



**IMPROVING STUDENTS' READING NARRATIVE TEXT
COMPREHENSION THROUGH STORY MAPPING TECHNIQUE
AT GRADE VIII MTsN 2 PADANGSIDIMPUAN**

A THESIS

*Submitted to Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirements for the Degree of
Islamic Educational Scholar (S.Pd.I) in English*

Written by:

NURSALIMAH NASUTION

Reg. No. 11 340 0029

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHING TRAINING FACULTY
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015



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PADANGSIDIMPUAN**

2015

Term : Thesis

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Items : 7 (Seven) examplers

Padangsidempuan, May 6th, 2015

To:

Dean Tarbiyah and Teacher Training Faculty

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Assalamu 'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to Nursalimah Nasution, entitle **"Improving Students' Reading Narrative Text Comprehension Through Story Mapping Technique at Grade VIII MTsN 2 Padangsidempuan"**, we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd.I) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Thefore, we hoped that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

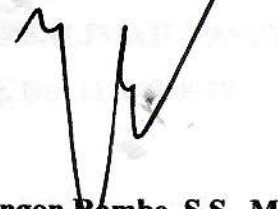
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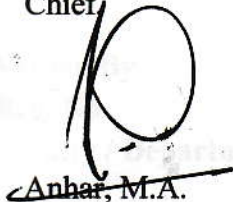
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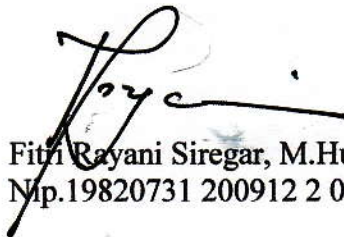
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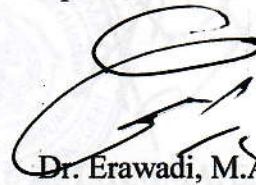
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Padangsidempuan, 26 Juni 2015



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Firstly, I would like to convey my grateful to Allah SWT, the most Creator and Merciful that has given me the health, time and chance for finishing this thesis on titled **“IMPROVING STUDENTS’ READING NARRATIVE TEXT COMPREHENSION THROUGH STORY MAPPING TECHNIQUE AT GRADE VIII MTsN 2 PADANGSIDIMPUAN”**.

I have received suggestion, guidance, and encouragement from many people during writing this thesis, especially to my advisors: Mrs. Eka Sustris Harida, M.Pd and Mr. Sojuangon Rambe, S.S., MPd. I also would like to thank them for offering consultative aids and advices for finishing this thesis as well.

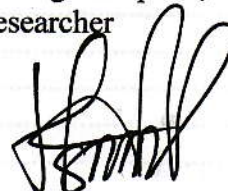
I also assisted by some people and institution. Therefore, in this opportunity I would like to express my gratitude to the following people:

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This thesis is still so far from being perfect based on weakness of the researcher. Therefore, I expect the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan, May 16th 2015
Researcher



NURSALIMAH NASUTION
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Department : English Education (TBI-1)
Title of Thesis : Improving Students' Reading Narrative Text
Comprehension through Story Mapping Technique at
Grade VIII MTsN 2 Padangsidimpuan

ABSTRACT

This research was talking about improving students' reading comprehension by using Story Mapping Technique at grade VIII MTs Negeri 2 Padangsidimpuan. Most of students had low achievement in reading narrative text comprehension, students were passive in the class, students had lack of reading interest and also lack of motivation, and students did not have the suitable technique for reading. The problems were influenced by internal and external factors. The problems in internal factors were students' difficulties in identifying character, identifying setting, identifying problem, identifying coda, and identifying vocabulary in context. The problems in external factors were motivation, disturbance, asking permission, and sleeping in the classroom. This research purposed to describe the students' achievement in reading comprehension and to identify the factors which influence students' reading comprehension by using Story Mapping Technique at grade VIII MTs Negeri 2 Padangsidimpuan.

The method used in this research was classroom action research, by implementing the Hopkins design which consisted of identification problem and do the four steps. Those were planning, acting, observing, and reflecting. Moreover, to solve the reading problems the researcher applied Story Mapping Technique. In this research, the researcher used two reading tests and two cycles. Moreover, the participants of this research were the class of VIII-5 consisted of 30 students and also there was collaboration with an English teacher. Meanwhile, the data was derived among from reading tests, observation notes, and also interview.

Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 70.33 (43.33%) and second test in the second cycle was 80.83 (86.66%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Then, the calculation result of $t_o = 5.58$, t_{table} with $df = 29$, level of signification in ($t_{15\%} = 2,045$). It can be known that the result of t_o is bigger than t_t . The improvement was significant. Based on observation notes stated that the students got improvement and the students were more active and interested in learning reading comprehension. Related to the interview result, it could be known that students' reading comprehension had improved. It asserted that by using Story Mapping Technique improve students' reading narrative text comprehension.

CURRICULUM VITAE

A. Identity

Name : Nursalimah Nasution
Reg. No : 11 340 0029
Place / Birthday : Sibuluan III / April, 15th 1994
Sex : Female
Religion : Islam
Address : Sibuluan Nalambok, Sarudik

B. Parents

Father's name : Habibullah Nasution
Mother's name : Masliana Panggabean

C. Educational Background

1. Elementary School : MIN Sibuluan III (2005)
2. Junior High School : MTs N Sibolga (2008)
3. Senior High School : MAN Sibolga (2011)
4. Institute : IAIN Padangsidempuan (2015)

APPENDIX I

SIKLUS I (CYCLE I)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs NEGERI 2 PADANGSIDIMPUAN

Kelas/ Semester : VIII-5/ 2

Subjek : Bahasa Inggris

Jenis Text : Monolog Narrative Text

Aspek/Skill : Membaca/ Reading

Alokasi Waktu : 4x40 menit (2x pertemuan)

A. Standar Kompetensi

1. Memahami makna dalam esai pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- 1.1 Merespon berbagai informasi dan makna dalam text tertulis secara akurat dan berterima yang berkaitan dengan lingkungan
- 1.2 Merespon makna dan langkah retorika dalam esai narrative secara akurat yang berterima dengan lingkungan sekitar

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

1. Menjawab pertanyaan berdasarkan informasi dalam text narrative
(character, setting, problem, coda berupa pembelajaran dan kosakata yang berkaitan dengan text)

D. Karakter siswa yang diharapkan:

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

E. Technique Pembelajaran

- Story Mapping

Materi Pembelajaran

1. Text Narrative

The Legend of Mount Bromo

This is a legend about the creation of Mouth Bromo, a famous mountain in the East Java, which also famous with the beautifulness of sun rises panaroma on peak.

Hundred years ago, during the reign of the last king of Majapahit (13-14 century AD), Brawijaya, one of the King's wives gave birth to a girl, Roro Anteng. Later she got married to Joko Seger, from Brahman (priests) caste. Because of an unfortunate situation, they were forced to leave kingdom. They settled in an area in the mountain, and named it "Tengger."

For years, they were unhappy because they did not have a child. They climb the peak of the mountain, prayer to gods. Betara Bromo (god of fire) promised them many children, but they have to sacrifice the youngest one.

They finally, got 25 children, and it was the time for them to sacrifice the youngest, Kesuma. Roro Anteng ang Joko Seger didn't want to do that and tried to hide him. But an eruption happened.

Kesuma fell into the crater. Then his voice heard: "I have to be sacrificed so that you will all stay alive. From now, on you should arrange an annual ceremony on the 14th of Kesodo."

Kesuma's brothers and sisters held the offering ceremony every year by offering fruits, vegetable, and rice, and meats. This has been done until today by Kejawen sects (the Javanese original religion that mixed with islam).

Setting:

Where and when did it happen?

“East Java”, “(13-14

Problem:

What was wrong?

Roro Anteng and Joko Seger didn't want to do that and tried to hide him. But an eruption happened.

Character

Who are the actors on the story?

Brawijaya, Roro Anteng, Joko Seger, Betara Bromo, Kesuma

The Legend of Mount Bromo

Coda:

What learning did find on the story?

We do not promise if we cannot keep it

2. Bacaan narrative

SNOW WHITE

Once upon time there lived a little girl named Snow White. She lived with her Aunt and Uncle. She lived with her Aunt and Uncle because her parents were died.

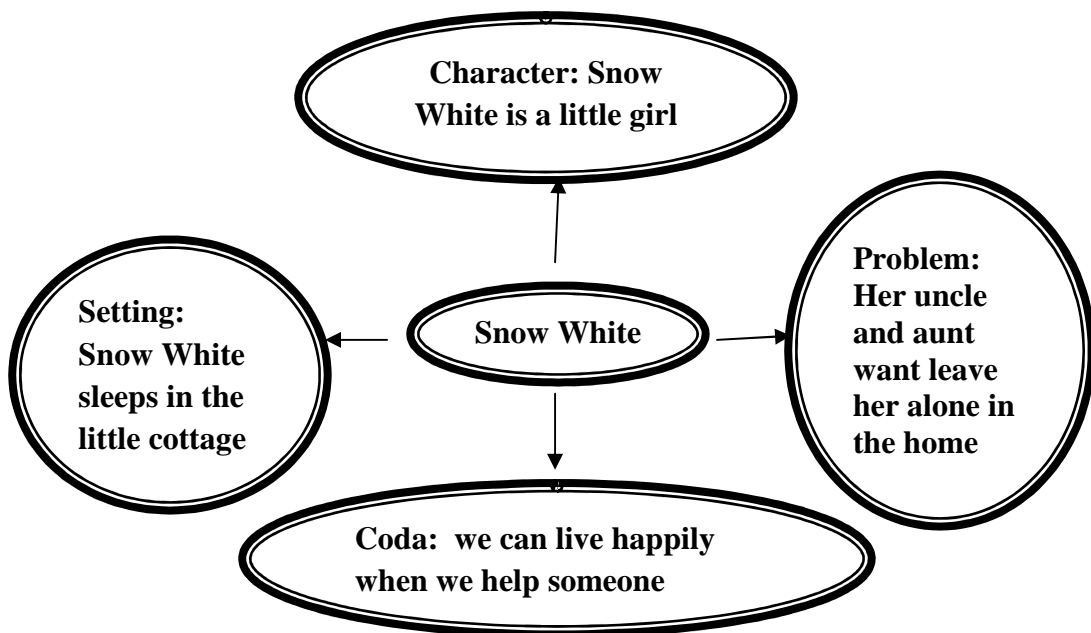
One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. 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. They went inside. 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'.

Doc said, If you wish, you may live here with us'. Snow White said, 'Oh could (I)?

Thank you'. Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.



F. Langkah-langkah Kegiatan

Pertemuan pertama dan kedua

No.	Aktivitas Guru	Aktivitas Siswa
1.	<p>Kegiatan Awal</p> <p>1) Guru membuka kelas dengan mengucapkan salam, dan berdo'a bersama siswa sebelum pelajaran dimulai.</p> <p>2) Guru mengabsen siswa</p> <p>3) Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai.</p>	<p>1) Siswa memberi salam dan berdo'a sebelum pelajaran dimulai.</p> <p>2) Siswa mendengarkan daftar absen yang sedang dibacakan guru.</p> <p>3) Siswa mendengarkan tujuan pembelajaran berikut dengan kompetensi yang harus dikuasai.</p>
2.	<p>Kegiatan inti</p> <p>1) Guru memberikan penjelasan sekilas mengenai gambaran umum tentang teks.</p> <p>2) Guru memberikan teks, dan</p>	<p>1) Siswa mendengarkan intruksi dari guru.</p> <p>2) Siswa membaca judul teks yang</p>

	<p>membuka background knowlegde siswa mengenai teks tersebut.</p> <p>3) Guru menyuruh siswa untuk membuat ringkasan mengenai karakter, setting, problem, dan coda(pembelajaran) dari teks.</p> <p>4) Guru memberikan aplikasi mengenai teknik Story Mapping kepada siswa, yaitu:</p> <ul style="list-style-type: none"> • Guru menyuruh siswa untuk membaca text tersebut. • Guru menanyakan informasi yang didapat siswa dari text tersebut. • Guru menyuruh siswa untuk membuat grafik 	<p>diberikan guru.</p> <ul style="list-style-type: none"> • Siswa mengingat gambaran umum mengenai teks. • Siswa membaca keseluruhan isi teks. <p>3) Siswa membuat ringkasan berupa karakter tokoh, setting, problem, dan coda berupa pelajaran yang didapat dari text.</p> <p>4) Siswa mengaplikasikan tehnik Story Mapping:</p> <ul style="list-style-type: none"> • Siswa membaca teks “ The Legend of Mounth Bromo dan Snow White” • Siswa menempatkan judul text di tengah • Siswa menambahkan grapik menganai karakter tokoh. • Siswa menambahkan grapik mengenai setting dalm teks
--	---	---

	<p>story mapping berdasarkan text, seperti berikut ini:</p> <ul style="list-style-type: none"> ○ Guru menanya siswa tentang judul dari text. ○ Guru menanya siswa tentang karakter tokoh dalam teks ○ Guru menanya siswa tentang setting berupa tempat dan waktu sesuai dengan text ○ Guru menanya siswa tentang masalah yang ada dalam text, terutama hal yang paling penting yang membuat terjadi masalah ○ Guru menanya siswa tentang pembelajaran yang di dapat dari teks <p>5) Guru menyuruh siswa</p>	<ul style="list-style-type: none"> • Siswa menambahkan grapik mengenai problem sesuai dengan teks • Siswa menambahkan grapik mengenai coda atau pembelajaran yang didapat dari teks. <p>5) Siswa memeriksa kembali hasil story mapping berupa pemahaman mereka mengenai teks.</p> <p>6) Siswa menyelesaikan soal yang diberikan oleh guru</p>
--	--	---

	<p>untuk memeriksa kembali hasil story mapping berupa pemahaman mereka mengenai teks.</p> <p>6) Guru memberikan soal sesuai dengan teks</p>	
3.	<p>Kegiatan Penutup</p> <p>1) Guru dan siswa membuat kesimpulan mengenai materi pembelajaran.</p> <p>2) Guru mengumpulkan soal yang telah dikerjakan oleh siswa.</p> <p>3) Guru melakukan penilaian terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</p> <p>4) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</p> <p>5) Siswa memberi salam kepada guru.</p>	

G. Sumber Belajar

1. Emalia Irasiliti, dkk, 2009, Interactive English Junior High School Grade VIII, Jakarta: PT. Ghalia.
2. Teks yang berkaitan dengan bahan ajar.

