed and tabulated. It comprised of the students score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

### 1. The Analysis Students' Reading Score in the Pre-test

In this section, the researcher showed the students' correct answer and score of pre-test, the mean score, the standard deviation of students, and the rate percentage of students' reading in pre-test. The researcher presented them in the tables and calculated the data by using SPSS 20.

**Table 4.1 The Scoring of the Students' Correct Answer in Pre-test**

| Respondent | Correct Answer | Score |
|---|---|---|
| R1 | 6 | 40 |
| R2 | 5 | 33 |
| R3 | 6 | 40 |
| R4 | 7 | 53 |
| R5 | 4 | 26 |
| R6 | 10 | 67 |
| R7 | 7 | 47 |
| R8 | 7 | 47 |
| R9 | 9 | 60 |
| R10 | 10 | 67 |

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From table 4.1 it showed that the highest correct answer of the students were 10 and two students got it, the lowest correct answer were 4 and one student got it. To find out the mean score of students' in pretest, the researcher calculated by using SPSS 20. The result can be presented in the table of descriptive statistic as follows:

**Table 4.2 The Mean Score of Students in Pre-test**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pretest | 10 | 26.00 | 66.00 | 47.8000 | 13.56302 |
| Valid N (listwise) | 10 | | | | |

From table 4.2, it showed that the highest score of the student was 66 and the lowest score was 26. Besides, it also indicated that the mean score of the students' in pre-test was 47.80 and the standard deviation error was 13.56.

In the other side, the researcher also had written the students' score of the correct answer before giving treatment by using multiple choices and it presented through the table rate percentages score.

**Table 4.3 The Rate Percentage of Students' Scoring in Pre-Test**

| **Classification** | **Score** | **Pre-test** | |
|---|---|---|---|
| | | **Frequency** | **Percentages** |
| Excellent | 96-100 | - | - |
| Very Good | 86-95 | - | - |
| Good | 76-85 | - | - |
| Fairly Good | 66-75 | 2 | 20% |
| Fairly | 56-65 | 1 | 10% |
| Poor | 36-55 | 5 | 50% |
| Very Poor | 0-35 | 2 | 20% |
| **Total** | | **10** | **100%** |

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Table 4.3 indicates that students' rate percentage score in the pre-test. Where none students got good, very good, and excellent score. The number of students taken as a sample got a very poor score was 2 (20%) and students who got poor score was 5 (50%). Also, there is one (10%) students got fairly and 2 (20%) students got fairly good score. Based on the data above, it can be seen on the table above there is no one students got excellent that indicated the reading comprehension of students still low.

**2. The Analysis Students' Reading Score in the Pre-test**

In this section, the researcher showed the students' correct answer and score of post-test, the mean score, the standard deviation of students, and the rate percentage of students' reading in post-test. The researcher presented them in the tables and calculated the data by using SPSS 20. For more clearly, at first, the researcher showed the students' correct answer and score in the post-test. It is tabulated by the following table:

**Table 4.4 The Scoring of the Students' Correct Answer in Post-test**

| Respondent | Correct Answer | Score |
|---|---|---|
| R1 | 12 | 80 |
| R2 | 11 | 73 |
| R3 | 12 | 80 |
| R4 | 11 | 73 |
| R5 | 12 | 80 |
| R6 | 12 | 80 |
| R7 | 13 | 87 |
| R8 | 13 | 87 |
| R9 | 13 | 87 |
| R10 | 13 | 87 |

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From table 4.4, it showed that the highest correct answer of the students were 13 and one student got it, the lowest correct answer were 8 and two students

got it. To find out the mean score of students' in post-test, the researcher calculated by using SPSS 20. The result can be presented in the table of descriptive statistic as follows:

**Table 4.5 The Mean Score of Students in Post-test**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Posttest | 10 | 73.00 | 87.00 | 81.4000 | 5.52167 |
| Valid N (listwise) | 10 | | | | |

From table 4.5, it showed that the highest score of the student was 87 and the lowest score was 73. Besides, it also indicated that the mean score of the students' in post-test was 81.40 and the standard deviation error was 5.521 In the other side, the researcher also had written the students' score of the correct answer after giving treatment by using multiple choices and it presented through the table rate percentages score.

**Table 4.6 The Rate Percentage of Students' Scoring in Post-Test**

| **Classification** | **Score** | **Pre-test** | |
|---|---|---|---|
| | | **Frequency** | **Percentages** |
| Excellent | 96-100 | - | - |
| Very Good | 86-95 | 4 | 40% |
| Good | 76-85 | 4 | 40% |
| Fairly Good | 66-75 | 2 | 20% |
| Fairly | 56-65 | - | - |
| Poor | 36-55 | - | - |
| Very Poor | 0-35 | - | - |
| **Total** | | **10** | **100%** |

From table 4.6, the researcher found that there were none of them (0%) got very poor, poor, fairly, and excellent. But, there was 2 students (20%) classified as fairly good, 4 students (40%) classified as good and also 4 students (40%)

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classified as very good. Based on the data above, it can be seen on the table above there is no one students very poor that indicated the reading comprehension of students was good.

**3. The Mean Score of Students in Pre-test and Post-test**

Besides showing about the mean score in each subject of the reading test, the researcher also presented the total mean score and standard deviation in pre-test and post-test, then compares both of them. The result would be presented into the table descriptive statistic as follow:

**Table 4.7 The Mean Score and Standard Deviation of the Pre-test and Post-test**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pretest | 10 | 26.00 | 67.00 | 48.0000 | 13.86442 |
| Posttest | 10 | 73.00 | 87.00 | 81.4000 | 5.52167 |
| Valid N (listwise) | 10 | | | | |

The result showed that the students' mean score of pre-test was 47.80 and post-test was 81.40. The mean score of post-test is higher than the students' mean score of pre-test (81.40 > 47.80). The standard deviation in pre-test was 13.56 and in post-test was 5.52.

**4. Analysis the Hypothesis of Acceptability**

To know whether or not the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis, the researcher used t-test and calculated by using SPSS 20. The result can be seen below:

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**Table 4.8 The Paired Sample Statistic of Pre-test and Post-test**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pretest | 48.0000 | 10 | 13.86442 | 4.38432 |
| | Posttest | 81.4000 | 10 | 5.52167 | 1.74611 |

The table sample statistic of pre-test and post-test above showed that students mean score increase from 47.80 to 81.40.

**Table 4.9 The Paired Sample Correlation**

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | Pretest & Posttest | 10 | .396 | .257 |

The table paired sample correlation of pre-test and post-test above showed that the correlation of the students' ability before and after treatment is 0.396. It means that there is a significant correlation of students' ability in reading comprehension by using story mapping technique before and after treatment.

**Table 4.10 The Paired Samples Test of Pre-test and Post-test**

| | | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pretest – Posttest | 33.4000 | 12.7296 | 4.0254 | 42.5062 | 24.2937 | 8.297 | 9 | .000 |

The hypothesis was tested by using SPSS 20. In this case, the researcher used the test of significant for paired sample test, that is a test to know the significance difference between the result of students' mean score in pre-test and post-test. To prove the hypothesis, the data which was obtained from the

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experimental class was calculated by using the t-test formula. And then, the criteria used as follows:

1. If t-test ($t_0$) > t-table ($t_t$) significant degree of 0.05, $H_0$ (null hypothesis) is rejected.
2. If t-test ($t_0$) < t-table ($t_t$) significant degree of 0.05, $H_0$ (the null hypothesis) is accepted.

The result of statistical analysis for the level of significance 0.05 with a degree of freedom (df) = N-1, where (N) = 10, df =9. Based on the findings that the $t_{\text{-test}}$ higher than the $t_{\text{-table}}$ ($t_0 > t_t$) where 8.297 > 2.262. The probability value was smaller than α (0.00<0.05), it indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. The researcher concluded that teaching narrative text through story mapping technique was effective to improve students reading comprehension at Senior High School in Luwu Utara.

