THE EFFECT OF USING STORY MAPPING STRATEGY ON READING COMPREHENSION AT THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 2 PALEMBANG

THESIS

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Surat Pernyataan Keaslian Karya

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The Effect of Using Story Mapping Strategy on Reading Comprehension at The Eleventh Grade Students of SMA Muhmmadiyah 2 Palembang, beserta seluruh isi nya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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Motto and Dedication

Motto:

"You live only once, be brave, be kind, do your best and always learn
wherever you are"

Dedication:

This is dedicated to:

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ABSTRACT

The objective of this research was to find out whether teaching using story mapping strategy on reading comprehension significant difference or not. The method used in this research was quasi experimental method. The population of this research was all the eleventh grade students of SMA Muhammadiyah 2 Palembang. The total population and sample were 5 students by using purposive sampling method. They divided into the experimental and control group. The data were collected by using reading comprehension test, those were pretest and posttest. The result of the test was analyzed by using independent sample t-test. Based on the result, the average of the pre-test score in the experimental group (27 students) was 40.0. The highest score was 92, while the lowest score was 32. The mean of post-test scores was 66.22. The highest score was 96 while the lowest score was 44, The result showed that t-obtained was 3.726 which was 0,05 of level significance with the degree of freedom (df) was 52. It could be concluded, that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It showed that there was significant difference on students skills in reading comprehension who were taught by using story mapping strategy than those who used conventional method.

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The researcher,

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CHAPTER I

INTRODUCTION

In this chapter presents: (1) background, (2) formulation of the problem, (3) objectives of the research, (4) siginificance of the research, and (5) hypotheses.

A. Background

English is a universal language, it used by almost in every country and being first language for some countries. Generally, English be important to society in every country as a communication tool and as the primary international language in the world (Agarwal and Chakraborty, 2019) that's why it is really necessary to be mastered of English language.

English is still regarded as a foreign language in Indonesia, despite the fact that it plays an important role in daily life, as evidenced by the fact that English is one of the subjects taught to students from elementary through university (Maduwu, 2016).

There are four skills in English that are; speaking, writing, listening, and reading (Zafar, 2016). It was really important for us to learn each skill in English, one of it was reading. Reading is a crucial activity for student's learning English since it provided them with knowledge.

Fitriana (2012) stated that reading is one of the most crucial abilities in language learning and acquisition since it is a method for enhancing and gaining new knowledge that necessitates the application of thought processes. The Benefit from participating in reading activities were allowed to learn new facts, concepts, and ideas. One of the literacy skills required to meet the challenges of the twenty-first century is reading (Fitriana, 2018).

In fact, Indonesia is among the nations where reading interest is at its lowest. This issue is evident in the findings of surveys. One of them is an analysis and survey carried out by the Organization for Economic Cooperation and Development in 2018 (OECD, 2019).

The results of the Program for International Students Assessment (PISA) revealed that the literacy rate and reading interest of Indonesians were relatively low. Indonesian reading interest numbers for 2019 were placed 72 out of 77 countries, or in the bottom 6 countries. According to (Hasanah and Wahyudi 2020), Indonesian students were particular struggle with reading comprehension.

According to Anggraeyni and Salam (2013) Reading is primarily done for comprehension. Understanding, evaluating, and recognizing the author's ideas are all goals of reading comprehension. In order to understand the message or information in the text, the reader should have comprehension.

While Reading activity that had been done by the students was a kind of comprehensive reading. Reading comprehension is a process of reading in order to build understanding (Tarchi, 2017). Morever reading comprehension is an essential part of reading because it is key to every person in reading (Wigfield, 2016). According to Snow (2002) reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Students tend to skip some text that had been written for the questions of the test, based on researcher observation it was because there's too much words which made students confused, therefore instead of reading it properly students chose to skip and just randomly chosen an answer as long as the test is finish. Not only because reading test had long text but also, it was written in English, students became clueless since it's not their mother tongue, it made students failed to get the information from the text. Moreover, the researcher was interested in trying to find an effective way to help the student more interested and active in the teaching and learning process especially reading.

To solve student's problems in reading comprehension it's need a strategy. Pourhoseingilakjani (2016) stated that reading strategies have a great impact on the students' reading comprehension ability. Student were

not just passive receivers of information but they are active makers of meaning.

There were many strategies that could be used in teaching reading comprehension one of them was the Story Mapping strategy. This strategy, had been used in Sholichah (2017) stated story mapping strategy is an effective way of improving students reading comprehension achievement. Story mapping strategy could help students to organize the information by finding and writing the keywords of the text. Each keyword in the story map represented certain information in the reading text. It made students could be easily to recall the message of the text.

Therefore, story mapping strategy could also eliminate student's boredom in the class, most students enjoyed when reading the text. Story mapping was a technique used after a story had been read. It included identifying the main elements, and categorizing the main events in sequential order. A graphic representation is often used to illustrate the story structure and sequence of events. Kurniawan, Rufinus, and Suhartono (2013).

In this research, the first procedure in applying the story mapping strategy was by distributing the outline of story map to the students and explaining to the students how to apply the story mapping strategy in their reading. The outline of story map was designed by Idol in 1987. It was covered the components of the story such as setting that include character, time and place, the problem of the story, the goal that the character wants to achieve, the action that the character does to solve the problem and to reachs his/her goal, and the last component is outcome were the problem is resolved (Kurniawan, Rufinus, and Suhartono 2013).

Based on the background above, the researcher determined the topic entitled, **"The Effect of Using Story Mapping Strategy on Reading Comprehension at The Eleventh Grade Students of SMA Muhammadiyah 2 Palembang"**

B. Formulation of the Problem

Based on background of the study the research would formulate the problems as the following question: "Was there any siginificant difference of using story mapping strategy on reading comprehension at the eleventh grade students of SMA Muhammadiyah 2 Palembang?"

C. Objectives of the study

Based on the problem stated the object of the study was to find out whether or not there was any siginificant difference of using story mapping strategy on reading comprehension at the eleventh grade students of SMA 2 Muhammadiyah Palembang.

D. Significance of the Study

The results of this study were expected to give benefits both theoretically and practically, as follows:

1. English teachers

This research could serve as an additional resource for teachers to help improving student's reading comprtehension using story mapping strategy.

2. Students

The finding of this research will be motivated them, to practice more than they have did before and encourage then English by using story mapping strategy to increase their reading comprehension, in addition it also could help them to get better achievement in reading comprehension.

3. Other researchers

The results of this research could be used by further researchers as a reference or motivation to explore the effect of using story mapping strategy on reading comprehension.

4. Readers

Readers could learn about the form of story mapping strategy, the types of story mapping strategy, and the motivation for using story mapping strategy.

E. Hypotheses of the Study

The hypotheses of this study were in the forms alternative hypotheses (Ha) and null hypotheses (Ho)

1.   The alternative hypotheses (Ha): There was siginificant difference of using story mapping strategy on reading comprehension at the Eleventh Grade Studen's of SMA Muhammadiyah 2 Palembang

2.   The null hypotheses (Ho): There was no any siginificant difference of using story mapping strategy on reading comprehension at the Eleventh Grade Student's of SMA Muhammadiyah 2 Palembang.

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