3. Kamus Bahasa Inggris

4. Internet

H. Penilaian

No.	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
1.	Mengidentifikasi karakter dalam cerita	Tes tertulis	Pilihan Ganda	Choose the best answer based on the text
2.	Mengidentifikasi setting dalam cerita			
3.	Mengidentifikasi problem dalam cerita			
4.	Mengidentifikasi coda dalam cerita			
5.	Mengidentifikasi kosakata yang sesuai dengan konteks teks fungsional			

I. Pedoman Penilaian

1. Setiap jawaban yang benar skornya adalah 1
2. Jumlah skor dikali 5 sehingga benar semua berjumlah 100
3. Nilai maksimal adalah 100
4. Nilai siswa

$$M = \frac{X}{N} \times 100$$

M : Individual score

X : Number of correct

N : Number of item

5. Menghitung nilai rata-rata siswa: $M = \frac{\sum X}{N}$

Explanation:

M : the mean of the students

$\sum fX$: the total score

N : the number of the students

Validator

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NIP. 19790815 200604 1 003

Padangsidempuan,

2015

Mengetahui:

Guru Bahasa Inggris Kelas VIII-5

Peneliti

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NIP. 19780604 200710 2 003

Nursalimah Nasution

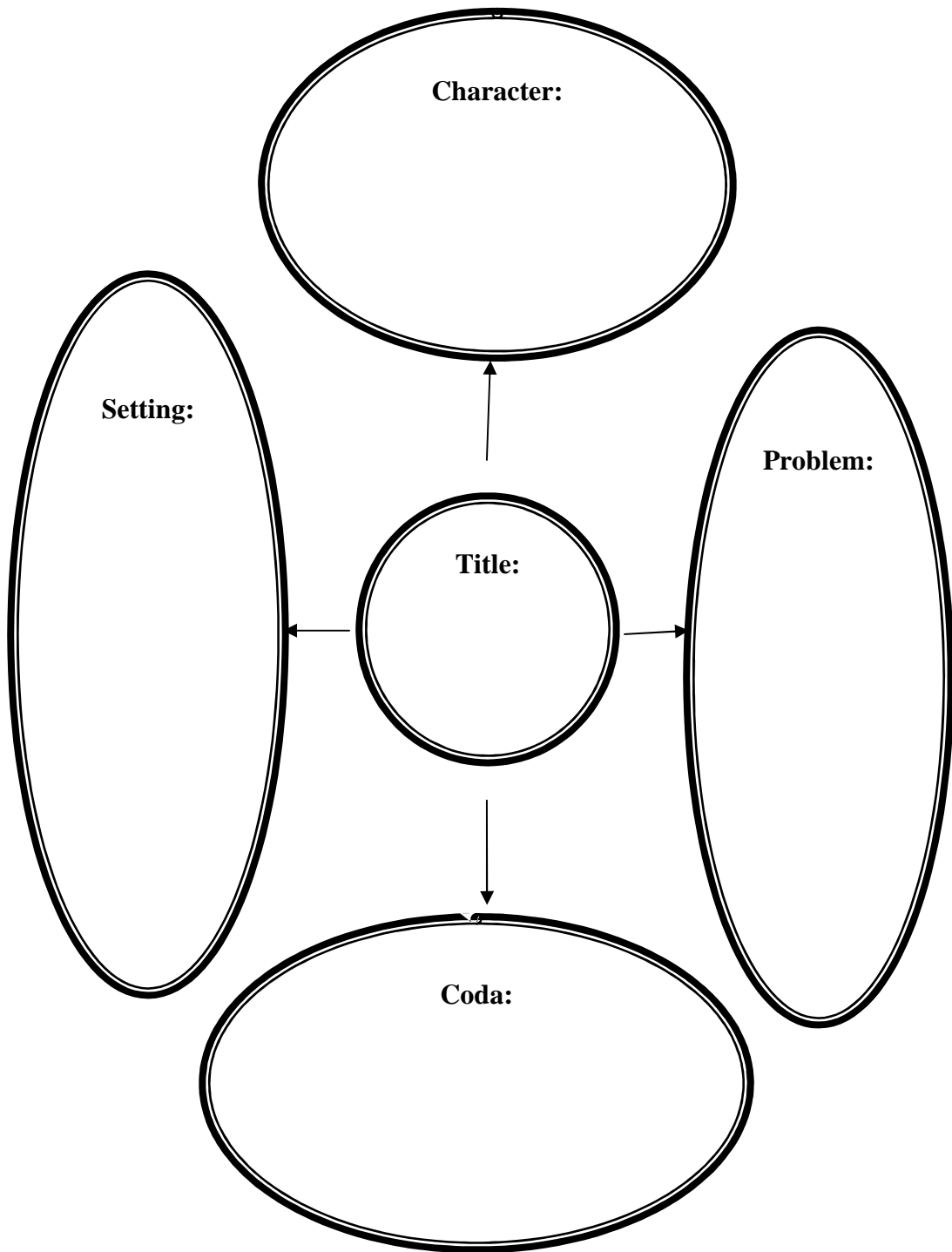
NIM. 11 340 0029

Kepala Sekolah MTs Negeri 2 Padangsidempuan

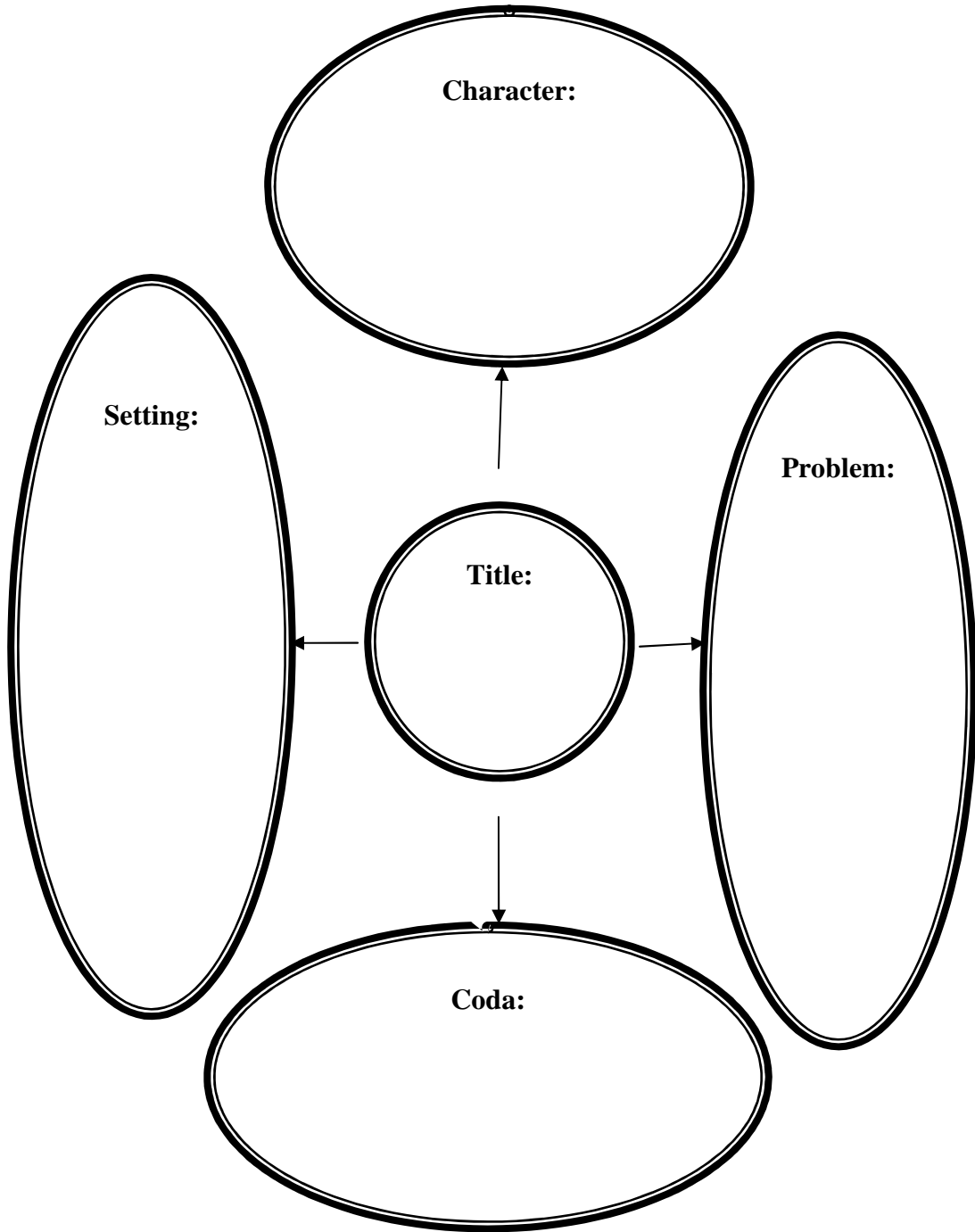
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Worksheet for “The Legend of Mount Bromo” text



Worksheet for "Snow White" text



APPENDIX III

SIKLUS II (CYCLE II)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs NEGERI 2 PADANGSIDIMPUAN

Kelas/ Semester : VIII-5/ 2

Subjek : Bahasa Inggris

Jenis Text : Monolog Narrative Text

Aspek/Skill : Membaca/ Reading

Alokasi Waktu : 4x40 menit (2x pertemuan)

A. Standar Kompetensi

1. Memahami makna dalam esai pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- 1.1 Merespon berbagai informasi dan makna dalam text tertulis secara akurat dan berterima yang berkaitan dengan lingkungan
- 1.2 Merespon makna dan langkah retorika dalam esai narrative secara akurat yang berterima dengan lingkungan sekitar

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

1. Menjawab pertanyaan berdasarkan informasi dalam text narrative
(setting, character, problem, solusi berupa pembelajaran dan kosakata yang berkaitan dengan text)

D. Karakter siswa yang diharapkan:

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

E. Technique Pembelajaran

- Story Mapping

Materi Pembelajaran

1. Text Narrative

“The Legend of Malin Kundang”

Once Upon a time, lived a diligent boy named Malin Kundang. He lived at the seashore in West Sumatera with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument and finally he sailed with the bigship.

Several years later, Malin Kundang succeed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the cake which brought by his mother until scattered.

His mother is very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone.

Suddenly, the big ship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.



Character: Malin Kundang is the diligent boy but rebels to his mother



Setting: in the seashore West Sumatera

The Legend of
Malin Kundang



**Malin Kundang rebels his
Mother, so his mother is very
broken heart**



We cannot rebel to our Mother

2. Bacaan narrative

WHY DOESN'T A BEAR HAVE A LONG TAIL?

One afternoon a mouse deer was sitting in a pit, eating nuts. He heard a tiger was coming closer and he thought the tiger was going to eat him. The mouse deer was very scared and his heart beat so hard. But, he is the smart and liar animal.

Then, an idea came to his mind and he made a loud noise of chewing nuts, saying, “wow, how delicious is this tiger’s eye!”

He repeated it for five times. Tiger, the king of jungle, was so scared to hear that and the moved back.

Tiger met a bear on the way and he said, “Hey, Bear. Do you hear what did the animal on the pit over there, eating tiger’s eyes?” Bear said, “I don’t know, your Majesty”. Tiger said, “then let’s see.” Bear replied “But I’m scared, Your Majesty” tiger said. “Don’t worry. Let’s make a deal with me. We’re going to stay together, uniting our tails. If anything happens, both of us will face it.”

Tiger and Bear tied their tails and moved into the pit with full cautions because they were expecting to see a big enemy. The mouse deer was surprised again. But, mouse deer knew that they are stupid animal. He thought quickly and yelled, “Oh, that’s the glutton tiger! His father owes us a white bear, now he will pay us with a black bear. Come on black, over here.”

Bear was so surprised. “Hey, it’s a Tiger’s trick! He wanted to use me to pay his father’s debt!” Bear went into a panic, which also made Tiger panic because they were tied each other.

Accidentally, Tiger stepped on the Bear’s tail, then jumped. Bear was beaten on the ground hard, and his tail was cut off. That’s why Bear doesn’t have long tail.

**Character: mouse deer
(smart and liar), tiger
and bear (stupid)**



**Setting: in the
Forest**



**WHY DOESN'T A
BEAR HAVE A
LONG TAIL?**

**Tiger and bear tied their
tail .Tiger stepped on the
Bear's tail, then jumped.
Bear was beaten on the
ground hard, and his tail
was cut off.**



Coda:

**We cannot
be easy to
trust someone**

G. Langkah-langkah Kegiatan

Pertemuan ketiga dan keempat

No.	Aktivitas Guru	Aktivitas Siswa
1.	<p>Kegiatan Awal</p> <p>1) Guru membuka kelas dengan mengucapkan salam, dan berdo'a bersama siswa sebelum pelajaran dimulai.</p> <p>2) Guru mengabsen siswa</p> <p>3) Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai.</p>	<p>1) Siswa memberi salam dan berdo'a sebelum pelajaran dimulai.</p> <p>2) Siswa mendengarkan daftar absen yang sedang dibacakan guru.</p> <p>3) Siswa mendengarkan tujuan pembelajaran berikut dengan kompetensi yang harus dikuasai.</p>
2.	<p>Kegiatan inti</p> <p>1) Guru memberikan penjelasan sekilas mengenai gambaran umum tentang teks.</p> <p>2) Guru memberikan teks, dan</p>	<p>1) Siswa mendengarkan intruksi dari guru.</p> <p>2) Siswa membaca judul teks yang</p>

	<p>membuka background knowlegde siswa mengenai teks tersebut.</p> <p>3) Guru mencontohkan cara mengidentifikasi character, setting, problem, dan coda</p> <p>4) Guru menyuruh siswa untuk membuat kesimpulan mengenai karakter, setting, problem, dan coda dari teks.</p> <p>5) Guru memberikan aplikasi mengenai teknik Story Mapping disertai dengan gambar animasi kepada siswa, yaitu:</p> <ul style="list-style-type: none"> • Guru menyuruh siswa untuk membaca text tersebut. • Guru menanyakan informasi yang didapat 	<p>diberikan guru.</p> <ul style="list-style-type: none"> • Siswa mengingat gambaran umum mengenai teks. • Siswa membaca keseluruhan isi teks. <p>3) Siswa membuat ringkasan berupa karakter tokoh, setting, problem, dancoda (pembelajaran) yang didapat dari text.</p> <p>4) Siswa mengaplikasikan tehnik Story Mapping:</p> <ul style="list-style-type: none"> • Siswa membaca teks “ The Legend Malin Kundang dan Why Doesn’t A Bear Have A Long Tail? • Siswa menempatkan judul text di tengah. • Siswa menambahkan grapik mengenai karakter tokoh. • Siswa menambahkan grapik
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	<p>siswa dari text tersebut.</p> <ul style="list-style-type: none"> • Guru menyuruh siswa untuk membuat grafik story mapping berdasarkan text, seperti berikut ini: <ul style="list-style-type: none"> ○ Guru menanya siswa tentang judul dari text. ○ Guru menanya siswa tentang karakter tokoh dalam teks ○ Guru menanya siswa tentang setting berupa tempat dan waktu sesuai dengan text ○ Guru menanya siswa tentang masalah yang ada dalam text, terutama hal yang paling penting yang membuat terjadi masalah ○ Guru menanya siswa 	<p>mengenai setting dalam teks.</p> <ul style="list-style-type: none"> • Siswa menambahkan grafik mengenai problem sesuai dengan teks. • Siswa menambahkan grafik mengenai coda atau pembelajaran yang didapat dari teks. <p>5) Siswa memeriksa kembali hasil story mapping berupa pemahaman mereka mengenai teks.</p> <p>6) Siswa menyelesaikan soal yang diberikan oleh guru</p>
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	<p>tentang pembelajaran yang di dapat dari teks</p> <p>6) Guru menyuruh siswa untuk memeriksa kembali hasil story mapping berupa pemahaman mereka mengenai teks.</p> <p>7) Guru memberikan soal sesuai dengan teks</p>	
3.	<p>Kegiatan Penutup</p> <p>1) Guru dan siswa membuat kesimpulan mengenai materi pembelajaran.</p> <p>2) Guru mengumpulkan soal yang telah dikerjakan oleh siswa.</p> <p>3) Guru melakukan penilaian terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</p> <p>4) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</p> <p>5) Siswa memberi salam kepada guru.</p>	

H. Sumber Belajar

1. Emalia Iragiliti, dkk, 2009, Interactive English Junior High School Grade VIII, Jakarta: PT. Ghalia.
2. Teks yang berkaitan dengan bahan ajar.
3. Kamus Bahasa Inggris
4. Internet

I. Penilaian

No.	Indikator Pencapaian Kompetensi	Tekhnik Penilaian	Bentuk Instrumen	Instrumen Soal
1.	Mengidentifikasi karakter dalam cerita	Tes tertulis	Pilihan Ganda	Choose the best answer based on the text
2.	Mengidentifikasi setting dalam cerita			
3.	Mengidentifikasi problem dalam cerita			
4.	Mengidentifikasi coda dalam cerita			
5.	Mengidentifikasi kosakata yang sesuai dengan konteks teks fungsional			

J. Pedoman Penilaian

1. Setiap jawaban yang benar skornya adalah 1
2. Jumlah skor dikali 5 sehingga benar semua berjumlah 100
3. Nilai maksimal adalah 100
4. Nilai siswa

$$M = \frac{X}{N} \times 100$$

M : Individual score

X : Number of correct

N : Number of item

5. Menghitung nilai rata-rata siswa: $M = \frac{\sum X}{N}$

Explanation:

M : the mean of the students

$\sum fX$: the total score

N : the number of the students

Validator

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Padangsidempuan,

2015

Mengetahui:

Guru Bahasa Inggris Kelas VIII-5

Peneliti

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NIP. 19780604 200710 2 003

Nursalimah Nasution

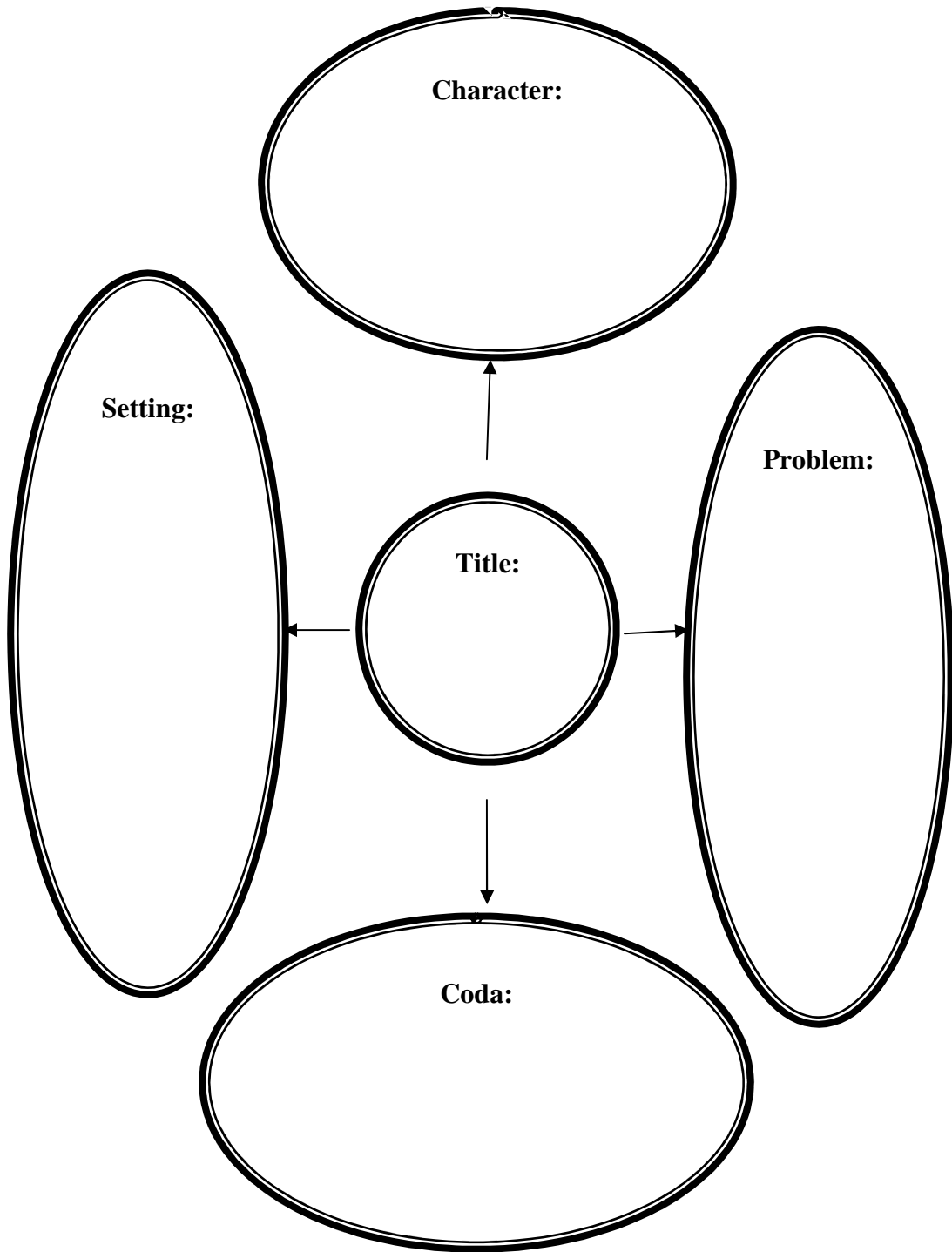
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Kepala Sekolah MTs Negeri 2 Padangsidempuan

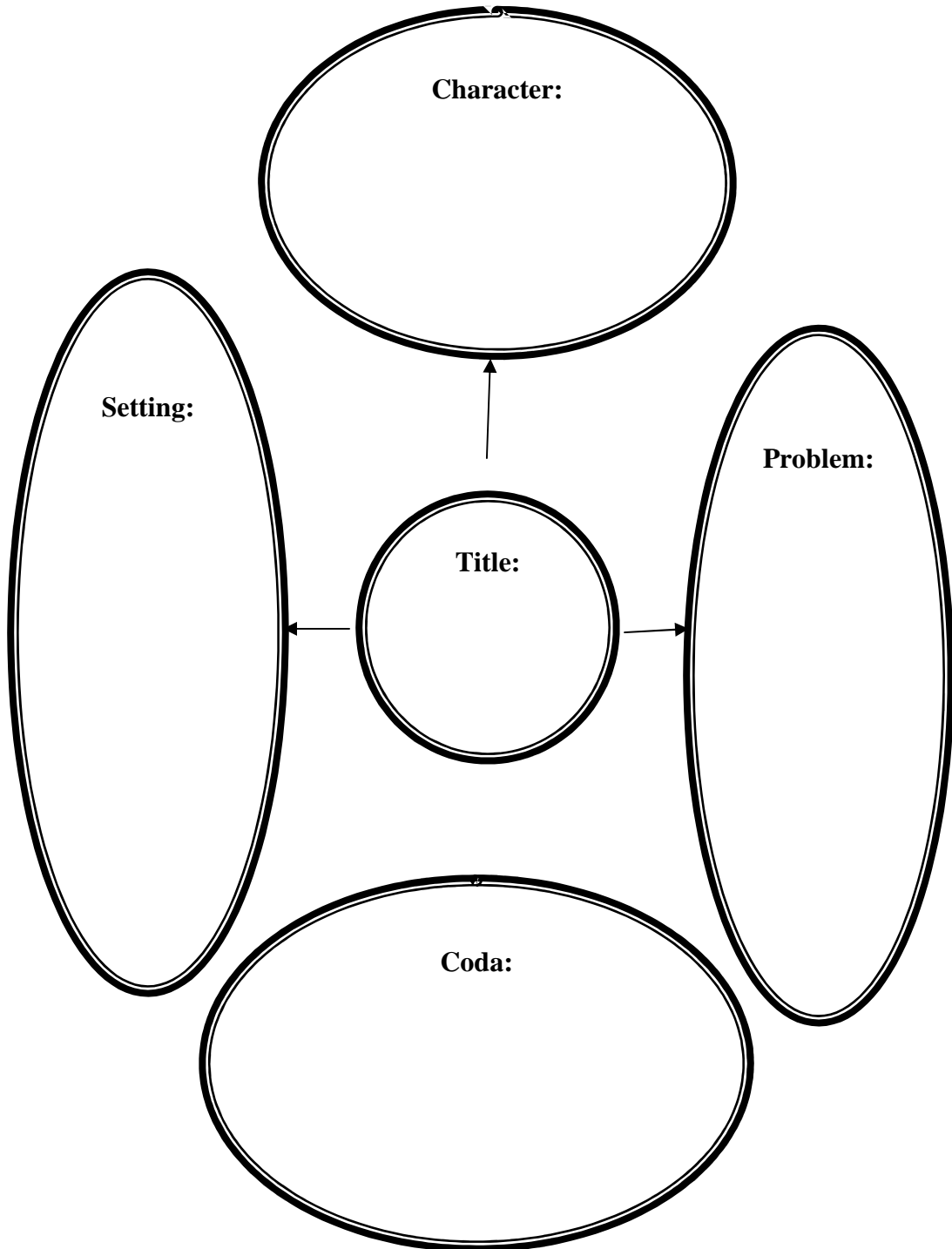
Busro Effendy, S. Ag

NIP. 19600807 199103 1 002

Worksheet for “Why Doesn’t A Bear Have a Long Tail” text



Worksheet for “The Legend of Malin Kundang” text



Appendix

The Difference between Cycle 1 and Cycle 2

	Students' Initial		Cycle 1	D=X-Y	$\Sigma D=D-$	ΣD^2
	A1	75	85	10	-0.5	0.25
	A2	60	80	20	9.5	90.25
	A3	75	85	10	-0.5	0.25
	A4	60	80	20	9.5	90.25
	A5	55	70	15	4.5	20.25
	A6	75	80	5	-5.5	30.25
	A7	50	75	25	14.5	210.25
	A8	85	95	10	-0.5	0.25
	A9	95	100	5	-5.5	30.25
	A10	55	85	30	19.5	380.25
	A11	65	80	15	4.5	20.25
	A12	70	85	5	-5.5	30.25
	A13	65	80	15	4.5	20.25
	A14	80	80	0	10.5	110.25
	A15	90	100	10	-0.5	0.25
	A16	70	85	15	4.5	20.25
	A17	75	75	0	10.5	110.25
	A18	75	85	10	-0.5	0.25
	A19	40	70	30	19.5	380.25
	A20	95	80	-15	25.25	637.56
	A21	55	80	25	14.5	203.25
	A22	70	85	15	4.5	20.25
	A23	60	75	15	4.5	20.25
	A24	85	85	0	10.5	110.25
	A25	80	75	-5	15.5	240.25
	A26	70	65	-5	15.5	240.25
	A27	65	75	10	-0.5	0.25
	A28	80	85	5	-5.5	30.25
	A29	70	85	15	4.5	20.25
	A30	65	70	5	-5.5	30.25
	Total	2110	2425	$5/30=10.5$ $M_D=10.5$	$77.56/30=$ 2.58	$77.56/30=$ 2.58
	$M = \frac{\Sigma fX}{N}$	70.33	3.33%			
	Age: $P = \frac{R}{T} \times 100\%$	80.83				

Appendix XII

The Difference between Cycle 1 and Cycle 2

No.	Students' Initial	Cycle 1	Cycle 2	D=X-Y	$\Sigma D=D-MD$	ΣD^2
1.	A1	75	85	10	-0.5	0.25
2.	A2	60	80	20	9.5	90.25
3.	A3	75	85	10	-0.5	0.25
4.	A4	60	80	20	9.5	90.25
5.	A5	55	70	15	4.5	20.25
6.	A6	75	80	5	-5.5	30.25
7.	A7	50	75	25	14.5	210.25
8.	A8	85	95	10	-0.5	0.25
9.	A9	95	100	5	-5.5	30.25
10.	A10	55	85	30	19.5	380.25
11.	A11	65	80	15	4.5	20.25
12.	A12	70	85	5	-5.5	30.25
13.	A13	65	80	15	4.5	20.25
14.	A14	80	80	0	-10.5	110.25
15.	A15	90	100	10	-0.5	0.25
16.	A16	70	85	15	4.5	20.25
17.	A17	75	75	0	-10.5	110.25
18.	A18	75	85	10	-0.5	0.25
19.	A19	40	70	30	19.5	380.25
20.	A20	95	80	-15	-25.25	637.56
21.	A21	55	80	25	14.5	203.25
22.	A22	70	85	15	4.5	20.25
23.	A23	60	75	15	4.5	20.25
24.	A24	85	85	0	-10.5	110.25
25.	A25	80	75	-5	-15.5	240.25
26.	A26	70	65	-5	-15.5	240.25
27.	A27	65	75	10	-0.5	0.25
28.	A28	80	85	5	-5.5	30.25
29.	A29	70	85	15	4.5	20.25
30.	A30	65	70	5	-5.5	30.25
Total Mean: $M = \frac{\Sigma fX}{N}$		2110 70.33	2425 43.33%	315/30=10.5 M_D=10.5	11.25/30 =0,37	3077.56/30= 102.58

	Percentage: P $= \frac{R}{T} \times 100\%$	80.83	86.66%			
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Steps of calculating the data:

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{315}{30}$$

$$= 10.5$$

$\sum D$ = Number of difference Score Between Second Cycle and First Cycle, $D = X - Y$

$N = 30$ Students

SD_D = Standard Deviation from the difference score between First Test and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{3077.56}{30} - \left(\frac{11.25}{30}\right)^2}$$

$$SD_D = \sqrt{102.58 - 0.13}$$

$$SD_D = \sqrt{102.45}$$

$$SD_D = 10.12$$

SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

$$SE_{MD} = \frac{10.12}{\sqrt{30 - 1}}$$

$$SE_{MD} = \frac{10.12}{\sqrt{29}}$$

$$SE_{MD} = \frac{10.12}{5.38}$$

$$SE_{MD} = 1.88$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{10.5}{1.88}$$

$$t_o = 5.58$$

$$\text{Degrees of freedom (df)} = N-1 = 30-1 = 29$$

The calculation result of $t_o = 5.58$, t_{table} with $df = 29$, level of signification in “Table Nilai t” ($t_{5\%} = 2,045$). It can be known that the result of t_o is bigger than t_t . Based on the result, it means that there is a significant improvement between students’ reading learning process result in the first cycle and second cycle.

APPENDIX IV

SECOND TEST

Name :

Class : VIII-5

No Absen :

Instruction !

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan dibawah ini.
3. Bacalah text dengan benar dan teliti.
4. Pilihlah jawaban yang benar dengan member tanda silang (X) pada salah satu jawaban.
5. Periksalah jawaban anda dengan teliti sebelum menyerahkannya kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data murid tentang penguasaan mereka mengenai teks narrative.
7. Waktu yang tersedia 40 menit.

Steps of calculating the data:

M_D = Mean of difference

$$\begin{aligned}M_D &= \frac{\sum D}{N} \\ &= \frac{315}{30} \\ &= 10.5\end{aligned}$$

$\sum D$ = Number of difference Score Between Second Cycle and First Cycle, $D = X - Y$

$N = 30$ Students

SD_D = Standard Deviation from the difference score between First Test and Second test.

$$\begin{aligned}SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\ SD_D &= \sqrt{\frac{3077.56}{30} - \left(\frac{11.25}{30}\right)^2} \\ SD_D &= \sqrt{102.58 - 0.13}\end{aligned}$$

$$SD_D = \sqrt{102.45}$$

$$SD_D = 10.12$$

SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{10.12}{\sqrt{30-1}}$$

$$SE_{MD} = \frac{10.12}{\sqrt{29}}$$

$$SE_{MD} = \frac{10.12}{5.38}$$

$$SE_{MD} = 1.88$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{10.5}{1.88}$$

$$t_o = 5.58$$

$$\text{Degrees of freedom (df)} = N-1 = 30-1 = 29$$

The calculation result of $t_o = 5.58$, t_{table} with $df = 29$, level of signification in “Table Nilai t” ($t_{15\%} = 2,045$). It can be known that the result of t_o is bigger than t_t . Based on the result, it means that there is a significant improvement between students’ reading learning process result in the first cycle and second cycle.

Indicator	Number of Question
Character	1, 6, 11, and 16
Setting	2, 7, 12, and 17
Problem	3, 8, and 13, and 18
Coda	4, 9, 14, and 19
Vocabulary in context	5, 10, 15, and 20

(The Origin of the Surabaya City, for Number 1-5)

The Origin of the Surabaya City

Once upon a time, there were two animals, Sura and Baya. Sura is the name of the Beast shark and Baya is the crocodile. They lived in the deep sea. After Sura and Baya were looking for some foods. Suddenly, Baya see a nice goat. " Yummy is good, this is the most delicious lunch, " said Baya.' No way! This is my lunch. You greedy "Sura said. Later they fought for goats. After several hours of fighting, they were very tired. Feels tired of fighting, they live in different places. Sura lived in the water and Baya stayed in the country.

Border is the beach, so they do not will fight again. Someday, Sura went to the ground and look for some food in the river. He was very hungry and there was not much food in the sea. Then, eat all of food there. Baya was very angry when he knew

that Sura broke a promise. They fight again. Both of them was punching and kicking. Then, Sura and Baya fight. Baya did the something to Sura. He bit very hard until Sura finally gave up and returned to the sea. Baya was happy. Finally, the city name is Surabaya.

1. Who is Sura and Baya?
 - a. Beast shark and crocodile
 - b. Crocodile and Best shark
 - c. Goat
 - d. sea
2. Where is the place of Sura and Baya after fighting?
 - a. Water and country
 - b. Country and water
 - c. Water
 - d. Country
3. What is the problem on the story?
 - a. Sura and Baya are fighting because of food
 - b. Sura and Baya are fighting because of place
 - c. Sura and Baya are fighting because of drinking
 - d. Sura and Baya are fighting because of country
4. What is the moral value of the story?
 - a. We fight

- b. We are arrogant
 - c. We are foolish
 - d. We cannot broke promise
5. The words *they* in the paragraph 1 refer to.....
- a. Sura and Baya
 - b. Sura and Goat
 - c. Baya and Goat
 - d. Goat and Sura

(WHY DOESN'T A BEAR HAVE A LONG TAIL? Text for question umber 6-10)

WHY DOESN'T A BEAR HAVE A LONG TAIL?

One afternoon a mouse deer was sitting in a pit, eating nuts. He heard a tiger was coming closer and he thought the tiger was going to eat him. The mouse deer was very scared and his heart beat so hard. But, he is the smart and sly animal.

Then, an idea came to his mind and he made a loud noise of chewing nuts, saying, “ wow, how delicious is this tiger’s eye!”

He repeated it for five times. Tiger, the king of jungle, was so scared to hear that and the moved back.

Tiger met a bear on the way and he said, “Hey, Bear. Do you hear what did the animal on the pit over there, eating tiger’s eyes?” Bear said, ”I don’t know, your Majesty”. Tiger said, “then let’s see.” Bear replied “But I’m scared, Your Majesty”

tiger said. “Don’t worry. Let’s make a deal with me. We’re going to stay together, uniting our tails. If anything happens, both of us will face it.”

Tiger and Bear tied their tails and moved into the pit with full cautions because they were expecting to see a big enemy. The mouse deer was surprised again. He thought quickly and yelled, “Oh, that’s the glutton tiger! His father owes us a white bear, now he will pay us with a black bear. Come on black, over here.”

Bear was so surprised. “Hey, it’s a Tiger’s trick! He wanted to use me to pay his father’s debt!” Bear went into a panic, which also made Tiger panic because they were tied each other.