**B. Discussion**

Reading comprehension is an ability to construct and comprehend meaning from printed text through interaction between eyes and brain and background knowledge of the reader to interpret the meaning of the text. In this research the researcher using a narrative text. In reading narrative text, there are certain elements should exist such as: setting, character, the conflict (problem), the plot (events), the solution, and the theme. Most of the students at Senior High Schools Luwu Utara have difficulty in determining the theme of reading.

This research employed an experimental method with a pre-experimental design. The researcher used the story mapping technique to teach reading

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comprehension on narrative text at Senior High School Luwu Utara in this research. The researcher has ten students as respondents, and the researcher administered four treatments to the students. However, before administering the treatments, the researcher administered a pre-test to know reading comprehension from students and after doing treatments, the researcher administered a post-test to know students' reading comprehension have improved or just the same before.

In pre-test, the researcher gave two texts and there are 15 multiple choices. The researcher found that there were students (0%) who got excellent, very good, and good. There were 2 students (20%) who got very poor, 5 students (50%) got poor and 1 student (10%) got fairly and also 2 students (20%) who fairly good. In post-test, the researcher also gave two texts and there are 15 multiple choices. The researcher found that there were students who got poor, very poor, fairly and excellent. There were 2 students (20%) who got fairly good another student got good for 4 students (40%) and also 4 students (40%) got very good.

Based on the research results, the researcher discovered that using the story mapping technique improves students' reading comprehension of narrative text. From the result data analysis, showed that the mean score of the students' pre-test is 47.80 and the students' score in the post-test is 81.40. The standard deviation of the pre-test is 13.56 and standard deviation of the post-test is 5.52 It means that using story mapping technique is effective reading comprehension on narrative text. After analyzing the data, it showed that $t_0$ ($t_{test}$) with value (8.297) was higher than $t_t$ ($t_{table}$) with value (2.262) with degree of freedom (df)= 9, and on the level significance 0.05, so the alternative hypothesis ($H_1$) was accepted and the

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null hypothesis ($H_0$) was rejected. It means that there was a significant difference between the results of the pre-test and post-test.

There were also previous research results that found the use of story mapping technique is effective in improving students' reading comprehension as for the previous research, namely by Roihatul Millah found that story mapping strategy can improve the classroom climate in terms of students' cooperation is maximal and alive because they are motivated, helped, and encouraged, students were more enthusiastic, got custom in story mapping and main idea activity, and could participate well because they often get praise or appreciation in the classroom activity.[44] Fitrisya Anggareyni, Urai Salam, & Luwandi Suhartono found that the students were able to map out basic components of the story such as setting, problem, goals, action, and outcomes. Story mapping provides structure and organization so students were able to comprehend the story more effectively.[45]

The results of the previous research above are similar and support this research. The researcher states that story mapping techniques were a compelling and exciting way to apply in the classroom. Furthermore, the story mapping technique has the potential to increase students' enjoyment of reading. This technique allows students to quickly depict the story structure and arrange the main events in sequential order by writing the keywords or essential information in their sentences, allowing them to understand the text better.

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[44] Roihatul Millah, 'Utilizing Story Mapping Strategy to Improve Students' Reading Comprehension in Finding Main Idea', *NOBEL: Journal of Literature and Language Teaching*, 9 No. 1 (2018).

[45] Fitrisya Anggareyni, Urai Salam, & Luwandi Suhartono, 'Imrpoving Students' Reading Comprehension in Finding Elements Story Through Story Mapping Strategy', 2013.

# BAB V

# CONCLUSION AND SUGGESTIONS

## A. Conclusion

Having implemented the treatments through story mapping, the researcher concludes that the story mapping technique improves students' reading comprehension at Senior High Schools in Luwu Utara. It could be that there is a significant difference between the students' mean score of pre-test and post-test. In the pre-test, the students' mean score is 47.80 and the students' score in the post-test is 81.40. The data have been analyzed by using SPSS 20, the standard of signification 5% with a degree of freedom (df) =9, obtained $t_{table}$ = 2.262 and standard of signification 0.05, the result of $t_0$ ($t_{test}$) were 8.297 from this researcher gave an interpretation that $t_0$ ($t_{test}$) was higher than $t_t$($t_{table}$), 8.297 > 2.262. It means that there is a significant difference between students' abilities before and after treatment. It could be concluded that the null hypothesis ($H_0$) was rejected and the alternative hypothesis ($H_1$) was accepted. It means that the use of story mapping technique is effective in improving students' reading comprehension on narrative text at Senior High Schools in Luwu Utara.

## B. Suggestions

Based on the result of data analysis and conclusion, the researcher gives some suggestion as follows:

1. For the Teacher

The researcher suggests that English teachers use the story mapping technique because it is one of the most powerful ways to teach narrative text

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reading comprehension. Teachers should plan relevant media for their students, such as narrative stories and story maps. The teacher should also choose an appropriate text for the students, provide more intensive instruction, and allocate the text according to the students' level or ability. In a beginner class, the teacher should avoid using complex text. As a result, the students can comprehend the text as well.

2. For the students

Students may use a story mapping technique to practice reading comprehension or another material. This technique may be used individually or in groups.

3. For the next researcher

The next researcher who wants to use story mapping to teach narrative text reading comprehension could combine it with technology. Other skills such as writing, vocabulary, and listening will all benefit from this technique. As a result, the students can develop a variety of skills.

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**Pre-test**

**Choose and circle (O) the best answer among A, B, C and D option on your answer sheet!**

Each right answer : 1 score
Each wrong answer : 0 score
If more than one answers: 0 score

**Read the following text to answer questions number 1 to 7.**

The Pharaoh of Egypt called Firaun had many people working for him. One of his assistants had a very wicked wife who said many things about Yusuf that were quite untrue. She thought she loved him but he told her that she should honor her husband. She became very angry and persuaded her husband to have Yusuf put in prison. While he was in prison, Yusuf used to tell everyone what their dreams meant and his explanation of the dreams always come true. Allah had given Yusuf this great gift. Firaun kept having a strange dream and none of his wise men could explain what it meant. Then Firaun heard of Yusuf's great gift and sent it for him. Yusuf would not leave the prison until he had proven his innocence. Firaun had an inquiry and discovered that was innocent, so he was able to leave prison.

Firaun's dream was most unusual. In it, he saw seven skinny cows eat seven big fat ones and there were seven skinny ears of wheat and seven fat ears of wheat. Yusuf explained that this meant there would be seven years of plenty but seven years of famine would follow when there would be no water and no food for anyone. After that, there would be a year of rain. Firaun liked and trusted Yusuf so he put him in charge of all the storehouses in the land. Yusuf had worked himself up to a very powerful position. Allah always rewards good people. Yusuf worked hard; he made sure the storehouses were filled with wheat and grain. Just as he had said, there were seven years of plenty. Those years passed very quickly. Soon the seven years of famine came. The crops failed. People were hungry. Others were starving.

Yusuf had planned for this. He opened his stores and let everyone have some of the wheat. Back in Palestine, Israel too was facing a hard time with no food for his family or the animals. He sent his sons to Egypt to get grain from the famous treasurer of Egypt. When they arrived they were told that they must get permission from the governor to buy grain. They went to see him but did not realize that the fine man, in splendid robes was their brother. He told them they could have some grain, but if they wanted any more, they would have to come

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with their youngest brother and parents. Yusuf had recognized them straight away and he longed to see his father, mother, and young brother Benjamin again. Eventually, the eleven brothers returned with their mother and father. They bowed down before Yusuf. Yusuf put his father on his throne and reminded him of the dream he had had so long ago. The sun, the moon, and eleven stars had bowed down before him just as his father, mother, and brothers had done at this meeting, this was a great moment in his life and he thanked Allah, for all He had done for him.