Accidentally, Tiger stepped on the Bear’s tail, then jumped. Bear was beaten on the ground hard, and his tail was cut off. That’s why Bear doesn’t have long tail.

6. How is the character of mouse deer?

- a. Foolish
- b. Kind
- c. Smart and sly
- d. Very honest

7. Where the story is happened?

- a. Forest
- b. City
- c. House
- d. Big house

8. Why bear does not have tail?
- a. Because bear was beaten on the ground hard, and his tail was cut off
 - b. Because lion was beaten on the ground hard, and his tail was cut off
 - c. Because tiger was beaten on the ground hard, and his tail was cut off
 - d. Because mouse was beaten on the ground hard, and his tail was cut off
9. What is the moral value of the story?
- a. We are not easy for trusting
 - b. We are easy for trusting
 - c. We listen anybody
 - d. We do not listen anybody
10. The word *He* in the paragraph 6 refers to.....
- a. Bear
 - b. Tiger
 - c. Mouse
 - d. A, b, and c is right

(The Legend of Malin Kundang text, for Question Number 11-15)

“The Legend of Malin Kundang”

Once upon a time, lived a diligent boy named Malin Kundang. He lived at the seashore in West Sumatera with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument and finally he sailed with the bigship.

Several years later, Malin Kundang succeed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the cake which brought by his mother until scattered.

His mother is very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone.

Suddenly, the big ship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

11. What is the character of Malin Kundang?
 - a. A lazy boy
 - b. A diligent boy
 - c. A diligent boy but rebellious
 - d. Small
12. Where the story is happened?
 - a. At seashore in West Sumatera

- b. At seashore in East Sumatera
 - c. At seashore in Sumatera
 - d. At seashore
13. Why his mother was very broken heart?
- a. Because Malin is a diligent boy
 - b. Because Malin is good boy
 - c. Because his mother rebellious to him
 - d. Because Malin rebellious to her
14. What is the moral value of the story?
- a. We can rebel to our mother
 - b. We must forget to mother
 - c. We cannot rebel to our mother
 - d. Mother is not good
15. The words *he* in the paragraph 3 refers to.....
- a. Mother
 - b. Wife
 - c. Malin Kundang
 - d. West Sumatera

(Cinderella Text, For Question Number 16-20)

Cinderella

Once upon a time there was a girl named Cinderella. She lived with her bad step mother and two step sisters. She is the diligent girl. She had to do all the household.

One day, the King invited all the ladies in the Kingdom to go to a party in the palace. He wants to find the wife for prince.

The stepsisters went to the party with the stepmother. Cinderella was left alone. She cried because she actually wanted to go to the party too. Suddenly, a fairy godmother came. With the magic wand, she gave Cinderella a coach, two horses, and footmen. She also gave Cinderella a lovely dress to wear to the party and a pair of glass slippers. She told Cinderella to come home before midnight.

In the party, Cinderella danced with the prince. At midnight, Cinderella ran home, one of her glass slipper slipped off at the door. The prince was sad.

The next day, the Prince went all over the Kingdom to search for the glass slipper owner. Finally, they came to Cinderella House. The slipper fit with her. The prince was very happy to find Cinderella again. They got married and lived happy

16. What is the character of Cinderella?

- a. Lazy girl
- b. Foolish girl
- c. Shy girl
- d. Diligent girl

17. Where is the party?

- a. Cinderella house

- b. Palace
 - c. Mountain
 - d. Beach
18. What is the problem on the story?
- a. Cinderella cannot go to the party
 - b. Cinderella can go to the party
 - c. Stepmother cannot go to the party
 - d. Stepsister cannot go to the party
19. What is the moral value of the story?
- a. The good women will be happy
 - b. The bad women will be happy
 - c. The good women will not be happy
 - d. The bad women will be happy
20. The words *they* in the paragraph 5 refer to.....
- a. Prince and stepmother
 - b. Prince and Cinderella
 - c. Prince and stepsister
 - d. Stepmother and Cinderella

Validator

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Appendix X

STUDENTS' READING SCORE OF FIRST TEST (FIRST CYCLE)

No	Students' Initial	Indicators					Test Score
		Character	Setting	Problem	Coda	Vocabulary in Context	
1	A1	3	4	1	3	4	75*
2	A2	2	4	3	1	2	60
3	A3	3	4	2	2	4	75*
4	A4	2	4	1	1	4	60
5	A5	2	2	4	2	1	55
6	A6	2	4	3	3	3	75*
7	A7	2	4	2	0	2	50
8	A8	3	4	3	3	4	85*
9	A9	4	4	4	3	4	95*
10	A10	2	4	2	1	2	55
11	A11	4	3	2	1	3	65
12	A12	3	4	2	2	3	70
13	A13	3	4	3	2	1	65
14	A14	4	4	1	3	4	80*
15	A15	4	4	3	3	4	90*
16	A16	3	4	1	2	4	70
17	A17	4	4	2	1	4	75*
18	A18	4	4	1	3	3	75*
19	A19	2	2	0	1	3	40
20	A20	4	4	3	4	4	95*
21	A21	1	4	2	2	2	55
22	A22	4	2	2	2	4	70
23	A23	2	2	3	3	2	60
24	A24	4	4	4	2	3	85*
25	A25	4	4	4	3	2	80*
26	A26	2	4	2	3	3	70
27	A27	2	4	2	1	4	65
28	A28	3	4	4	2	3	80*
29.	A29	2	4	2	2	4	70
30.	A30	2	2	3	2	4	65
SUM							2110
MEAN SCORE							70.33
PERCENTAGE							43.33%

*: The students who passed the KKM (75) in first cycle

Appendix XI

STUDENTS' READING SCORE OF SECOND TEST (SECOND CYCLE)

No	Students' Initial	Indicators					Test Score
		Character	Setting	Problem	Coda	Vocabulary in Context	
1.	A1	2	3	4	4	4	85
2.	A2	4	3	4	2	3	80
3.	A3	3	4	4	3	3	85
4.	A4	4	3	2	3	4	80
5.	A5	3	4	3	3	2	70
6.	A6	4	4	3	2	4	80
7.	A7	2	4	3	3	3	75
8.	A8	4	4	4	3	4	95
9.	A9	4	4	4	4	4	100
10.	A10	4	4	4	4	4	85
11.	A11	4	3	4	2	3	80
12.	A12	3	4	4	3	3	85
13.	A13	3	3	4	3	3	80
14.	A14	3	3	4	4	2	80
15.	A15	4	4	4	4	4	100
16.	A16	2	4	4	3	4	85
17.	A17	3	4	3	2	3	75
18.	A18	3	3	4	3	4	85
19.	A19	2	3	3	3	3	70
20.	A20	3	3	4	3	3	80
21.	A21	3	4	3	2	4	80
22.	A22	4	2	4	3	4	85
23.	A23	3	4	3	3	2	75
24.	A24	3	2	4	4	4	85
25.	A25	3	4	3	2	3	75
26.	A26	3	3	3	2	2	65
27.	A27	4	4	3	2	2	75
28.	A28	4	3	4	3	3	85
29.	A29	2	4	4	3	4	85
30.	A30	2	3	2	4	3	70
SUM							2425
MEAN SCORE							80.83
PERCENTAGE							86.66%

Bold name that did not pass the KKM (75) in second cycle

APPENDIX II

FIRST TEST

Name :

Class : VIII-5

No Absen :

Instruction !

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan dibawah ini.
3. Bacalah text dengan benar dan teliti.
4. Pilihlah jawaban yang benar dengan member tanda silang (X) pada salah satu jawaban.
5. Periksalah jawaban anda dengan teliti sebelum menyerahkannya kepada guru.
6. Test ini hanya bertujuan untuk mengetahui data-data murid tentang penguasaan mereka mengenai teks narrative.
7. Waktu yang tersedia 40 menit.

Indicator	Number of Question
Character	1, 6, 11, and 16
Setting	2, 7, 12, and 17
Problem	3, 8, and 13, and 18
Coda	4, 9, 14, and 19
Vocabulary in context	5, 10, 15, and 20

Instruction: read the text and choose which one the correct answer.

(The Legend of Mount Bromo Text, for Question Number 1-5)

The Legend of Mount Bromo

This is a legend about the creation of Mouth Bromo, a famous mountain in the East Java, which also famous with the beautifulness of sun rises panaroma on peak.

Hundred years ago, during the reign of the last king of Majapahit (13-14 century AD), Brawijaya, one of the King's wives gave birth to a girl, Roro Anteng. Later she got married to Joko Seger, from Brahman (priests) caste. Because of an unfortunate situation, they were forced to leave kingdom. They settled in an area in the mountain, and named it "Tengger."

For years, they were unhappy because they did not have a child. They climb the peak of the mountain, prayer to gods. Betara Bromo (god of fire) promised them many children, but they have to sacrifice the youngest one.

They finally, got 25 children, and it was the time for them to sacrifice the youngest, Kesuma. Roro Anteng ang Joko Seger didn't want to do that and tried to hide him. But an eruption happened.

Kesuma fell into the crater. Then his voice heard: "I have to be sacrificed so that you will all stay alive. From now, on you should arrange an annual ceremony on the 14th of Kesodo."

Kesuma's brothers and sisters held the offering ceremony every year by offering fruits, vegetable, and rice, and meats. This has been done until today by Kejawen sects (the Javanese original religion that mixed with islam).

1. Who is Kesuma?
 - a. The youngest
 - b. The biggest
 - c. The oldest
 - d. The sweetest
2. Where is the famous mountain?
 - a. West Java
 - b. Surabaya
 - c. East Java
 - d. Sumatera

3. Why did an eruption happen?
 - a. Because Roro Amteng and Joko Seger do the secrifition
 - b. Because Roro Anteng and Joko Seger did not do and try to hide it
 - c. Because Kesuma is black
 - d. Because Roro Anteng prays to God
4. What is the moral value of the story?
 - a. We must not keep our promize
 - b. We do not keep our promise
 - c. We do not pray
 - d. We do not promise if we cannot keep it
5. The word *Kejawen* in paragraph 6 refers to.....
 - a. The Javanese original that mixed with Hindu
 - b. The Javanese original that mixed with Buddha
 - c. The Javanese original that mixed with Christian
 - d. The Javanese original that mixed with Islam

(Snow White, for Question Number 6-10)

SNOW WHITE

Once upon time there lived a little girl named Snow White. She lived with her Aunt and Uncle. She lived with her Aunt and Uncle because her parents were died.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they 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 this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. 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. They went inside. 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 SnowWhite'.

Doc said, If you wish, you may live here with us'. Snow White said, 'Oh could (I)? Thank you'. Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

6. Who is the name of little girl?

- a. Snow black
- b. Snow yellow
- c. Snow white
- d. Snow green

7. Where did Snow White asleep?

- a. A little cottage
- b. Big house
- c. Beach
- d. Music house

8. Why Snow White run into the wood?

- a. Because her uncle and aunt want leave her alone in the home
- b. Because her uncle and aunt want to go with her

- c. Because her uncle and aunt go together with her
 - d. Because Snow White is alone
9. How the living of Snow White and 7 dwarfs ?
- a. Sad
 - b. Lived happily ever after
 - c. Lived anxiety ever after
 - d. Lived worried ever after
10. The words *they* in the paragraph 4 refer to.....
- a. Snow White
 - b. Uncle and aunt
 - c. 7 dwarfs
 - d. America

(The Legend of Toba Lake, For Question Number 11-15)

The Legend of Toba Lake

Once upon time, there was a handsome man. He lived in the Samosir. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fishwoman. The woman wanted to marry with him and

said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

11. What is the character of Batara Guru?
 - a. Handsome
 - b. Ugly
 - c. Beautiful
 - d. Small
12. Where did Batara Guru live?
 - a. Medan
 - b. Samosir
 - c. Batak
 - d. Sibolga
13. What happened when Batara Guru shout angrily and got the word of fish to his daughters?

- a. The world is broken
 - b. The lake is dry
 - c. The earth began to shake. Volcanoes started to erupt. The earth formed a very big hole
 - d. The earth began rotated
14. What is the moral value of the story?
- a. We cannot broke our promise
 - b. We can broke our promise
 - c. We cannot be honest
 - d. We cannot smile
15. The words *he* in the paragraph 3 refers to.....
- a. Fishwomen
 - b. Mother
 - c. Daughter
 - d. Batara Guru

(The Monkey and the Crocodile, For Question Number 11-15)

The Monkey and the Crocodile

One day there was a monkey. He wanted to cross a river. There, he saw a crocodile, so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart”.

16. What is the character of the Monkey?

- a. Foolish
- b. Clever
- c. Stupid
- d. A and B is right

17. Where is the place on the story?

- a. River
- b. Sea
- c. City
- d. Village

18. What is the problem on the story?
- a. The Monkey want to eat Crocodile heart
 - b. The Monkey want to drink the water
 - c. The Crocodile want to eat Monkey heart
 - d. The Crocodile want to drink the water
19. What is the moral value of the story?
- a. We cannot be foolish
 - b. We can be foolish
 - c. We are foolish
 - d. We cannot be thinking
20. The words *he* in the paragraph 1 refers to.....
- a. Crocodile
 - b. The father of crocodile
 - c. Rabbit
 - d. Monkey

Validator

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APPENDIX VIII

**Observation Note Sheet (Cycle 1)
Teachers` Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English
Class/Semester : VIII-5
Days/Date Of :
Cycles : 1
Observant : Murti Sastrawati, S.Pd

No.	Activities	Yes	No	Notes
I	A. Opening 1. Doing the apperception.			

	2. Giving the motivation to the students.			
	3. Explaining the purpose of the learning outcome.			

	4. Explaining the steps teaching-learning reading narrative text comprehension through Story Mapping technique.			
II	B. Implementation of learning material 1. Explaining Story Mapping Technique.			

	2. Giving example to find the character on narrative text.			
	3. Giving example to find the setting on narrative text.			
	4. Giving example to find problem on narrative			

	text.			
	5. Giving example to find solution on narrative text.			
	6. Giving example to find vocabularies based on the context.			
III	C. Evaluation			
	1. Asking the students to do test and researcher looks after the students during the time.			
	2. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson			

	plan.			
IV	D. Closing 1. Making the conclusion based on reading narrative text comprehension material.			
	2. Asking the students about reading narrative text comprehension material.			
	3. Giving the motivation to the students in order to apply Story Mapping in Reading Narrative text comprehension.			

	4. Giving the information about reading material in the next meeting.			

Instruction: *Di Mohon pada pengamat untuk mengisi catatan (note) ini dengan kejadian yang terjadi pada saat proses pelaksanaan tindakan berlangsung yang tidak terlihat dalam lembar observasi.*

- Siswa Yang Tidak Hadir :
- Keadaan Kelas Saat Pelaksanaan Tindakan :
-
-

-
.....
.....
.....
- Siswa Yang Membuat Gaduh/ Ramai :
 - Siswa Yang Sering Permisi :

Padangsidimpuan, 2015

VALIDATOR

OBSERVANT

Sojuangon Rambe, S.S, M.Pd

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Murti Sastrawati, S.Pd

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APPENDIX X

**Observation Note Sheet (Cycle 2)
Teachers` Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English
Class/Semester : VIII-5
Days/Date Of :
Cycles : 1
Observant : Murti Sastrawati, S.Pd

No.	Activities	Yes	No	Notes
I	E. Opening 5. Doing the apperception.			

	6. Giving the motivation to the students.			
	7. Explaining the purpose of the learning outcome.			

	8. Explaining the steps teaching-learning reading narrative text comprehension through Story Mapping technique.			
II	F. Implementation of learning material 7. Explaining Story Mapping Technique.			

	8. Giving example to find the character on narrative text.			
	9. Giving example to find the setting on narrative text.			
	10. Giving example to find problem on narrative			

	text.			
	11. Giving example to find solution on narrative text.			
	12. Giving example to find vocabularies based on the context.			
III	G. Evaluation			
	3. Asking the students to do test and researcher looks after the students during the time.			
	4. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson			

	plan.			
IV	H. Closing 5. Making the conclusion based on reading narrative text comprehension material.			
	6. Asking the students about reading narrative text comprehension material.			
	7. Giving the motivation to the students in order to apply Story Mapping in Reading Narrative text comprehension.			

	8. Giving the information about reading material in the next meeting.			

Instruction: *Di Mohon pada pengamat untuk mengisi catatan (note) ini dengan kejadian yang terjadi pada saat proses pelaksanaan tindakan berlangsung yang tidak terlihat dalam lembar observasi.*

- Siswa Yang Tidak Hadir :
- Keadaan Kelas Saat Pelaksanaan Tindakan :
-
-

-
.....
.....
.....
- Siswa Yang Membuat Gaduh/ Ramai :
 - Siswa Yang Sering Permisi :

Padangsidimpun, 2015

VALIDATOR

OBSERVANT

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APPENDIX VI

LIST OF INTERVIEW

Interviews to the students in cycle 2

1. Why were you wrong to answer question about character?

Answer:

.....
.....
.....
.....