1. What does the story mainly talk about?
   a. The pharaoh of Egypt
   b. Firaun and Yusuf
   c. Firaun and his dream
   d. Prophet Yusuf
2. What does the problem of the story?
   a. Firaun's dream was most unusual
   b. Firaun's wife persuaded him to have Yusuf put in prison
   c. Yusuf tell everyone what their dreams meant
   d. Yusuf have a powerful position
3. How was Yusuf's personal characteristic?
   a. Arrogant and rude
   b. Brave and liar
   c. Hard worker and generous
   d. Lazy and Wise
4. What is the purpose of the text?
   a. To entertain the readers
   b. To retell past event
   c. To describe a particular thing
   d. To explain how something happen
5. "they went to see <u>him</u> but did not realize that the fine man". What does the underlined word refer to?
   a. Firaun
   b. Yusuf

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c. Yusuf's brothers

d. Firaun's wife

6. The first pharagraph in the text above is called?

a. Coda

b. Orientation

c. Problem

d. Complication

7. Where do you think the story happened?

a. Egypt

b. Prison

c. Palestine

d. Kingdom

**Read the following text to answer questions number 8 to 15.**

Allah made the mountains and the seas. He made all the animals. He made the heavens and the stars. He made the sun and the moon and he made the angels. The angels were like Allah's servants and did everything he ordered. Then Allah decided to make a man. He called this first man Adam. He taught him many things so that Adam had more knowledge than the angels.

There was one Jinn, called Iblis and he thought he was better than Adam so Allah would not let him stay with the other angels. He was to be called 'Shaytan', the Devil. Shaytan blamed Adam for what had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good. The place was called Paradise. It was a very nice place but Adam was a little lonely, on his own all of the time. Allah decided to help Adam. He made Hawa be Adam's wife. They were happy and liked living in Paradise. There was, however, one thing they were not allowed to do. There was a special tree and Allah had told them they must not eat any fruit from that tree.

At first, Adam and Hawa were very good and kept away from the tree. Shaytan decided to do something very naughty. He told them they were silly to keep away from the tree. He said nothing would happen if they ate its fruit. He said the fruit was delicious and they should try it.

After a while they began to listen to Shaytan and thought they would have just a little taste of the fruit, just to see what it was like. Shaytan was very happy

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because he had made them disobey Allah. As soon as they had eaten the fruit, Adam and Hawa realized that they had been very naughty and they felt guilty for what they had done. Allah forgave them but He wouldn't let them stay in Paradise anymore So He sent them to live on earth.

8. Who are the main characters of the story?
    a. Allah
    b. Syaithan
    c. Adam
    d. Adam and Hawa
9. What does the first paragraph talk about?
    a. Allah made the mountains and the seas
    b. Allah decided to make a man that called Adam
    c. Allah is the creator
    d. The angels were like Allah's servants and did everything
10. What problem did the Syaithan have?
    a. He was like Allah's servants and did everything
    b. He thought he was better than Adam
    c. Shaytan decided to do something very naughty
    d. Shaytan was very happy because he had made them disobey Allah
11. "Shaytan decided to do something very naughty." What is the synonym of the underlined word?
    a. Amusing
    b. Wicked
    c. Fearful
    d. Amazing
12. "He told them they were silly to keep away from the tree." The underlined word is synonymous with….
    a. Worry
    b. Embarrassed
    c. Foolish
    d. Clumsy

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13. Where is the climax of the story?
    a. Allah taught Adam many things
    b. Shaytan blamed Adam for what had happened to him and was very angry
    c. Allah let Adam live in a beautiful place because he was good
    d. Allah made Hawa be Adam's wife
14. How was the problem resolved?
    a. Allah made Hawa to complete Adam
    b. Syaithan said nothing would happen if they ate its fruit
    c. Allah forgave Adam and Hawa they had eaten the fruit
    d. Allah sent Adam and Hawa to live on earth
15. Who did break the promise?
    a. Allah
    b. Syaithan
    c. Adam
    d. Adam and Hawa

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**Post-test**

**Choose and circle (O) the best answer among A, B, C and D option on your answer sheet!**

Each right answer : 1 score
Each wrong answer : 0 score
If more than one answer : 0 score

**Read the following text to answer questions number 1 to 8.**

Many years ago a boy called Ibrahim lived in Canaan. He was very clever and was always asking questions. Most of the people he knew worshipped idols but Ibrahim did not. The people had forgotten the messages that Adam, Hud, Nuh, and Salih had brought them. Instead of praising Allah, they worshipped statues.

Ibrahim told his father he didn't think people should worship objects they had made themselves. His father was angry and told him not to say anything about the gods again. Ibrahim decided he must show the people they were wrong so he thought of a plan.

One night he sneaked into the place where all the statues were kept. With an ax, he chopped off the heads from all but one of the statues. The biggest one he left. The next morning the people were very angry and upset at what had happened. They were sure Ibrahim had done it. They gathered in the public square and asked him if he had done it. Ibrahim told them to ask their big idol if he knew who was responsible.

But, of course, the statue could not speak and the people knew it was only stone. Ibrahim shouted at them and asked how they could worship lumps of stone. The bad people were even angrier. They started to collect wood for a fire. They were going to burn Ibrahim to death. They made a big bonfire and put Ibrahim on the top. Everyone came to watch. They lit the wood. The fire burned, the flames grew higher and higher. The people had to back away from the heat of the flames.

Ibrahim was a good person. He believed in Allah. Allah would protect him. Allah would not let the fire harm him. When the flames die down the people could not believe their eyes. They saw that Ibrahim was alive and the flames had not harmed him at all. How had this happened? They all knew this was a great miracle and they fell to their knees.

This wonderful thing had made them believe in Allah. Some people would still not listen. They thought Ibrahim was just a magician Nimrod, the king of

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Canaan, heard all about Ibrahim. He wanted to talk to him. He asked Ibrahim about Allah. Ibrahim told him that Allah could do all things.

He could give life and death. Nimrod said that he too could do that. His soldiers brought two men in. Nimrod ordered one to be killed and the other to be saved. Nimrod thought that this made him like Allah. Ibrahim told him that Allah brings the sun every morning from the East.

He asked Nimrod if he could bring the sun from the west the next day, of course, Nimrod was unable to do that. Ibrahim married a girl called Sarah. They lived very happily in Palestine. They worked and had plenty of everything. Ibrahim became very wealthy, but he was a good man. He always helped other people too. After many years Ibrahim and Sarah still had no children. This made them very sad. They both wanted a child to share their life with. Sarah told Ibrahim that he should marry her servant Hajar too, so that Ibrahim and Hajar could make a child together.

1. The text mainly tells us about?
   a. Ibrahim and the miracle
   b. Ibrahim is a magician
   c. Nimrod as a God
   d. The messenger of Allah
2. How is the characteristic of Ibrahim?
   a. He is a magician
   b. He can give life and death
   c. He is a good man
   d. He is angry and upset man
3. When the problem arises in the text?
   a. Ibrahim told his father about worship objects
   b. Ibrahim sneaked into the statues place
   c. They were going to burn Ibrahim to death
   d. They thought Ibrahim was just a magician Nimrod
4. How was the problem resolved?
   a. They were going to burn Ibrahim to death
   b. Ibrahim told him that Allah could do all things
   c. Ibrahim and Nimrod show about God
   d. Ibrahim married a girl called Sarah
5. What is the communicative purpose of the text?
   a. To describe Ibrahim
   b. To retell what happened to Ibrahim
   c. To entertain readers

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d. To inform readers

6. "…he chopped off the heads from all but one of the statues." The underlined word has the closest in meaning to?
   a. Burn off
   b. Tidy up
   c. Clean up
   d. Cut off
7. "The people had to back away from the heat of the flames." The underlined word is synonymous with….
   a. Wood
   b. Stone
   c. Fire
   d. Miracle
8. Where is Sarah and Ibrahim lived?
   a. Canaan
   b. Palestine
   c. Makkah
   d. Madinah

**Read the following text to answer questions number 9 to 15.**

After a while, Ibrahim did marry Hajar and she had a son. They called him Ismail. They were all very happy. Ibrahim, Hajar, and Ismail moved to a valley in Arabia. They settled in a good place with hills and mountains on all sides to protect them. After a while, Ibrahim said that he should go back to see Sarah and to get more food and water. Before he left he prayed to Allah to look after his wife and son because they did not have much food and water left.