2. Why were you wrong to answer question about setting?

Answer:

.....
.....
.....

3. Why were you wrong to answer question about problem?

Answer:

.....
.....
.....
.....

4. Why were you wrong to answer question about coda?

Answer:

.....
.....

.....
.....

5. Why were you wrong to answer question about vocabulary in the context?

.....
.....
.....
.....
.....
.....

6. Why did you decline from cycle 1 to cycle 2?

.....
.....
.....
.....
.....

Padangsidimpun, 2015

Validator

Sojuangon Rambe, S.S, M.Pd
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APPENDIX VI

LIST OF INTERVIEW

Interviews to the students in cycle 2

1. Why were you wrong to answer question about character?

Answer:

.....
.....
.....
.....

2. Why were you wrong to answer question about setting?

Answer:

.....
.....
.....

3. Why were you wrong to answer question about problem?

Answer:

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.....

4. Why were you wrong to answer question about coda?

Answer:

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5. Why were you wrong to answer question about vocabulary in the context?

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.....
.....

6. Why did you decline from cycle 1 to cycle 2?

.....
.....
.....
.....
.....

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KEY ANSWER IN CYCLE 1

1. A
2. C
3. B
4. D
5. D
6. C
7. A
8. A
9. B
10. C
11. A
12. B
13. C
14. A
15. D
16. B
17. A
18. C
19. A
20. D

KEY ANSWER IN CYCLE 2

1. A
2. A
3. D
4. A
5. C
6. A
7. A
8. A
9. A
10. B
11. C
12. A
13. C
14. C
15. C
16. D
17. B
18. A
19. A
20. B

Appendix XI

The Students' Reading Score of First Test and Second Test

No.	Students' Initial	Cycle 1	Cycle 2	D=X-Y	$\Sigma D=D-MD$	ΣD^2
1.	A1	75	85	10	-0.5	0.25
2.	A2	60	80	20	9.5	90.25
3.	A3	75	85	10	-0.5	0.25
4.	A4	60	80	20	9.5	90.25
5.	A5	55	70	15	4.5	20.25
6.	A6	75	80	5	-5.5	30.25
7.	A7	50	75	25	14.5	210.25
8.	A8	85	95	10	-0.5	0.25
9.	A9	95	100	5	-5.5	30.25
10.	A10	55	85	30	19.5	380.25
11.	A11	65	80	15	4.5	20.25
12.	A12	70	85	5	-5.5	30.25
13.	A13	65	80	15	4.5	20.25
14.	A14	80	80	0	-10.5	110.25
15.	A15	90	100	10	-0.5	0.25
16.	A16	70	85	15	4.5	20.25
17.	A17	75	75	0	-10.5	110.25
18.	A18	75	85	10	-0.5	0.25
19.	A19	40	70	30	19.5	380.25
20.	A20	95	80	-15	-25.25	637.56
21.	A21	55	80	25	14.5	203.25
22.	A22	70	85	15	4.5	20.25
23.	A23	60	75	15	4.5	20.25
24.	A24	85	85	0	-10.5	110.25
25.	A25	80	75	-5	-15.5	240.25
26.	A26	70	65	-5	-15.5	240.25
27.	A27	65	75	10	-0.5	0.25
28.	A28	80	85	5	-5.5	30.25
29.	A29	70	85	15	4.5	20.25
30.	A30	65	70	5	-5.5	30.25
Total Mean: $M = \frac{\Sigma fX}{N}$		2110 70.33	2425 43.33%	315/30=10.5 M_D=10.5	11.25/30 =0,37	3077.56/30= 102.58

Appendix XI

The Students' Reading Score of First Test and Second Test

No.	Students' Initial	Cycle 1	Cycle 2	D=X-Y	$\Sigma D=D-MD$	ΣD^2
1.	A1	75	85	10	-0.5	0.25
2.	A2	60	80	20	9.5	90.25
3.	A3	75	85	10	-0.5	0.25
4.	A4	60	80	20	9.5	90.25
5.	A5	55	70	15	4.5	20.25
6.	A6	75	80	5	-5.5	30.25
7.	A7	50	75	25	14.5	210.25
8.	A8	85	95	10	-0.5	0.25
9.	A9	95	100	5	-5.5	30.25
10.	A10	55	85	30	19.5	380.25
11.	A11	65	80	15	4.5	20.25
12.	A12	70	85	5	-5.5	30.25
13.	A13	65	80	15	4.5	20.25
14.	A14	80	80	0	-10.5	110.25
15.	A15	90	100	10	-0.5	0.25
16.	A16	70	85	15	4.5	20.25
17.	A17	75	75	0	-10.5	110.25
18.	A18	75	85	10	-0.5	0.25
19.	A19	40	70	30	19.5	380.25
20.	A20	95	80	-15	-25.25	637.56
21.	A21	55	80	25	14.5	203.25
22.	A22	70	85	15	4.5	20.25
23.	A23	60	75	15	4.5	20.25
24.	A24	85	85	0	-10.5	110.25
25.	A25	80	75	-5	-15.5	240.25
26.	A26	70	65	-5	-15.5	240.25
27.	A27	65	75	10	-0.5	0.25
28.	A28	80	85	5	-5.5	30.25
29.	A29	70	85	15	4.5	20.25
30.	A30	65	70	5	-5.5	30.25
Total Mean: $M = \frac{\Sigma fX}{N}$		2110 70.33	2425 43.33%	315/30=10.5 M_D=10.5	11.25/30 =0,37	3077.56/30= 102.58

	Percentage: $P = \frac{R}{T} \times 100\%$	80.83	86.66%			
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To test the significances of data, the researcher used t-test for two small samples less than 30 students. The procedures of interpreting the data were:

1. Formulating Hypothesis alternative (H_a) and Hypothesis nihil (H_0):

H_0 = There is not significant improvement among students' reading test in the first cycle and second cycle.

H_a = There is significant improvement among students' reading test in the first cycle and second cycle.

2. Calculating the signification of t_0 by comparing t_0 and t_t and calculating the degree of freedom (df) with $df=N-1$.
3. Looking for level of signification 5% or 1% in t table (it can be seen from df).
4. Comparing the result of t_0 and t_t with the criterion:
 1. If t_0 bigger than t_a or t_0 same with t_t , so H_0 is rejected and H_a is received. It means that there is significant improvement of students' learning process result.
 2. If t_0 smaller than t_t , so H_0 is received and H_a is rejected. It means that there is not significant improvement of students' learning process result.
5. Making conclusion from the result.

Steps of calculating the data:

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{315}{30}$$

$$= 10.5$$

ΣD = Number of difference Score Between Second Cycle and First Cycle, $D = X - Y$

$N = 30$ Students

SD_D = Standard Deviation from the difference score between First Test and Second

test.

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{3077.56}{30} - \left(\frac{11.25}{30}\right)^2}$$

$$SD_D = \sqrt{102.58 - 0.13}$$

$$SD_D = \sqrt{102.45}$$

$$SD_D = 10.12$$

SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

$$SE_{MD} = \frac{10.12}{\sqrt{30 - 1}}$$

$$SE_{MD} = \frac{10.12}{\sqrt{29}}$$

$$SE_{MD} = \frac{10.12}{5.38}$$

$$SE_{MD} = 1.88$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{10.5}{1.88}$$

$$t_o = 5.58$$

$$\text{Degrees of freedom (df)} = N-1 = 30-1 = 29$$

The calculation result of $t_o = 5.58$, t_{table} with $df = 29$, level of signification in “Table Nilai t” ($t_{15\%} = 2,045$). It can be known that the result of t_o is bigger than t_t . Based on the result, it means that there is a significant improvement between students’ reading learning process result in the first cycle and second cycle.

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DOCUMENTATION

- Place of the research , it lies in SMA Negeri 3 Padangsidempuan. It is location in Perintis Kemerdekaan Street; No.56 Padangsidempuan.



➤ **Documentation in the First Cycle**



The teacher was telling the learning objectives by using interview technique and explaining language context that targeted.



The teacher was forming the students' seat formation.



The teacher was giving worksheet of interview to the students.



The students were doing interview activity.

➤ **Documentation in the Second Cycle**



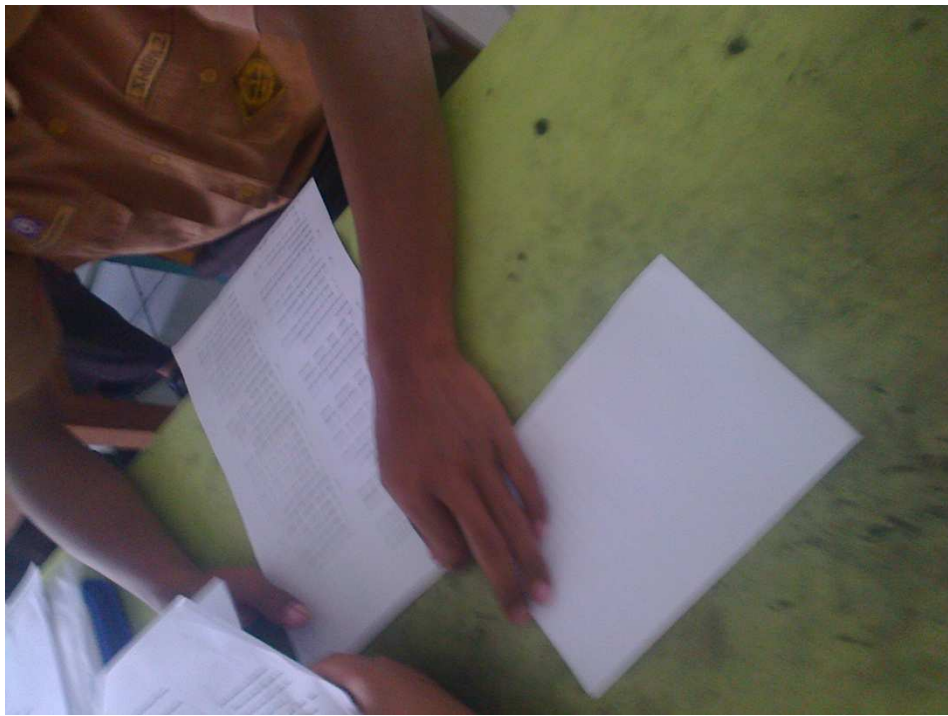
The teacher was telling the learning objectives by using interview technique in the second cycle and explaining language context that targetted.



The teacher was arranging the students' seat formation and dividing students' into two parts, every parts consists of nine group, and every group consist of two people as a interviewer and respondent.



The teacher was giving worksheet of interview to the students in the second cycle.



The students were doing interview activity.

CHAPTER I

INTRODUCTION

A. Background of Problem

Reading is the basic foundation of all aspects in learning. Other skills in English such as (speaking, writing, and listening) come from what have been read. First, reading can enrich the vocabularies. Readers use reading skill to interpret and understand written words on a page. Readers often read from variety of materials in which they want to find out more about the world where they live and use the information to improve their life. As a basic skill, readers can apply their skill to encourage other skills like writing, speaking, listening in order to find job based on those skills. It is the way Allah has commanded people to read Al-Qur'an Al-Alaq: 1-5 below:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ الْأَكْرَمُ

الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

The meaning:

“Proclaim! (read!) in the name of the Lord and Cherisher, who created. Created man, out of a (mere) clot of congealed blood. Proclaim! And the Lord is Most Bountiful, who taught (the use of) the pen. Taught man that which he knew not”

Based on the verse above, Allah has taught the great prophet Muhammad saw. to read the Qur'an. Allah swt. gives priority to read. It is caused why the first suroh is Al- Alaq that consists of instruction for reading. People will know their creator by reading, and know how to live in the world. It means that reading is needed for human to know everything.

Second, in Globalization Era, reading is not only to read the printed text, but also could be used to read other media by using technology. Technology needs reading ability and reading comprehension. Moreover, technology throws up as many solutions as it does challenge for every door is closed. It offered some devices like e-readers, Smartphone, and tablets. It can carry an entire library for reading, and introduces all the new books that are published every year. Almost all of things have instructions before going to use the media. Next, by reading, a person could go anywhere in the world by reading websites. It would be share about culture, religion, economic, politic, and social. If people decided to stop reading, they would be as different people as less emphatic. So, if they could not read as well as possible, they would be static without knowing the development of era.

Third, reading can develop the mind. Understanding the written word is one of way to grow the ability of mind. A cognitive activity consists of some abilities, such as knowing, applying, analyzing, synthesizing, and evaluating. Furthermore, reading increases creative and critical thinking. Students must remember that being an active reader means being a critical reader. Poor readers

often have low opinions of themselves and their ability. They can perform poorly in other subjects because they cannot read and understand the material. We need reading for building the good ideas in the mind.

In contrast, even though reading skill is very important, but in fact it still had some problems at grade VIII in MTsN 2 Padangsidimpuan. Students did not know that reading very useful. Students actually made noisy when they were studying. Although, Reading is the basic foundation of all aspect in learning, students were lazy for reading in the class. Then, it has been known that reading can develop the mind, but students did not have high motivation in reading because they thought that reading is an action to read only without getting product that could be taken after reading.

First, students' reading achievement was low. It was proved by students' skill in reading. Then, it had been found that the average of students' reading comprehension achievement of grade VIII in MTsN 2 Padangsidimpuan about 60 score. Moreover, the standard of value in this school was 75.¹ It means that students' reading achievement was still unsatisfactory and it had not achieved the target needed.

Second, students always felt boring or lazy when they were studying. It could be seen that students did not read the text when teacher was giving the text.

Students were silent only and almost be sleeping in the class. Sindy Melani as

¹Buku Kumpulan Nilai MTsN 2 Padangsidimpuan, *Privat Document*, (MTsN 2 Padangsidimpuan: October 27th, 2014 at 9.30 a.m)

student at grade VIII said that reading is boring because they did not know the meaning and cannot comprehend the text.²

Third, Mrs. Murti Sastrawati, S.Pd said that she uses Grammar Translate Method (GTM) for teaching reading. She asked students for searching the text in English and translate into Indonesian. It made students have lack of reading interest and reading motivation.³ Students do not have the good strategy for reading the text. Because of reading strategy is not suitable in reading, students were passive in the class.

Based on the problems above, there are three techniques that can be used to solve the problem. These techniques are related with the problem that occurs in the class. First, Pre-Questioning is the strategy before reading, students give some questions that related with the text. It will help students for guessing the text. In other hand, Pre-Questioning has disadvantage, as follow: the students did not know what they will ask to the text. Second, Jigsaw is one technique to improve reading narrative text comprehension. The technique has disadvantage in the class because it will need the longer time. Beside it, students cannot master the text because they did not know the element of story, especially in narrative text. So, they cannot share to their friends. Third, Story Mapping is a technique to help students to be focus to the lesson. The way as following: read the story,

²Sindy Melani as a student in the 8th class, *Private Interview*, (MTsN 2 Padangsidempuan: October 3rd, 2014 at 09.00 a.m).

³Murti Sastrawati as English Teacher in class 8, *Private Interview* (MTsN 2 Padangsidempuan: October 27th, 2014 at 09.00 a.m).

take summarize place the title in center, draw enough ties from center to the major aspect, draw additional ties for secondary such us setting, character, problem, character, coda and review the final semantic chart for completeness. It can master element of the narrative text (orientation, complication, events, resolution, and Coda) because it has presented in the graphic of the story mapping. Students will be easy to comprehend the text because they have already worked closely with the story.

The researcher has some reasons for choosing story mapping as the effective technique for improving students' reading narrative text comprehension. First, allows reader to create mental images from word to the text, enables students to place themselves in the story, strengthens students' relationship to the text, bring students' more enjoy for reading. Second, the material that is studying at grade VIII includes narrative text. Narrative text consists of the imaginative story that will entertain students. So, Story Mapping related to narrative text because it needs imagination for making the ties of graphic. Researcher is interested to use story mapping in this research because many advantages of story mapping that can be used in reading narrative text comprehension.

Based on discussion above, researcher is interested in conducting a classroom action research (CAR) by title: "IMPROVING STUDENTS' READING NARRATIVE TEXT COMPREHENSION THROUGH STORY MAPPING TECHNIQUE AT GRADE VIII MTsN 2 PADANGSIDIMPUAN"

B. Identification of the Problem

Based on the background of the research, researcher found some problems in reading comprehension at grade VIII MTsN 2 Padangsidimpuan. It is listed following: student's reading achievement was low, students were passive in the class, students were lack in reading, students did not have motivation for reading, and students did not have suitable technique for reading.