The food and water soon began to run low. Hajar was very worried. What could they live on? They prayed to Allah. Hajar went to the top of the mountain, Mount Safa, to look for Ibrahim. Now their water was all gone and they were desperate. She went to the other side of the valley and climbed to the top of Mount Marwa. She looked towards the North, East, West, and South for help but found none. Hajar kept running backward and forwards between Mount Safa and Mount Marwa. She did this seven times. Suddenly she saw Ismail kick the ground with his heel. A spring of water gushed out - beautiful, pure water, they were saved. Even today this water, called Zamzam, still flows in the Valley of Hijaz and when people go to Makkah on Hajj they go seven times between the two mounts in memory of this miracle that saved the lives of Hajar and Ismail. When Ibrahim returned he was amazed to see the valley. The water had made the place very fertile. All the animals and caravans visited and made it a prosperous place.

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9. What is the name of Ibrahim's son?
    a. Hajar
    b. Arabia
    c. Ismail
    d. Safa and Marwa
10. What kind of the quality is the writer trying to say through Hajar's character?
    a. She is patient
    b. She never gives up
    c. She is a worry person
    d. She is very lazy
11. What is the climax problem of the text?
    a. They moved to a valley in Arabia
    b. Ibrahim said that he should go back to see Sarah and to get more food and water
    c. The food and water soon began to run low
    d. Hajar kept running backward and forwards between Mount Safa and Mount Marwa
12. How is the solution provided?
    a. Hajar went to the top of the mountain
    b. Hajar climbed to the top of Mount Marwa
    c. Ismail kick the ground with his heel
    d. There is a miracle that saved Hajar and Ibrahim
13. What is the name of the water now?
    a. Ismail's water
    b. Pure water
    c. Safa and Marwah
    d. Zamzam
14. How many times that Hajar kept running backward and forwards between Mount Safa and Mount Marwa?
    a. Two times
    b. Seven times
    c. Twenty times
    d. Seventy times
15. "….when people go to Makkah on Hajj they go seven times between the <u>two mounts</u> in memory of this miracle…". What does the underlined word refer to?
    a. Zamzam
    b. Valley of Hijaz
    c. Safa and Marwah
    d. Makkah on Hajj

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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Sekolah : SMAN 3 Luwu Utara & SMAN 8 Luwu Utara**
**Mata Pelajaran: Bahasa Inggris**
**Kelas/Semester : X/Sepuluh (Genap)**
**Materi Pokok : Narrative Text (Nuh a.s)**
**Alokasi Waktu : 2 x 45 menit (1 x Pertemuan)**
**Pertemuan : 1**

## A. TUJUAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi plot cerita dalam teks naratif.
2. Mengidentifikasi main idea/pokok pikiran dalam setiap paragraf.
3. Membedakan karakter mayor dan minor dalam suatu cerita.
4. Membedakan detail penting dan detail pendukung dalam teks naratif
5. Menjelaskan momen balik, konflik, dan resolusi dalam teks naratif
6. Membuat ringkasan cerita dalam suatu teks naratif

## B. LANGKAH-LANGKAH PEMBELAJARAN

| Media: | Alat/Bahan: | Metode: |
|---|---|---|
| ➢ *Lembar Kegiatan Siswa*<br>➢ *Lembar penilaian* | ➢ Spidol dan papan tulis<br>➢ Laptop | ➢ Story mapping technique |

| | | |
|---|---|---|
| **PENDAHULUAN [10']** | | • Peserta didik memberi salam, berdoa, menyanyikan lagu nasional<br>• Guru mengecek kehadiran peserta didik dan memberi motivasi<br>• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan<br>• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran |
| **KEGIATAN INTI** | **Kegiatan Literasi [15']** | • Peserta didik diberi motivasi dengan mengamati teks naratif<br>• Guru memberikan kesempatan kepada mereka untuk bertanya tentang plot, karakter, dan isi cerita dari suatu teks naratif yang diberikaan<br>• Guru menanggapi pertanyaan dari siswa |
| | **Critical Thinking [15']** | • Guru membagi siswa kedalam beberapa kelompok yang terdiri dari 3-4 orang<br>• Dalam kelompok guru memberikan kesempatan kepada peserta didik untuk membuat pertanyaan tentang plot; main idea; karakter; detail penting dan pendukung; momen balik, konflik, dan resolusi |

| | | |
|---|---|---|
| | | dalam teks naratif yang diberikan.<br>• Pertanyaan masing-masing kelompok dijawab oleh kelompok lain.<br>• Guru memberi penjelasan untuk penguatan |
| | **Collaboration [15']** | • Dalam kelompok peserta didik mengumpulkan informasi, mendiskusikan, dan mengisi story map yang dibagikan oleh guru kepada: 1] kelompok 1 mengidentifikasi plot cerita dalam teks naratif; 2] kelompok 2 mengidentifikasi main idea/pokok pikiran dalam setiap paragraf; 3] kelompok 3 membedakan karakter mayor dan karakter minor dalam cerita; 4] kelompok 4 membedakan detail penting dan detail pendukung dalam teks naratif; 5] kelompok 5 menjelaskan momen balik, konflik, dan resolusi dalam teks naratif.<br>• Guru memonitor dan memberi bantuan jika dibutuhkan. |
| | **Communication [15']** | • Perwakilan masing-masing kelompok mempresentasikan hasil kerja kelompok secara klasikal<br>• Kelompok lain memberikan tanggapan baik itu pertanyaan/saran kemudian ditanggapi kembali oleh kelompok yang mempresentasikan<br>• Guru memberikan penjelasan untuk penguatan |
| | **Creativity [10']** | • Peserta didik membuat membuat ringkasan cerita dari teks naratif dengan mengisi Story Map yang diberikan |
| **PENUTUP[10']** | | • Guru bersama peserta didik menarik kesimpulan apa yang telah dipelajari<br>• Guru memberikan kesempatan kepada salah seorang peserta didik untuk menyampaikan refleksi<br>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa. |

## C. PENILAIAN

- Teknik penilaian: Tes

- Bentuk instrument: Penilaian tes tulis berbentuk Essay

Untuk rubric penilaian reading teks naratif, sebagai berikut:

Score maksimal = 100

Nilai siswa = $\frac{\text{score perolehan}}{\text{Score maksimal (100)}}$ X 100 = . . . .

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| No. | Criteria | Skor |
|---|---|---|
| **1.** | Jawaban benar, tata bahasa benar | 100 |
| **2.** | Jawaban benar, tata bahasa kurang benar | 80 |
| **3.** | Jawaban kurang benar, tata bahasa benar | 60 |
| **4.** | Jawaban kurang benar, tata bahasa kurang benar | 40 |
| **5.** | Jawaban salah, tata bahasa salah | 20 |

**Palopo, Maret 2021**

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IAIN PALOPO

## Nuh a.s

After many years Adam had grandchildren and even great-grandchildren. There were now lots of people on earth. Many of them obeyed Allah but some were not so good and did just what they wanted to do all the time.

This made Allah very unhappy. Allah chose Nuh, a good man, to tell the people that what they were doing was wrong. But they wouldn't listen to him and carried on doing bad things. Allah decided that all the naughty people should be punished. He told Nuh to build a big ark near his house.

Nuh quickly got busy choosing good wood and building it up into a fine ark. A lot of people laughed at him but he did not take any notice of them, because Allah had told him what to do. When he had finished, he put lots of food into the ark and collected the good people together. They also took lots of animals with them into the ark, two of every kind.

One day, all of a sudden, the sky went very dark and it started to rain. Lightly at first, then more and more heavily. Soon there was water everywhere. The bad people were not laughing anymore. They were frightened because they had no shelter from the water. Only the good people in the ark were safe and dry.