C. Focus on the Research

Based on identification above, the researcher focused in improving student's reading narrative text comprehension; it will be solved by using Story Mapping technique. This research is conducted by classroom action research at grade VIII, especially at VIII-5 on the second semester in MTsN 2 Padangsidimpuan 2014-2015 academic year.

D. Formulation of the Problem

There are two formulations of problem in this research, they are:

1. To what extent does Story Mapping Technique improve students' reading narrative text comprehension at grade VIII MTsN 2 Padangsidimpuan?
2. What factors influence improving students' reading narrative text comprehension at grade VIII MTsN 2 Padangsidimpuan?

E. Purposes of the Research

Based on the Formulations of the Problem above, the purposes of this research are:

1. To improve students' reading narrative text comprehension through story mapping at grade VIII MTsN 2 Padangsidempuan.
2. To identify the factors that influence improving reading narrative text comprehension through story mapping at grade VIII MTsN 2 Padangsidempuan.

F. Significance of the Research

The result of this research will be useful to some categories below:

1. Practically, the theory of the research is expected to be useful for the teacher as an information and a source of teaching in MTsN 2 Padangsidempuan.
2. In learning, it will be alleviated the surfeit of students. It is caused by the new technique in teaching. It helps students to comprehend the reading passages in learning process and to get knowledge how to manage classroom interesting.
3. This research can be preferable to the next researcher to field the knowledge.
4. For Headmaster in MTsN 2 Padangsidempuan to develop and encourage English teacher.

G. Definition of the Key Terms

There are some key terms that used in this research:

1. Improving

A process for becoming or making something better.⁴ It is going through better work to reach something. Improving is doing in a simple way, doing a work in the correct different way, and doing a work in the great quality different way.

2. Students' reading narrative text comprehension

Students are the people that study in the school. Furthermore, students' in this case is students who study in VIII-5. Next, reading is transferring the text from the written to the brain. It is a communication between reader and writer. Narrative text is the written text that used to entertain the reader. It involves tale, myth, legend, folktale, and fable. Then, comprehension is the power to master the text. So, students' reading narrative text comprehension is the power to understand language (written and spoken) in text narrative by the person who learns on the grade of junior high school.

3. Story Mapping: a graphic or semantic visual representation of a story. This strategy can recognize the concrete representations aid students in visualizing the story.

H. Indicator of Action

Class action research is a method of finding out what works best in classroom so that it can improve students' learning. Classroom action research

⁴A.S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p.598.

is the process of studying a real school or classroom to understand and improve the quality of action or instruction. It means that the research must be done by the teacher. It needs the observation to practice the technique. There are steps of doing in classroom action such as planning, action, observation, and reflection.

Action is the activities that would be done in the class. Researcher would make the program, lesson plan, and apply the technique that never be done in the classroom before. Next, classroom action research could be done as collaborative between teacher and researcher. It focused to improve reading narrative text comprehension through story mapping.

Actually, story mapping technique is the individual lesson. The indicator of story mapping is to get the point information from the story of the text. Then it would make easy for students to answer the questions based on the text. So, the indicators of action in reading narrative text comprehension by story mapping are: identifying characters, setting, problem, coda and vocabulary in the context.

Finally, researcher would give test to find out reading comprehension of the students to read narrative text through story mapping at grade VIII MTs N 2 Padangsidempuan. Then, researcher would use observation and interview for relating the research. It would be an important element to valid the research. It means that it would carry supporting in this research

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

Learning needs theory for explaining the concepts that will support the learning. Some of concepts are very important in the research.

1. The Nature of Reading Narrative Text Comprehension

a. The Definition of Reading Comprehension

1) The Definition of Reading

Reading is an interaction between the reader and the author where the prior knowledge such as knowledge of content, structure, and vocabulary. It enables the reader to make meaning from the text. Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.⁵ In other word, reading is a complex process in which the recognition and comprehension of written symbols are impacted by the perceptual skills, the word an analysis skills, the experience, language background, the mind set and the reasoning ability of the

⁵Caroline T. Linse, series editor: David Nunan, *Practical English Language Teaching: Young Learners*, (New York: Mc Graw Hill Company, inc, 2005), p. 69.

reader.⁶ Reading is an interaction between reader and writer. It means that transferring symbol on the text from writer brain to reader brain.

2) Definition of Comprehension

Comprehension is the power to understand language (written and spoken).⁷ It means that comprehension will construct the language to take the meaning by connecting the information with the readers' background knowledge. So, comprehension is the ability to construct the meaning in the written language as a media to find the information in order can answer the question.

3) Definition of Reading Comprehension

Meaning, learning, and pleasure are the ultimate goals of learning to read. Although fundamental skills such as phonics and fluency are important building blocks of reading, reading comprehension is the "sine qua non of reading". Knowing how to read words has ultimately little value if the student is unable to construct meaning from text. Ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world

⁶Albert J. Harris, *How to Increase Reading Ability*, (New York: David McKay Company, 1969), p.3.

⁷A.S. Hornby, *Op. cit.*, p.

knowledge, and fluency.⁸ It means that reading comprehension is the important key for reading. It is impossible we read just knowing the meaning of the words without comprehend the text.

According to Daniel Zamelman & Hyde, the main goal of reading is comprehension.⁹ It means that reading is getting the meaning from print. Reading is not phonics, vocabulary, syllabication as most useful as the activities. The essence of reading is a transaction between the words of an author and the mind of reader, during which meaning is contracted.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.¹⁰ So, reading comprehension must be focus on the linguistic structure of the text, use the meta cognitive while reading,

⁸Janette K. Klingner, et. al., *Teaching Reading Comprehension to Students with Learning Difficulties*, (US: The Guilford Press, 2007), p. 2.

⁹Pamela J. farris, *Op. cit.* p. 324.

¹⁰Karen Tankersley, *The Threads of Reading; Strategies for Literacy Development*, (USA: ASCD, 2003), p. 90.

and take the vocabulary as the keyword from the content based on the background knowledge.

Based on the third explanation above, it can be concluded that reading comprehension is the most important in the final. It can be seen from the exercises which related with what reader has read. Reading without comprehension is useless. However, we read but do not know what else in the text. It means that we do not take comprehension.

4) The Purposes of Reading

The main goals of reading are to get and find information include content and meaning of the text based on the purpose.¹¹ Tarigan stated there are some goals of reading such as:

- a. Reading is for identifying important information.
- b. Reading is for main ideas.
- c. Reading is for finding the specific information.
- d. Reading is for underlining the important information.
- e. Reading is to classify the difficult word.
- f. Reading is to evaluate.
- g. Reading is to compare or contrast.

¹¹Henry Guntur Tarigan, *Membaca Sebagai Sebuah Keterampilan Berbahasa*, (Bandung: Agkasa, 2005), p. 9.

In this research, the purpose of reading is identifying important information, finding specific information, and to evaluate reading. It have talked above that comprehension is ability to construct the language to take the information from the text

According to Jeremy Harmer, there are several purposes of reading. He said that the purpose of reading is different in the way. It saw what kind of text will be read. Next, there are the purposes or the reason for reading:¹²

- 1) Instrumental: a large amount of the reading takes place because it will help us to achieve some clear aim. Thus, for example, we read the road sign so that we know where to go. We read the instructions on the ticket because we need to know how to operate it.
- 2) Pleasurable: the people read magazine or spend hours buried in the Sunday paper, other go to poetry readings, read illustrated cartoon or photo-story.
- 3) For General Understanding: good reader is able to take in a stream of discourse and understand the gist of it without worrying too much about the details. Reading for such 'general' comprehension means not stopping for every word, not analyzing everything that the writer includes the text. It can use skimming.
- 4) For specific information: in contrast to reading for gist, we frequently go to written text because we want specific detail. Reading in this skill is frequently referred to as scanning.
- 5) For detail information: sometimes we read in order to understand everything we are reading in detail. This is usually the case with written instruction or direction, or with the description of scientific procedures, it happens when someone gives us the address and telephone number and we write down all the detail.

¹²Jeremy Harmer, *The Practice of English Language Teaching (Third Edition Completely Revises and Update)*, (England: Longman, 2003), p. 200-202.

- 6) Interpreting text: reader is able to see beyond the literal meaning of word on the passage, using a variety of clues to understand what writer implying. Successful interpreting in this kind depends to a large extent on share schemata.

Finally, the purpose or reason for reading should be influenced how and what for readers read a piece of material. Different situations require different goal. For example, readers may not need to recall every fact when leisurely read an article in the newspaper, but they need a high level of comprehension when read a contract that we plan to sign. When reading course assignment their purpose may vary as well. They might read a psychology assignment very closely in preparation for an objective exam. Comprehension can range from the careful, close attention to a very brief, quick reading for only main idea.

5) Kinds of Reading

Most researchers like to make difference between extensive and intensive reading. Whereas the former suggest reading at extensive often for pleasure and in a leisurely way, the intensive reading tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to pleasure as to the achievement of a study goal. There are 2 kinds of reading that will be explained below:

a. Extensive Reading

Extensive reading is the best possible way for students to develop automatically—that is automatic recognition of words. One of the fundamental conditions of a successful extensive reading program is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be for pleasure—the main of this activity.¹³ Extensive reading is for leisure reading.

The reading activity like survey reading and skimming, are sometimes grouped together and called *extensive reading*. The object of such reading is to cover the greatest possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant—as is the case for example with newspaper reports.¹⁴ Students read on several ways like just read the first sentence on each paragraphs, find the main idea, and read the conclusion.

¹³ *Ibid.*, p. 204.

¹⁴ Geoffrey Broughton, *Teaching English as a Foreign Language (Second Edition)*, (USA: Routledge, 1980), p. 92.

b. Intensive Reading

Intensive reading used to gain a deep understanding of the text, which is important for reader. Intensive reading is usually accompanied by study activity. It refers to detail focus on the contraction of reading which takes place usually (but not always) in classroom. The students look at extract for magazine, poem, internet website, and so on.¹⁵ The remaining two kinds of reading activity such as content study reading and linguistic study reading are also often grouped together and called *intensive reading*. Once again the term indicates that it is not the nature of the skills involved that is of most interest but the results, in this case a deep and through understanding. The objective is to achieve full understanding of the logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his ends.¹⁶ Intensive reading needs the deep comprehending on the text.

Based on the both of kinds of Reading, researcher concludes that the different between extensive and intensive reading is about meaning and structure of the text. Extensive

¹⁵*Ibid.*, p.213.

¹⁶Geoffrey Broughton, *Op. cit.*, p. 93.

reading has the goal for pleasure. It is just looking the specific information on the text. It means that reader take the meaning from the text. It is frequently take place for develop students' language. In other side, intensive reading should take the grammatical and structural. It needs for knowing the intonation, vocabulary, stressing for gaining the deep understanding of the text. So, reading narrative text by using story mapping is included intensive reading. It caused read a narrative text by using story mapping would find the information about character, setting, and coda on the story.

6) Levels of Reading Comprehension

Reading comprehension does not only know what text is about, but reading comprehension demands the students to have deep understanding about all of the text. Moreover, the comprehension of text involves the knowledge of vocabulary, structure, and also situation or condition in which language used.

Smith in Wayne Otto states that there are four levels of comprehension:¹⁷

1) Literal comprehension

Literal comprehension is generally accepted as the most simple, basic, comprehension skills, and one that requires little thinking or reasoning.

2) Interpretation

¹⁷ Wayne Otto, et. al., *How to Teaching Reading*, (Philippines: Addison-Wesley Publishing Company, 1979), p. 152-153.

Definitely involves thinking skill and readers requires to identify ideas and meaning that are not stated in the written text within the interpretive level, the form of language in a literature, so, it is easy to understand content and to differ between origin language and literary language, the reader may make generalization determine clause and affect, identify motives, find relationship, predict ending, and make comparison.

3) Critical Reading

When individuals read critically they evaluate what they read, that is way, they examine critically through of the writer, which have been identified through the two lower levels of comprehension and judge their validity of worth.

4) Creative Reading

Creative reading going beyond what the author has written applying ideas from the text to new situation and recombining the author ideas to form new concept or to expend add ones, through creative reading the reader creates something new idea, the solution to a problem, and a new way of looking at something from the ideas gleaned from the text.

Based on explanation above, it can be concluded that there are four levels of comprehension, they are literal comprehension, interpretation comprehension, and critical reading and the last is creative thinking.

7) Principles for Teaching Reading

There are some principles for teaching reading as below:

a) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background includes all of the experiences that reader brings to a text: life experiences, educational experience, knowledge of how text can be organized rhetorically, knowledge

of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on.¹⁸ So, background knowledge is very important to support reading comprehension. Background knowledge decides the comprehending on reading. If students are reading on unfamiliar topic, it may need to begin the reading process by building up background knowledge.

b) Build a strong vocabulary base

According to David Nunan, vocabulary is important for successful in reading. He decided that the basic vocabulary should be explicitly taught.¹⁹ Teacher must know what vocabularies will be needed to know by students.

c) Teach for comprehension

In many instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching reader how to comprehend. Monitoring comprehension is essential to

¹⁸David Nunan, *Practical English Language Teaching*, (New York: MC.Grow Hill, 2003), p. 74.

¹⁹*Ibid.*,

successful reading.²⁰ So, teacher should have monitored students on reading a text by using a testing to know it.

d) Work on increasing reading rate

The teacher must work towards finding a balance between assisting students to improve students' rate and developing reading comprehension skills.

e) Teach reading strategy

Teacher uses the suitable technique in reading classes to get students become more aware of reading comprehension.

f) Encourage readers to transform strategies into skill

According to Kawai in David Nunan book, an important distinction can be made between strategies and skill.²¹ Guessing the meaning of unknown vocabulary from context can be listed as both a strategy and a skill in reading text.

g) Build assessment and evaluation into your teaching

Assessment and evaluation is taken based on the learning. It should relate between evaluation and text.

h) Strive for continuous improvement as a reading teaching

Teacher must keep spirit and never give up improving a quality of individual for success in reading. A power motivation is needed for reading.

²⁰ *Ibid.*,

²¹ *Ibid.*, p. 77.

b. The General of Narrative Text

1) The Definition of Narrative Text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. A narrative is a text that tells a story and, in doing so, entertains the audience. Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. According to Sanggam Siahaan and Kisno Shinoda, narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different way.²² Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Kathy describe many different types of narrative; namely humor, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.²³ Narrative text includes the narration text that talking about experiences.

²²Sanggam Siahaan and Kisno Shinoda, *General Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 73.

²³Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Mcmillan, 2003), p. 18.

According to John Langan, in narration, writer tells the story of something that happened.²⁴ It means that narration is done by somebody in the past time.

The main characteristic of narrative text includes a problem and coda. The problem will be solved in the last story. The content of narrative text is consist of imagination or the factual idea but entered an imagination or engineering.²⁵ Narrative text usually gives the learning to the reader.

Based on the explanation above, researcher concludes that narrative text is the text tells about the last time. It tells about the real action or the unreal action. Next, some story on the novel, tales, fable, legend and so on used narrative text.

2) The Kind of Narrative Text

According to Mark and Anderson, narrative text has some kinds. It includes:²⁶

1. Humor, the aims to make the audience laugh as part of retelling story.
2. Romance, typically tells of two lovers who overcome difficulty to end up together.
3. Science function, use a setting involving science and technology.

²⁴John Langan, *Collage Writing Skills with Readings*, (New York: McGraw-Hill Book Company), p. 111.

²⁵Otong Setiawan Djuharie, *Tekhnik dan Panduan Menulis Melalui Eksplorasi Model dan Latihan Book 3 Essay Writing*, (Bandung: Yrama Widya, 2009), p. 168.

²⁶Mark Anderson and Kathy Anderson, *Op. cit.*, p. 28.

4. Diary – novels, the text presented like diary entries adventure, typically tells of exciting dangerous journey of experience.

3) The Purpose of Narrative Text

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. Furthermore, narratives can also be written to teach or inform, to change attitudes/social opinions. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing. The stories set up one or more problems, which must eventually find a way to be resolved.²⁷ So, it means that narrative text has the social function to entertain the reader and also gives the learning.

Text function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narration deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.²⁸ Reader can take the social function on the narrative text such as attitude and opinion. It usually entertains the reader. Some narrative texts will create the way to solve the problem.

²⁷Rachmat Wahidi, *Genre of the Text*, accessed from <http://rachmatwahidi.wordpress.com>, at October 12th, 2014 retrieved on 04.00 am, p. 7.

²⁸Sangam Siahaan and Kisno Shinoda, *Op. cit.*, p. 73.

4) Generic Structure of Narrative Text

According to Mark and Kathy Anderson, narrative text provides the elements of narrative text; they are consists of orientation, complication, sequence event, resolution and coda.²⁹ To make it clear, we will explain as below:

a) Orientation

This is the part in which the narrator tells the audience about who is in the story, when the story is talking place and where the action is happening. So, it can be called as introduction the part of the story. The reader can figure out what will happen next and who are included.

b) Complication

The part of the story where the narrator tells about something that will begin a chain of the event. These events will affect one or more of character. So, this part is talking about the totally playing of character.

c) Sequence event

Narrator tells some events in the story.

d) Resolution

This part can be found in the last story. Here, the complication will be solved.

²⁹*Op. cit.*, p. 12.

8) Coda

Provides a comment or moral based on what has been learned from the story

Hoey gives us the following label which could be easily understood and used by children: situation, problem, and evaluation.³⁰ It means that in narrative text consist of situation (place, time, season, and participant), problem (the important clue), and evaluation (the coda or moral).

5) Language Future in Narrative Text

There are some language futures in Narrative text. It contained in narrative text.³¹ They can be used as the characteristics to identify narrative in the text. It can be below:

- 1) Past tense (killed, drunk, etc)
- 2) Adverb of time (Once upon a time, one day, etc)
- 3) Time conjunction (when, then, suddenly, etc)
- 4) Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- 5) Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- 6) Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

³⁰Judith Graham and Alison Kelly, *Writing Under Control Third Edition*, (London: Routledge, p. 106.

³¹Adeulfayani, *Narrative Text*, accessed from <https://adeulfayani.wordpress.com/narrative-text-2/>, at February 02th, 2014 retrieved on 11.30 am.

Narrative text should have the characteristics above. it usually uses past tense in actions or the events. Then, it uses adverb of time in the story, time conjunction, specific character, and direct speech.

6) The Reading Comprehension Evaluation

Evaluation is most important to measure reading. It will find the comprehension from what have been read. For knowing the reading comprehension, it can use a test. To know how the story mapping can improve students' reading comprehension on narrative text, it will need an instrument that used in testing.

After researcher gives the learning to the students by using story mapping, it is important to know how their ability about the learning, especially in reading narrative text comprehension. Students' create the story mapping that related with the text. Then, it will consist of 20 questions based on the some narrative texts. The indicators of evaluation are:

Table 1
Indicator of Reading Evaluation

No.	Indicator of Reading Evaluation
1.	Identifying character
2.	Identifying setting
3.	Identifying problem
4.	Identifying coda
5.	Identifying vocabulary in the context

There are several tests to measure for testing reading comprehension. It can be Multiple Choice Question (MCQs), Short Answer Question, cloze, Selective Deletion Gap Filling, C-Tests. Cloze Elide, Information Transfer, Conclusion. But, for this time multiple choice is one of testing method for knowing reading comprehension. Because of multiple choice is a test for searching just one the right answer. It needs comprehending to choose one of them.

A multiple choice test item is usually set out in such as a way that the candidates is required to select the answer from a number of given options, only one of which is correct. The marking process is totally objective because the marker is not

permitted to exercise judgment when marking the candidate's answer; agreement has already been reached as to the correct answer for each item. Selection and setting items are however, subjective processes and the decision about which is the correct answer is a matter of subjective judgment on the part of the item writer.³² Students should be careful to decide the best answer.

According to the researcher, Multiple-choice test is the good choice because it will make students easy for applying their comprehension. It is the simple way for marking. Next, researcher will be easy to check and evaluate the answer because comprehending can be taken from questions by using multiple-choice.

2. The General Technique of Story Mapping

a. The Background Technique of Story Mapping

In the century spanning the mid 1880s to the mid 1980, the language teaching profession was involved in a search. That search was for what has popularly been called "methods," or ideally, a single method, generalizable across widely varying audiences, that would successfully teach students a foreign language in the classroom.

³²Cyril J. Weir, *Communicative Language Testing*, (UK: Printice Hall, 1990),p. 43.

Historical accounts of the profession tend therefore to describe a succession of method.

Three decades ago Edward Anthony (1963) gave us a definition that has quite admirably withstood of the test time. His concept of method was the second of three hierarchical elements, namely, approach, method, and technique. An approach, according to Anthony, is a set of assumptions dealing with the nature of language, learning, and teaching. Method is an overall plan for systematic presentation of language based upon a selected approach. Then, technique are the specific activities manifested in the classroom that are consistent with the method and therefore in harmony with an approach as well.³³ In other word, technique includes all tasks and activities. They are almost always planned and deliberate. They are product of a choice made by teacher. You can think of a lesson as consisting of a numbers of techniques, some comprehension oriented, some clustering together to form task, some as a task in and of themselves.³⁴

Based on literature above, researcher concludes that technique is an activity that will be conducted with the related subject in the class. The technique can take out the product based on learning.

³³H. Dounglas Brown, *Teaching by Principle: an Interactive approach to language pedagogy*, (USA: Prentice Hall Regents, 1994), p. 48.

³⁴*Ibid.*, p. 137 .

Teacher gives the task, and students use the technique to solve or finish the task. Students need the coherent technique to give solving in order can finish the task.

Moreover, there is a technique to use brain and merge one thing such as a story into graphic or picture. It will be easy for remembering and comprehending. It used story mapping to know the element of story. These are title, character, setting, problem and coda.

Sometimes the goal of a reading lesson might be to examine the various pieces of story in a less teacher-directed manner. Reading also has many techniques can be used to read the book (fiction or nonfiction), magazine, journal, and so on. Other techniques such as question- answer relationship (QAR), Inferential Reading, Effective Questioning. Then according to Reutzel and Cooter, story mapping is one technique for enable readers to store information in their personal schema more efficiently and facilitates the recall of story elements more completely and accurately.

Based on the theory above, technique was very important to support learning in the class. Technique could improve students' achievement. In this case, Researcher used story mapping to solve problem in reading narrative text comprehension at grade VIII in MTsN 2 Padangsidempuan.

b. The definition and Concept of Story Mapping

Generally, the target of a reading activity is to get understanding of a text. That is why sometimes the students are being taught in a less teacher directed manner in order to make them practicing the previous lesson and then use their skill to improve their knowledge. Idol-Maestas and Croll (1985) demonstrate this using a reader-directed story map study guide procedure structured to take readers' attention to the elements of story grammar (e.g., setting, problem, goal, action) during reading.³⁵ A comfortable way to make the students understand the text easily is by using story mapping.

Before explaining more about story mapping technique, it should be better to know first the origin of this technique. According to Pamela J. Farris, the origin of story maps lies within story grammar research. The term story grammar refers to the hierarchical rules or psychological structures that people use to create and remember stories, the skeleton underlying a story. 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 So, from

³⁵Zephaniah T. Davis, *The Journal of Educational Research: Effects of Prereading Story Mapping on Elementary Readers' Comprehension*, (Sacramento: California State University, 1994), p. 353.

³⁶Pamela J. Farris, et. al., *Teaching Reading: A Balanced Approach for Today's Classrooms*, (New York: McGraw Hill, 2004), p. 345.

story mapping that created by students, it could be as long memory for remembering the information. It is why story mapping very important.

The term of story mapping consists of two different words. They are story and mapping. Based on Hornby in Oxford Advanced learner's Dictionary 'story' is a description of events and people that the writer or speaker has invented in order to entertain people.³⁷ Story is also regarded as a fiction selection to entertain a reader; as a part of pleasure. On the other side, map is defined as a drawing to describe or give information about something, especially the way it is arranged or organized. So, if the word is added with *-ing*, become mapping, it could be defined as a sketch or drawing that shows location or relation between things or place. In other word it is an action to make a map.

Story maps outline the structure of a story with specific headings (such as setting, main character, events). Students filled the story mapping with single word or phrase each heading. Story maps are particularly appropriate for students, who may not be familiar with the discourse structure of a text.³⁸ So, story mapping is related to set, main character, setting, events, problem, and coda.

Then, according to Agus Suprijono, there is a way to make sure and be stronger in comprehension from what have students read,

³⁷A. S. Hornby, *Op.cit.*, p. 815.

³⁸J. Michael O, Malley and Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners*, (USA: Addison-Wesley Publishing Company, Inc, 1996), p. 102-106.

it is mapping concept. Teacher gives the opportunities to the students for making the mapping that related with the story. Next, give one story mapping as a comparative with students' creating. Finally, students and teacher will compare each story mapping.³⁹ So, students would be free to create story mapping, but it must relating with the text.

Based on explanation above, it could be concluded that story mapping technique is a way to understand a story by illustrating it into a chart of map. It described how the story was. Some clues of a story were attached in the map, so it guided the reader to understand the whole story. It means that story mapping is a technique used after story had been read. It included identifying the main elements, and categorizing the main events in sequential order. A graphic representation was often used to illustrate the story structure and sequence of events. Story mapping also could be referred as word mapping or idea mapping.

In general, the steps for concept mapping are as follows:

1. Select a key concept.
2. Display the key concept and ask students to brainstorm words that related to the concept.
3. Generate categories around words and create the map.
4. Continue to use the concept map by leading discussions that identify varied meanings and uses of key words, expand

³⁹Agus Suprijonno, *cooperative Learning teori & Aplikasi PAIKEM*, (Yogyakarta: Pustaka Pelajar), p. 107.

themes, and draw conclusions. Students can also extend the use of concept maps by completing projects such as the racism posters discussed above, using them as a study guide for tests or as a reference when learning new concepts⁴⁰

It means that based on the concept of the story mapping, students are free to create the graphic that involve the story. Every student has the different story mapping based on the imaginary. So, it can improve students' reading in narrative text.

c. The Principle of Story Mapping

The map could be integrated into instructional in several ways, used them to introduce the lesson. Put a complete bubble map on a transparency and let the students examine it. Invite prediction based upon the snippets they see on the map. In addition, students could gallow the comprehension process by filling in only part of the organizer and letting the students complete it during in reading process.

Visual representations such as story maps could be beneficial for all students, and are especially helpful for students. Story maps take numerous forms. One variation we like is the organization sheet developed by Englert (1990, 1992) to help students plan for writing; the topic or title of the story is written in a circle in the middle of the page and the subtopics or components of the plot are written in the

⁴⁰*Op. cit.*, p. 62.

surrounding circles. We have added the C-SPACE mnemonic device for helping students remember the elements of a story (*C*-characters, *S*-setting, *P*-problem, *A*-action, *C*-conclusion, *E*-emotion).⁴¹

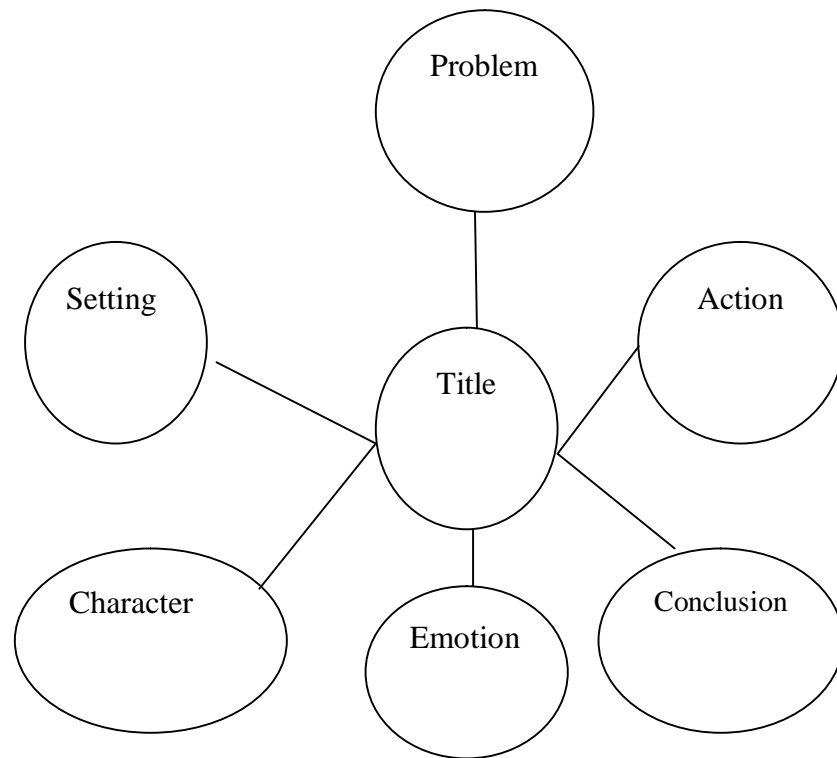


Figure 1 Story map with C-SPACE

As a conclusion, story mapping can be created as well as needing. It is according to students, how they take story from the text and apply in story mapping. But, it should take the specific information as (*C*-characters, *S*-setting, *P*-problem, *A*-action, *C*-conclusion, *E*-emotion). It needs deep imaginary, such as make the

⁴¹Janette K. Klingner, et. al., *Op. cit.*, p. 79

interesting pictures such as draw bubbles, balloon, box, or drawing some picture based on the characters.

Researcher uses graphic story mapping by Pamela J Farris, it uses title on the center, followed by character, setting, problem, and coda (learning / moral) in the left side and the right side. It describes below:

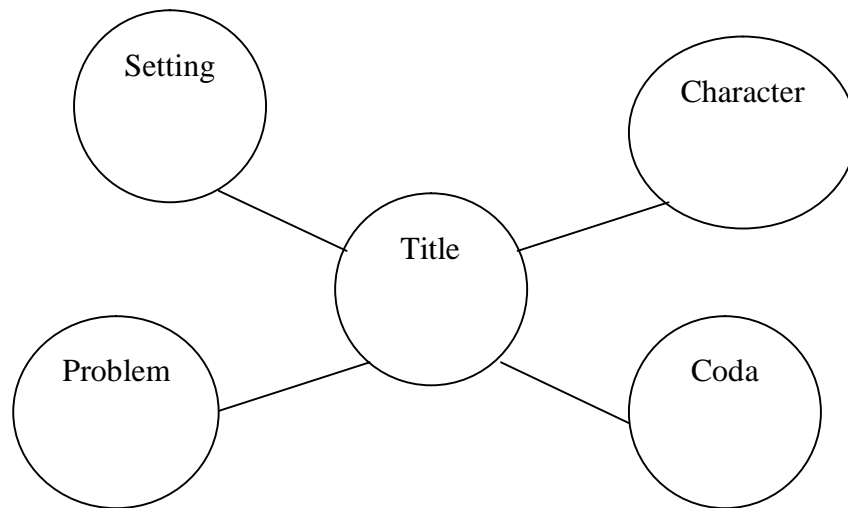


Figure 2 Story Mapping by Pamela J. Farris

d. The Purpose of Story Mapping

Pamela stated that there are some purposes of story mapping.

They are⁴²:

- Enhances meaning with mental imagery.
- Links past experience to the words and ideas in the text.
- Allows readers to create mental images from words in the text.
- Enables readers to place themselves in the story. Strengthens a reader's relationship to the text.
- Stimulates the imaginative thinking.

⁴²Pamela J. Farris, et. al., *Op. cit.*, 512.

- Brings joy to reading.
- Heightens engagement with text.

Based on the purposes above it means that the function of story mapping are expected to facilitate and help the students getting a good understanding of a story or text and supposed for comprehending the mean of whole text. Story mapping will guide students' imagination in order to create the story mapping from the text.

The purpose of the Group Mapping technique is to help students to remember the detail as well as summarize the main idea from the manuscript. Maps can be done individually or with small groups of students. While designing the visual representation of the content, students are encouraged to discuss the reading with classmates. Students can use nonlinguistic representations, words, or a combination of words and symbols to complete the map.⁴³ So, by mapping, students will be easy to remember what have they read before.

Researcher could conclude that story mapping technique is a way to achieve the level of taxonomy bloom. It was started from remembering the main point from the text, understand the story in the text, and apply what students have taken from the story. It means that through story mapping, students can apply their understanding about

⁴³Judy Tilton Brunner, *I Don't Get It! Helping Student Understand What They Read*, (UK: Rowman & Littlefield Publishers, Inc, 2011), p. 61.

story in the narrative text. Then, story mapping also could be applied as individually or group working. First, as individually, story mapping determines how far students' reading comprehension. Next, as group working, students can compare the result of each student.

e. The Procedures of Story Mapping

The general procedure to follow when preparing the basic story map includes the following steps below⁴⁴:

- a. Read the story. Write a sequenced summary of the main ideas, key events, and characters that make up plot of the story.
- b. Place the title, theme, or topic of the story in the center of the graphic story map in a predominant bubble or at the top the semantic chart.
- c. For the graphic organizer, draw 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. The semantically organized chart is simply arranged by story element, so information is transferred to it accordingly.
- d. Draw the additional ties projecting out symmetrically from each secondary bubble to accommodate the important detail associated

⁴⁴Pamela J. Farris, et. al., *Op.cit.*, p. 346.

with the key plot event, adding relevant information from the summary list.

e. Review the final semantic cart or story map for completeness.

f. Material Development

It will be consisted of several paragraphs on various topics a followed by several questions in the form of multiple choices. Based on the Standard of Competence (SK), Basic Competence (KD) and the book that they used “Interactive English Junior High School, The indicators of evaluation are⁴⁵:

- 1) Identifying character
- 2) Identifying setting
- 3) Identifying problem
- 4) Identifying coda
- 5) Identifying vocabulary in the context

Based on the indicator above, a teacher needs to develop the material to be used in learning process. A lesson plan will be needed a modal to do it. In fact, lesson plan should be relevant with the curriculum that can be generalized in the standard of competence and basic competence.