**Answer the following questions by fill in the story map below. Number one (1) is an example!**

1. What is the topic of the story?
   Answer: the topic of the story is Nuh a.s and His Big Ark.
2. What is the problem of the story?
3. What is the main idea of the second (3) paragraphs?
4. How is the character of the Prophet Nuh a.s.?
5. What is the solution that the writer gives in the story?

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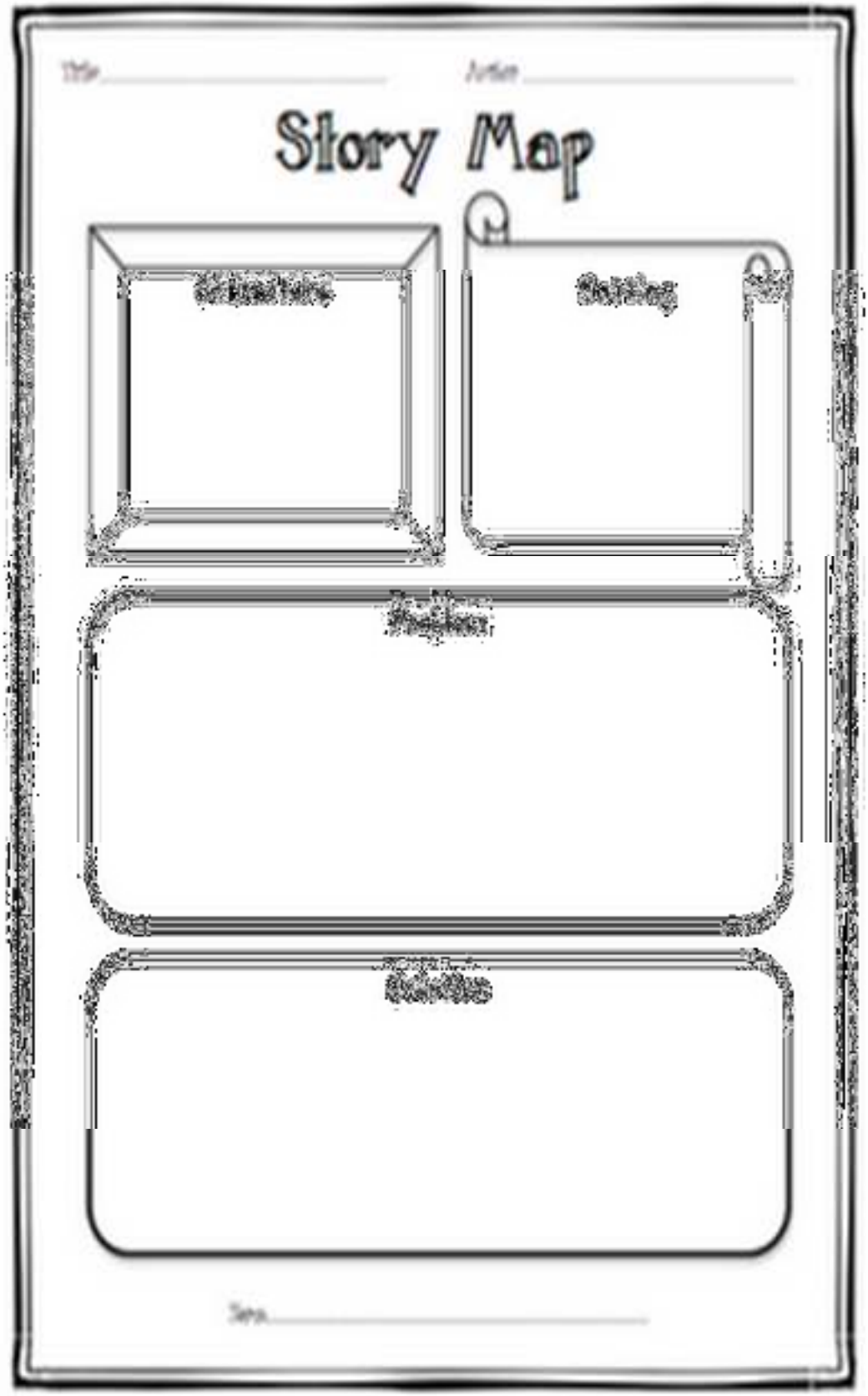
Title
Author
Story Map
Characters
Setting
Problem
Solution
Title

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Sekolah : SMAN 3 Luwu Utara & SMAN 8 Luwu Utara**
**Mata Pelajaran: Bahasa Inggris**
**Kelas/Semester : X/Sepuluh (Genap)**
**Materi Pokok : Narrative Text (The Golden Cucumber)**
**Alokasi Waktu : 2 x 45 menit (1 x Pertemuan)**
**Pertemuan : 2**

### A. TUJUAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi plot cerita dalam teks naratif.
2. Mengidentifikasi main idea/pokok pikiran dalam setiap paragraf.
3. Membedakan karakter mayor dan minor dalam suatu cerita.
4. Membedakan detail penting dan detail pendukung dalam teks naratif
5. Menjelaskan momen balik, konflik, dan resolusi dalam teks naratif
6. Membuat ringkasan cerita dalam suaatu teks naratif

### B. LANGKAH-LANGKAH PEMBELAJARAN

| Media: | Alat/Bahan: | Metode: |
|---|---|---|
| ➢ *Lembar Kegiatan Siswa*<br>➢ *Lembar penilaian* | ➢ Spidol dan papan tulis<br>➢ Laptop | ➢ Story mapping technique |

| | | |
|---|---|---|
| **PENDAHULUAN [10']** | | • Peserta didik memberi salam, berdoa, menyanyikan lagu nasional<br>• Guru mengecek kehadiran peserta didik dan memberi motivasi<br>• Guru Mereview kembali materi sebelumnya (narrative text)<br>• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan<br>• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran |
| **KEGIATAN INTI** | **Kegiatan Literasi [15']** | • Peserta didik diberi motivasi dengan menyimak teks naratif yang diberikan<br>• Guru memberikan kesempatan kepada mereka untuk bertanya tentang plot, karakter, dan isi cerita dari suatu teks naratif yang diberikan<br>• Guru menanggapi pertanyaan dari siswa. |
| | **Critical Thinking [15']** | • Guru membagi siswa dalam beberapa kelompok dan membagikan tesk naratif dan lembar story map yang masih kosong<br>• Guru memberikan pertanyaan tentang teks naratif |

| | | |
|---|---|---|
| | | mengenai tokoh, setting, dan problem yang dibagikan dan setiap kelompok diberikan kesempatan untuk menjawab pertanyaan tersebut<br>• Disetiap jawaban, guru memberi penjelasan untuk penguatan |
| | **Collaboration [15']** | • Dalam kelompok peserta didik mengumpulkan informasi, mendiskusikan, dan mengidentifikasi teks yang diberikan dengan mencari tokoh, setting, problem dan solusinya, kemudian menuangkan ke dalam tulisan di kertas story mapping yang sudah diberikan sebelumnya<br>• Guru memonitor dan memberi bantuan jika dibutuhkan |
| | **Communication [15']** | • Masing-masing kelompok mengumpulkan hasil diskusinya ke guru<br>• Guru secara acak memanggil setiap kelompok untuk mempresentasikan story mapping yang telah dikerjakan<br>• Kelompok lain diberikan kesempatan untuk memberikan pertanyaan/saran kepada presentator<br>• Guru memberikan penjelasan untuk penguatan |
| | **Creativity [10']** | • Guru membagikan Story Map ke masing-masing peserta didik<br>• Peserta didik membuat ringkasan dari teks naratif yang diberikan dengan mengisi story map yang telah dibagikan. |
| **PENUTUP[10']** | | • Guru bersama peserta didik menarik kesimpulan apa yang telah dipelajari.<br>• Guru melakukan penilaian atau refleksi terhadap kegiatan yang telah dilaksanakan dengan cara tanya jawab<br>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya, mengucapkan terima kasih, dan memberi salam penutup. |

## C. PENILAIAN

- Teknik penilaian: Tes

- Bentuk instrument: Penilaian tes tulis berbentuk Essay

Untuk rubric penilaian reading teks naratif, sebagai berikut:

Score maksimal = 100

Nilai siswa = $\frac{\text{score perolehan}}{\text{Score maksimal (100)}}$ X 100 = . . .

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| No. | Criteria | Skor |
|---|---|---|
| **1.** | Jawaban benar, tata bahasa benar | 100 |
| **2.** | Jawaban benar, tata bahasa kurang benar | 80 |
| **3.** | Jawaban kurang benar, tata bahasa benar | 60 |
| **4.** | Jawaban kurang benar, tata bahasa kurang benar | 40 |
| **5.** | Jawaban salah, tata bahasa salah | 20 |

**Palopo, Maret 2021**

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A long time ago on the island of Java, Indonesia, lived a couple of farmers. They had married for some years but they had no children. So, they prayed to a monster called Buto Ijo to give them children. Buto Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating the fresh meat of human beings. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Emas. The farmers were happy. Timun Emas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buto Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buto Ijo that Timun Emas was still a child. They asked him to postpone. Buto Ijo agreed. He promised to come again. The following year Buto Ijo came again. But again and again, their parents said that Timun Emas was still a child.

When the third time Buto Ijo came, their parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing, and salt. 'Timun, take these things

'What are these things?'

'These are your weapons. Buto Ijo will chase you. He will eat you alive. So, run as fast as you can. And if he will catch you spread this to the ground. Now go!'

Timun Emas was scared so she ran as quickly as she could. When Buta Ijo arrived, she was far from home. He was very angry when he realized that his prey had left. So, he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Emas was just a girl while Buto Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Emas, he quickly spread the seeds of cucumber. In seconds, they turned into many vines of cucumber. The

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exhausted Buto Ijo was very thirsty so he grabbed and ate them. When Buto Ijo was busy eating cucumber, Timun Emas run away.

But soon Buto Ijo realized and started running again. When he was just several steps behind Timun Emas threw her bamboo needles. Soon they turned into dense bamboo trees. Buto Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile, Timun Emas could run farther.

Buto Ijo chased her again. When he almost caught her again and again, Timun Emas threw her dressing. This time it turned into a lake. Buto Ijo was busy saving himself so Timun Emas ran away. But Buta Ijo could overcome it and continued chasing her.

Finally, when Timun Emas was almost caught she threw her salt. Soon the land where Buto Ijo stood turned into an ocean. Buto Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home.

**Answer the following questions by fill in the story map below. Number one (1) is an example!**

1. What is the title of the story?
   Answer: the title of the story is The Golden Cucumber
2. Where is the problem of the story? Can you tell us?
3. What is the main paragraph of the first paragraph?
4. How is the Buto Ijo like?
5. What is the solution to the story?

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# STORY MAP

Title

Setting

Characters

Problem

Solution

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Sekolah** : **SMAN 3 Luwu Utara & SMAN 8 Luwu Utara**
**Mata Pelajaran** : **Bahasa Inggris**
**Kelas/Semester** : **X/Sepuluh (Genap)**
**Materi Pokok** : **Narrative Text (Hud a.s)**
**Alokasi Waktu** : **2 x 45 menit (1 x Pertemuan)**
**Pertemuan** : **3**

### A. TUJUAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi plot cerita dalam teks naratif.
2. Mengidentifikasi main idea/pokok pikiran dalam setiap paragraf.
3. Membedakan karakter mayor dan minor dalam suatu cerita.
4. Membedakan detail penting dan detail pendukung dalam teks naratif
5. Menjelaskan momen balik, konflik, dan resolusi dalam teks naratif
6. Membuat ringkasan cerita dalam suaatu teks naratif

### B. LANGKAH-LANGKAH PEMBELAJARAN

| Media: | Alat/Bahan: | Metode: |
|---|---|---|
| ➢ *Lembar Kegiatan Siswa*<br>➢ *Lembar penilaian* | ➢ Spidol dan papan tulis<br>➢ Laptop | ➢ Story mapping technique |

| | | |
|---|---|---|
| **PENDAHULUAN [10']** | | • Peserta didik memberi salam, berdoa, menyanyikan lagu nasional<br>• Guru mengecek kehadiran peserta didik dan memberi motivasi<br>• Guru Mereview kembali materi sebelumnya (narrative text) dengan cara Tanya jawab<br>• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan<br>• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran |
| **KEGIATAN INTI** | **Kegiatan Literasi [15']** | • Peserta didik diberi motivasi dengan membaca tesk naratif yang dibagikan ke setiap individu<br>• Guru memberikan kesempatan kepada mereka untuk mengumpulkan informasi dan menulisnya mengenai plot, karakter, dan problem dari teks naratif yang dibacakan |
| | **Critical Thinking [15']** | • Guru membagikan story map yang masih kosong kepada setiap peserta didik<br>• Peserta didik mengisi story map berdasarkan tesk naratif yang telah dibagikan |

| | | |
|---|---|---|
| | | • Peserta didik kemudian menganalisis gagasan utama dari tesk naratif dan mengemukakannya<br>• Guru memberikan pertanyaan tentang gagasan utama dianalisis oleh peserta didik dan mereka diberikan kesempatan untuk menjawab<br>• Disetiap jawaban, guru memberi penjelasan untuk penguatan |
| | **Collaboration [15']** | • Peserta didik dibagi menjadi 3 kelompok dan mendiskusikan hasil story map yang telah dikerjakan secara individu sebelumnya.<br>• Setiap anggota dalam kelompok membandingkan hasil kerjanya mencocokkannya dengan teman kelompoknya, mencari informasi lain dan mengidentifikasi kembali teks naratif apabila perlu tambahan<br>• Guru memonitor dan memberi bantuan jika dibutuhkan |
| | **Communication [15']** | • Setiap perwakilan dari kelompok kemudian mempresentasikan hasil diskusinya yaitu jawaban dari isian story map mereka<br>• Kelompok lain yang bukan presentator memberikan pertanyaan kepada kelompok presentator seputar apa yang disampaikan dan diberikan kesempatan untuk menyangka jawaban apabila dirasa masih kurang<br>• Guru memberikan bantuan penjelasan untuk penguatan |
| | **Creativity [10']** | • Guru memberikan teks naratif baru kepada masing-masing kelompok beserta story map yang kosong<br>• Setiap kelompok mengisi story map berdasarkan teks yang diberikan, menganalisis main characters, setting, problem, dan solution. |
| **PENUTUP[10']** | | • Guru bersama peserta didik menarik kesimpulan apa yang telah dipelajari.<br>• Guru melakukan penilaian atau refleksi terhadap kegiatan yang telah dilaksanakan dengan bersama peserta didk memeriksa pekerjaan dari setiap kelompok<br>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya, mengucapkan terima kasih, dan memberi salam penutup. |

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## C. PENILAIAN

- Teknik penilaian: Tes

- Bentuk instrument: Penilaian tes tulis berbentuk Essay

Untuk rubric penilaian reading teks naratif, sebagai berikut:

Score maksimal = 100
Nilai siswa = score perolehan X 100 = . . . .
Score maksimal (100)

| No. | Criteria | Skor |
|---|---|---|
| **1.** | Jawaban benar, tata bahasa benar | 100 |
| **2.** | Jawaban benar, tata bahasa kurang benar | 80 |
| **3.** | Jawaban kurang benar, tata bahasa benar | 60 |
| **4.** | Jawaban kurang benar, tata bahasa kurang benar | 40 |
| **5.** | Jawaban salah, tata bahasa salah | 20 |

**Palopo, Maret 2021**

Peneliti,

Husnul Hatimah
NIM. 1602020026

IAIN PALOPO

## Hud a.s

A long time ago, a great tribe lived in the South of Arabia. They were called Ad. They were very clever and could do many things. They used the mountains for their homes. They carved out great mansions with wonderful pillars. They called their city Iran.

It was very famous. As time went on, the people of Ad thought more about themselves and less about Allah. They thought they didn't need Allah, because they had lots of money and power. They thought they were being clever but they were foolish. Before long they turned to bad ways. Gangs of them used to rob and kill people traveling by.

There was still one good man among them. His name was Hud. He did not belong to any of the gangs. He did not agree with the things they did. He tried to tell them to stop their bad ways and told them to follow Allah's ways. Hud said Allah would punish the bad ones but most of the people still would not listen. They thought they were clever than the messenger of Allah. Allah told Hud to take all the good people into a big cave near the city. The very next day a terrible tornado came and only the good ones, the ones who had listened, were saved.

**Answer the following questions by fill in the story map below. Number one (1) is an example!**

1. Who is the main character of the story?
   Answer: the main character of the story is Hud a.s
2. How is the character of Prophet Hud a.s.?
3. When the problem arises in the story?
4. What is the main idea of the fourth (4) paragraphs?
5. What is the solution that the writer writes in the story?

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# Story Map

Name:_____ Book Title:_____

Characters

Setting

Problem

Solution

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Sekolah** : **SMAN 3 Luwu Utara & SMAN 8 Luwu Utara**
**Mata Pelajaran** : **Bahasa Inggris**
**Kelas/Semester** : **X/Sepuluh (Genap)**
**Materi Pokok** : **Narrative Text (Snow White)**
**Alokasi Waktu** : **2 x 45 menit (1 x Pertemuan)**
**Pertemuan** : **4**

### A. TUJUAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi plot cerita dalam teks naratif.
2. Mengidentifikasi main idea/pokok pikiran dalam setiap paragraf.
3. Membedakan karakter mayor dan minor dalam suatu cerita.
4. Membedakan detail penting dan detail pendukung dalam teks naratif
5. Menjelaskan momen balik, konflik, dan resolusi dalam teks naratif
6. Membuat ringkasan cerita dalam suaatu teks naratif

### B. LANGKAH-LANGKAH PEMBELAJARAN

| Media: | Alat/Bahan: | Metode: |
|---|---|---|
| ➢ *Lembar Kegiatan Siswa*<br>➢ *Lembar penilaian* | ➢ Spidol dan papan tulis<br>➢ Laptop | ➢ Story mapping technique |

| | | |
|---|---|---|
| **PENDAHULUAN [10']** | | • Peserta didik memberi salam, berdoa, menyanyikan lagu nasional<br>• Guru mengecek kehadiran peserta didik dan memberi motivasi<br>• Guru Mereview kembali materi sebelumnya (narrative text) dengan cara Tanya jawab<br>• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan<br>• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran |
| **KEGIATAN INTI** | **Kegiatan Literasi [15']** | • Peserta didik mendengarkan teks naratif yang dibacakan oleh guru<br>• Peserta didik mengumpulkan informasi apa saja yang mereka dapatkan darinteks naratif yang di telah dibacakan |
| | **Critical Thinking [15']** | • Guru membagi siswa berpasang-pasangan.<br>• Dalam setiap pasangan/kelompok, peserta didik membandingkan informasi yang mereka dapatkan dengan teman kelompoknya dan membuat kesimpulan dari masing-masing infromasi yang |

| | | |
|---|---|---|
| | | didapatkan |
| | **Collaboration [15']** | • Setiap pasangan kemudian bersama mengerjakan tugas untuk membuat story map dari informasi yang telah mereka dapatkan, mencakup plot, setting, characters, problem, dan solution.<br>• Guru memonitoring kegiatan peserta didik |
| | **Communication [15']** | • Guru secara acak memanggil setiap pasangan untuk kedepan kelas mempresentasikan hasil diskusinya.<br>• Setiap pasangan berperan sebagai presentator dan sebagai penjawab pertanyaan<br>• Guru menunjuk kelompok lain untuk memberikan pertanyaan kepada kelompok presentator<br>• Setiap kelompok memberikan satu pertanyaan<br>• Guru memberikan bantuan penjelasan pertanyaan dan jawaban untuk penguatan |
| | **Creativity [10']** | • Guru memberikan story map yang masih kosong<br>• Setiap pasangan kemudian mengisi story map berdasarkan teks naratif yang dibagikan |
| **PENUTUP[10']** | | • Guru bersama peserta didik menarik kesimpulan apa yang telah dipelajari.<br>• Guru melakukan penilaian atau refleksi terhadap kegiatan yang telah dilaksanakan dengan bersama peserta didk memeriksa pekerjaan dari setiap kelompok<br>• Guru mengucapkan terima kasih atas partisipasi dari peserta didik, dan memberi salam penutup. |

## C. PENILAIAN

- Teknik penilaian: Tes

- Bentuk instrument: Penilaian tes tulis berbentuk Essay

Untuk rubric penilaian reading teks naratif, sebagai berikut:

Score maksimal = 100

Nilai siswa = $\frac{\text{score perolehan}}{\text{Score maksimal (100)}}$ X 100 = . . . .

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| No. | Criteria | Skor |
|---|---|---|
| **1.** | Jawaban benar, tata bahasa benar | 100 |
| **2.** | Jawaban benar, tata bahasa kurang benar | 80 |
| **3.** | Jawaban kurang benar, tata bahasa benar | 60 |
| **4.** | Jawaban kurang benar, tata bahasa kurang benar | 40 |
| **5.** | Jawaban salah, tata bahasa salah | 20 |

**Palopo, Maret 2021**

Peneliti,

Husnul Hatimah
NIM. 1602020026

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## Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

**Answer the following questions by fill in the story map below. Number one (1) is an example!**

1. What does paragraph third tell you?
   Answer: paragraph three tells about Snow White didn't want her uncle and aunt to go to America, so she ran away into the woods.
2. How many characters in the story?
3. What kind of quality is the writer trying to say through the seven dwarfs' character?
4. What is the climax problem of the story?
5. How is the solution provided?
6. What is the text mainly tell us about?

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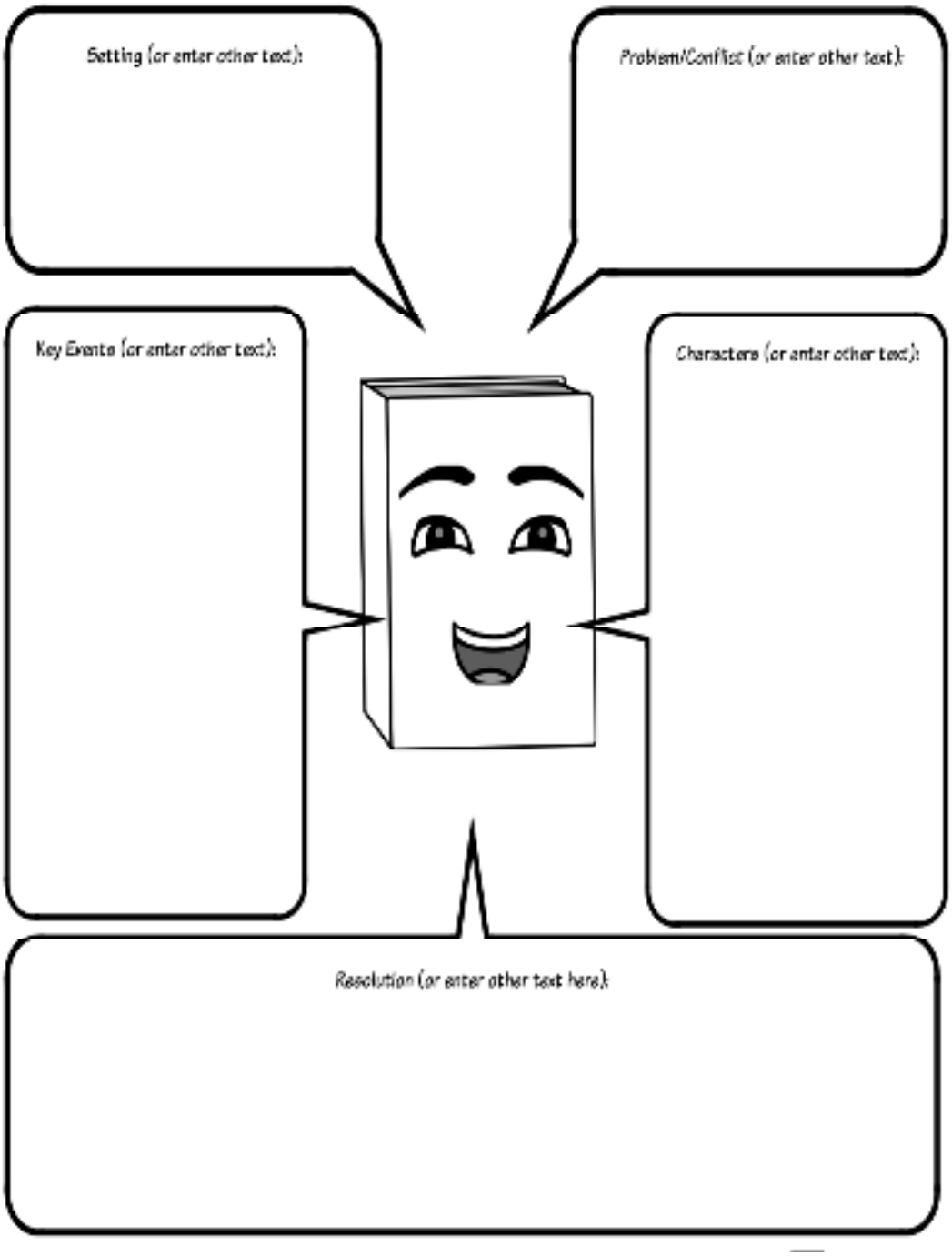
Name:_____ Date:_____

# TITLE

Directions:



## DOCUMENTATION

### 1. Pre-test

Students get ready to do pre-test.

Students doing the test.

The students read the story.

The students read the story.

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## 2. Treatments

a. First Meeting

The researcher explains the material, story mapping and divided students into group.

The students read a story in their group.

The students fill the story mapping.

The students presenting their story mapping.

b. Second Meeting

The researcher explain more about the material, story mapping, and divided students into some groups.

The students read a story in their group.

The students fill the story mapping.

The students presenting their story mapping.

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c. Third Meeting

The researcher and students review the materials in the first and second meeting.

The researcher asks students to read the story on the paper and then fill the story mapping.

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d. Fourth Meeting

The researcher repeat the explanation of the material then ask students to do the exercises.

The students presenting their result on the exercises with showing their story mapping.

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### 3. Post-Test

The students get ready to do the post-test.

The students do the test.

The researcher asks students to read the story on the test one by one in front the other students.

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
**UPT SMA NEGERI 8 LUWU UTARA**
Jl. Taman Siswa No. 4 Masamba Kab. Luwu Utara ☎ (0473) 21045 Email masambasmada@yahoo.co.id

## SURAT KETERANGAN PENELITIAN
Nomor : 420/117-UPT SMAN.8/LUTRA/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 8 Luwu Utara menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : | **HUSNUL HATIMAH** |
| NIM | : | 1602020026 |
| Program Studi | : | Pendidikan Bahasa Inggris |

benar telah mengadakan Penelitian pada SMA Negeri 8 Luwu Utara pada Tanggal 31 Maret s.d. 30 April 2021. Dengan Judul Penelitian :

***" IMPROVING STUDENTS READING COMPREHENSION ON NARRATIVE TEXT BY USING STORY MAPPING TECHNIQUE AT SENIOR HIGH SCHOOLS IN LUWU UTARA ".***

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

21 April 2021
Kepala UPT SMAN 8 Luwu Utara,

**SUHARDI, S.Pd.**
Pangkat Pembina
NIP. 19720803 200604 1 008

IAIN PALOPO

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
**UPT SMA NEGERI 3 LUWU UTARA**
Alamat : Jalan Pendidikan Desa Baebunta Kab. Luwu Utara 92965

## SURAT KETERANGAN PENELITIAN
**Nomor : 070/ 077 - UPTSMAN3LUTRA/DISDIK**

**Yang bertanda tangan di bawah ini Kepala SMA Negeri 3 Luwu Utara menerangkan bahwa :**

| | |
|---|---|
| **Nama** | **: JASMAN,S.Pd,M.Pd** |
| **Pangkat / Golongan** | **: Pembina Tk.1 / IVb** |
| **Jabatan** | **: Kepala UPT** |

**Menerangkan Bahwa :**

| | |
|---|---|
| **Nama** | **: HUSNUL HATIMAH** |
| **NIM** | **: 1602020026** |
| **Jenis Kelamin** | **: Perempuan** |
| **Program Studi** | **: Pendidikan Bahasa Inggris** |
| **Fakultas** | **: Keguruan dan Ilmu Pendidikan** |
| **Tempat Penelitian** | **: SMA Negeri 3 Luwu Utara** |
| **Waktu Penelitian** | **: 31 Maret s/d 30 April 2021** |

**Telah melakukan penelitian di SMA Negeri 3 Luwu Utara sejak tanggal 31Maret s/d 30 April 2021 dalam rangka menyusun ( Skripsi ) yang berjudul " *IMPROVING STUDENTS READING COMPREHENSION ON NARRATIVE TEXT BY USING STORY MAPPING TEEHNIQUE AT SENIOR HIGH SCHOOLS IN LUWU UTARA* "**

**Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.**

**Baebunta, 19 April 2021**
**Kepala UPT SMAN 3 LUTRA,**

**JASMAN,S.Pd,M.Pd**
**Pangkat.Pembina Tk.1**
**NIP.19670502 199303 1 01**

IAIN PALOPO

# INSTITUT AGAMA ISLAM NEGERI PALOPO
## FAKULTAS TARBIYAH DAN ILMU KEGURUAN
### *PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS*
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.


## SURAT KETERANGAN

No. 376/In.19/FTIK/PBI/PP.00.9/05/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

| | |
|---|---|
| Nama | : Husnul Hatimah |
| NIM | : 16 0202 0026 |
| Semester | : X (sepuluh) |
| Program Studi | : Pendidikan Bahasa Inggris |
| Keperluan | : Seminar Hasil/Munaqasyah |

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity 21* %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 20 Mei 2021

Mengetahui,
Ketua Prodi,

AmaliaYahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel Balandai Kec Bara 91914 Kota Palopo

# SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

| | | |
|---|---|---|
| Nama | : | Husnul Hatimah |
| Nim | : | 16 0202 0026 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Fakultas | : | Fakultas Tarbiyah dan Ilmu Keguruan |
| Alamat / No. HP | : | Desa Baebunta Kec Baebunta Kab Luwu Utara / 085 240 483 220 |

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 26 April 2021
Ketua Prodi
Pendidikan Bahasa Inggris

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

**Dr. Munir Yusuf, M.Pd**
**NIP. 19740602 199903 1 003**

**Amalia Yahya, S.E., M.Hum**
**NIP. 197 1013 200501 2006**

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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# Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Husnul Hatimah

Nim : 16 0202 0026

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 26 April 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

IAIN PALOPO

# BIOGRAPHY

Husnul Hatimah was born on 06th May 1998 in Seko. She is the Second child from the third siblings in her family. Her father name is Unsar and her mother name is Nuriati. She was starting her studying at the Elementary School (SD) number 074 Lodang in 2004 and graduated in 2010 and continued it in Junior High School (SMP) number 1 Baebunta in 2013. She graduated it and then continued her studying in Senior High School (SMA) number 1 Baebunta and she graduate in 2016. After that, she continued her study at the State Islamic Institute of Palopo in 2016 and taking English Department. She finished her studying at the State Islamic Institute of Palopo in 2021.

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