⁴⁵Emalia Iragiliati, et. al., *Interactive English Junior High School*, (Indonesia: PT Ghalia, 2009), p. 70.

The lesson plan, teacher will develop learning by analyzing the story in order to find the specific information about character, setting, problem, coda (moral value), and the vocabulary in the context. Teacher will use narrative text as a material that conducting with story mapping. It will be described below:

1) Story 1: Why Doesn't Bear Have A long Tail

Task 1: read the text

Task 2: summary the important key or the specific information

- Character of actor
- Setting (place. time)
- Problem (the climax)
- Coda (the moral value)

Task 3: place the title on the center

Task 4: draw graphic organizer

Task 5: draw additional ties projecting

Task 6: review the final semantic cart with the exercises

2) Story 2: The Legend of Mount Bromo

Task 1: read the text

Task 2: summary the important key or the specific information

- Name
- Setting (place. time)

- Problem (the climax)
- Coda (the moral value)

Task 3: place the title on the center

Task 4: draw graphic organizer

Task 5: draw additional ties projecting (using picture)

Task 6: review the final semantic cart with the exercises

- 3) Story 3: the legend of mouth bromo
- 4) Story 4: snow white

A test consists of 20 questions. Every test is given 4 texts and it will need 5 questions each text by multiple- choice.

g. The Application of Story Mapping in Teaching Narrative Text Comprehension

From the procedure of the Story Mapping Technique above, it can be concluded that story mapping can be applied such as below:

Table 2
The Steps of Applying Story Mapping Technique

Step	Teacher Activity	Students Activity
Step 1	Introduce students about the concept of story mapping	Listening teacher's explanation
Step 2	1) Explain the major components of story	1) Read the title of story 2) Build question about

	mapping through identifying a story first concerning to figure out the title, the important characters and personality traits of specific participants of a story.	main character, setting, problem, coda.
Step 3	<ol style="list-style-type: none"> 1) Ask students for independently reading. 2) Ask students to create a visual representation of the text. 	<ol style="list-style-type: none"> 1) Students read the text by taking note. 2) Create Story Mapping after reading as individual. 3) Compare story mapping each other
Step 4	Give the exercise as evaluating.	Answer the question based on the story.

Based on the step of applying Story Mapping above, there are some steps to teach Narrative text in reading comprehension in the

classroom. It starts from the opening, main activity, and closing. It will be explained in the table 1.3 below:

Table 3
Teaching Reading Narrative Text through Story Mapping

No.	Stage	Activity
1.	Opening	<ul style="list-style-type: none"> • Teacher introduces the learning purpose • Teacher gives motivation based that related with the learning. • Opening students' background knowledge. • Review the last material that conducting to the next material.
2.	Main Activity	<ul style="list-style-type: none"> • Presenting Material <ul style="list-style-type: none"> ✓ Before enter to the material, as well as possible introduce about the description of learning. • Modeling of Story Mapping Technique <ul style="list-style-type: none"> ✓ Teacher performs Story Mapping technique based on the narrative text. • Feedback

		<ul style="list-style-type: none"> ✓ Teacher gives some question based on the narrative text. • Giving independently task <ul style="list-style-type: none"> ✓ Teacher asks students to create story mapping based on the text.
3.	Closing	<ul style="list-style-type: none"> • Evaluation <ul style="list-style-type: none"> ✓ Teacher evaluates students' result about story mapping. ✓ Teacher asks students for giving conclusion based on their story mapping. • Notes <ul style="list-style-type: none"> ✓ Teacher must take students' motivation ✓ Teacher must teach as interesting as possible. ✓ Time allocation is so important. ✓ Teacher must be clearly in speaking.

Finally, story mapping can make students will be active to comprehend narrative text as independently task. Student will be

independent to take element of story in narrative text. Furthermore, students can master the generic structure of narrative text. So, story mapping can improve the focusing for reading especially on narrative text.

B. Review of the Related Findings

Many researches are talking about narrative text for comprehension. It used the kind of strategy and technique. The researches will help students to improve their reading achievement.

First, Denny Pratama, had done research in Tanjungpura University writes the title: “Improving Students’ Reading Comprehension Through Group Work Technique”. The research had done at grade 8 SMPN 14 Pontianak . He has done three cycles in the class VIII-C. It has found some problems in the reading comprehension. Some students are lazy to read, it makes students did not read the text and go on to answer the test beside read the text before, the value of students is low. To solve the problem, researcher had done the action by doing group working. From the research finding and the data analysis on the first cycle of the research, the researcher concluded that it was not satisfying. There were some obstacles happened in this cycle. More efforts would be needed to achieve the goals of the technique applied. The researcher and the observer decided to conduct the second cycle. The reflection of the first cycle was as follows: 1) The students were able to gain the main ideas from the narrative text that they had read. 2) Setting which was

in the narrative text still became the difficulties for students in answering the questions. 3)The students seemed confused in finding the moral value from the narrative text. 4)Some of the students were able to identify the generic structures of the narrative text while some others were still in confusion in recognizing the generic structure.

After collecting the students' task, both the teacher and collaborator worked together to compute the individual students score to obtain the students' mean score. The students' meanscore in the first cycle was not really good. it was only 60.7 and it did not achieve the standard minimum score of this school.

Then, the researcher continues to the second cycle. In this cycle, it was obtained the students' meanscore was 63.3. It still did not achieve the standard minimum score of this school. After the researcher and the collaborator reflected what was happened in the second cycle, there were some obstacles happened in this cycle. The reflection of the second cycle was as follows: 1) Gaining the main ideas was no problem for the students. They could gain the main ideas well. 2) The students were able to determine the setting which was in the narrative text. 3) Some of the students were not confused in determining the moral value from the narrative text anymore. 4) Identifying generic structures were still became the difficult question for some students. So, the third cycle had to be conducted in the next meeting.

After that, in the third cycle, the students' meanscore showed a significant improvement. The result was satisfying, 68.1 it showed the students could achieve the standard minimum score in this school. The researcher and the collaborator concluded that the problems were solved well. The students were not confused in determining the setting, gaining the main ideas, finding the moral values and identifying the generic structures. Their score were also improved. It meant that the cycles could be stopped.⁴⁶

The second, Ni Kadek Listiani had done the research "Improving Reading Comprehension Through Think Pair Share At The Eighth Grade Students Of SMPN 2 Abiansemal In Academic Year 2013 / 2014". Based on her pre test, she found 45.52 to comprehend narrative text. It means that reading narrative text still has the problem. The researcher found that students felt boring when studied about narrative text because it is not interesting, students did not read the text because did not know the meaning. Then, researcher did the research by doing an action like Think Pair Share. As a conclusion, in the cycle 1 found 61.20 by using the technique. She did again the cycle 2 and improved pre-test and cycle 1, the mean is 81.73. It means that reading narrative text was improved.⁴⁷

⁴⁶ Denny Pratama, "Improving Students' Reading Comprehension through Group Work Technique", SMPN 14 Tanjungpura (at grade 8 in the clas VIII-C) 2012 Academic Year, (Unpublished Thesis), (Tanjungpura: Tanjungpura University, 2012), p. 67.

⁴⁷ Ni Kadek Listiani, "Improving Students' Reading Comprehension Through Think Pair Share At The Eight Grade Students Of Smp2 Abiansemal In Acadermic Year 2013-2014", (Unpublished Thesis), (Abiansemal: Abiansemal University, 2013), p. 55.

The third, Muhammad Romli, he had done research by Class Action Research (CAR). The title is “Improving The Students' Reading Comprehension Of Narrative Text Through Story Mapping”. The problem in his class is, students always busy to disturb their friend, they are not focus in learning, they are lazy for reading the text. It was not interesting studying. It caused students got the low score. To solve this problem, he conducted the research by using Story Mapping Technique. He gave pre-action to know student's ability the result of pre action test which class average score was only 65.14. Based on the research, students' comprehension on narrative text is improving. It is seen from the cycle 1 and cycle 2. Based on the data that class average score was 75.43, which score was higher than before. Then, in the cycle 2 it had had 82.57 score.⁴⁸

Based on the research above, researcher conclude that reading in the school have the problem. Some researchers give some techniques to minimalist and solve the problem by using the kinds of technique. In the first research, researcher makes the group control and group experiment. She used Pre-Questioning as the technique. Second, research gives explanation by using experimental research. He had used Jigsaw to make students more active and comprehend the narrative text. The third, the researcher used Story

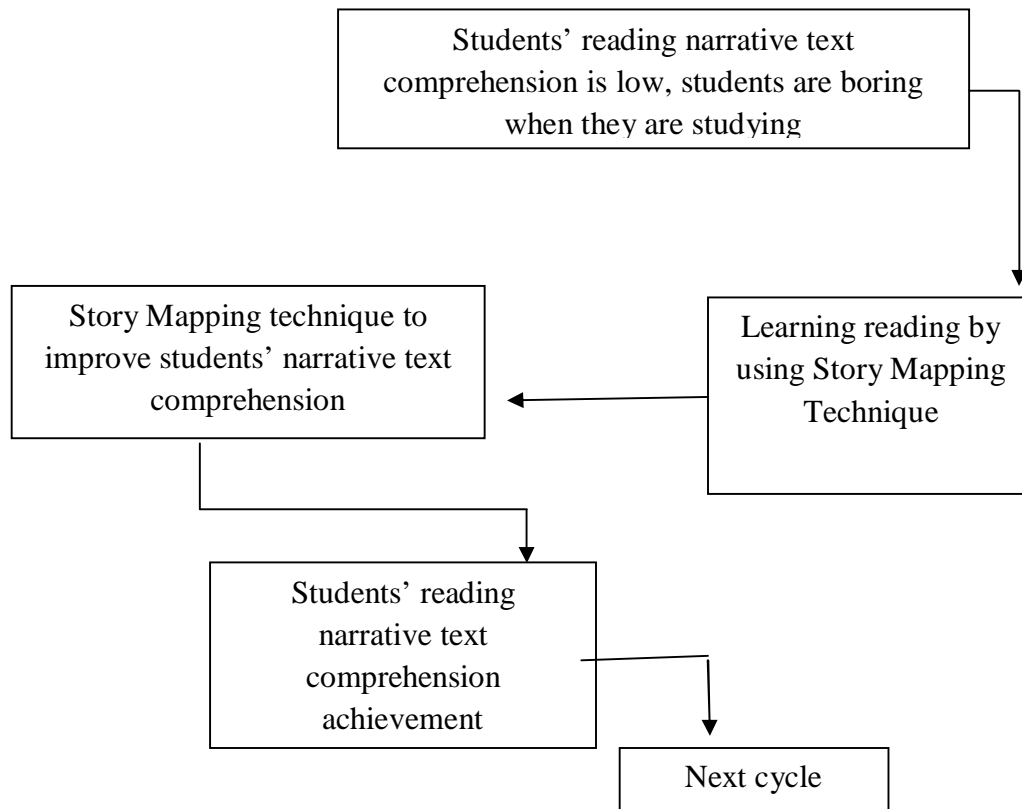
⁴⁸ Muhammad Romli, “*Improving The Students' Reading Comprehension Of Narrative Text Through Story Mapping*” (Published Thesis), (Jakartal: UIN Syarif Hidayatullah Jakarta, 2013), p. 41.

Mapping and related it to Class Action Research (CAR). It is found the steps of Story Mapping used in teaching reading narrative text comprehension.

Finally, this research is written by researcher to add and complete the kind of researches before. The researcher wants to solve reading problem on narrative text in order can be improving at grade VIII-5 MTsN 2 Padangsidempuan trough Story Mapping Technique. The technique is suitable to improve reading.

C. The Conceptual Framework

Every subject has some problems that will be solved. Reading also has the problem especially on narrative text comprehension at grade VIII MTsN 2 Padangsidempuan. It can be seen from the source data said that reading score is low. They are troubled to find the comprehension on the narrative text; it finds the specific information such as main character, setting, event or problem. In order to get it, Story mapping is believe to solve the problem. The researcher describes the conceptual framework as follow:



D. Hypothesis of the Action

The hypothesis of this research is stated that: "Story Mapping Technique can improve students' reading comprehension at Grade VIII MTsN 2 Padangsidempuan."

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Location and Schedule of the Research

Researcher did the research in MTsN 2 Padangsidempuan. It is located in Jalan T. Rizal Nurdin Km, 4.5 Palopat. This research was done in VIII-5. Researcher did research starting from November 2014 up to finish.

2. Research Design

Research is an attractive way to build evidence based on explanation for events and phenomena. The research conducted with class action research. Researcher did action research to improve students reading narrative text comprehension through story mapping. Design is a plan and a process. It is personalized road map that we create to address the questions and curiosities we have about our teaching.⁴⁹ Action research involved designing our teaching with our students. We took an active part in designing our teaching and our relationship with students to plan and develop a material. Action is an activity that changes a human situation by initiating something new.

⁴⁹Mary Louise Holly at al., *Action Research for Teacher Second Edition*, (Merrill Prentice Hall:Columbus Ohio, 2005), p. 129.

Action research is the research would be done because of problem. The problem would be solved by doing an action. According to John Elliot, action research starts with a feeling- a sense of frustration, or better yet of creative possibilities for action, and the pronounced commitment to “do it differently”, to bring one’s practice in line with one’s values and aspiration.

The research will be described as picture below:

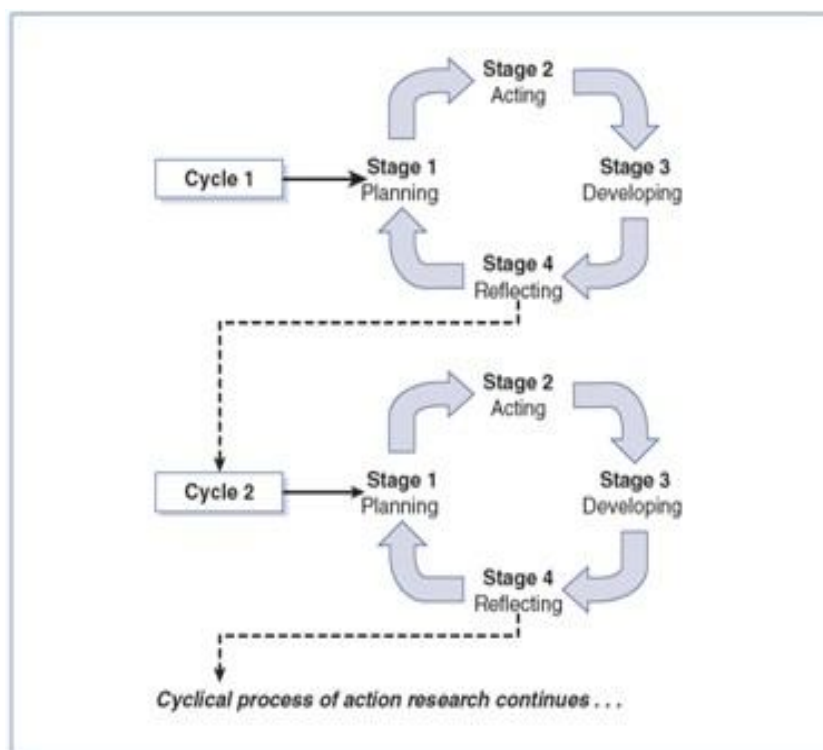


Figure 3 Cyclical Process

3. Participant

The participants are 30 students. It conducted at grade VIII on the VIII-5 in the second semester 2014-2015 academic years MTsN 2

Padangsidempuan. Research would be done collaborating with the teacher, at grade VIII MTsN 2 Padangsidempuan.

4. Instruments of Collecting Data

Instruments of collecting data are the tools that used to collect research data. Class action research used the instruments such as observation, interview, and test.

1) Observation

Observation is the technique to collect data by observing every moment and write down it. Researcher monitored how the teacher was teaching and how the students responded the teacher. Researcher made the general observation about who, what, when, where, and how, taking into account participants, activities, goals, emotions, time, and space. Researcher observed all about students' attitude in the class such as:

- Students who take summary from the text
- Students who create story mapping
- Students who get the character on the story
- Students who get the setting on the story
- Students who get the problem on the story
- Students who get the coda on the story
- Students who get the vocabulary on the context

- Students who sleep in the class
- Students who come late to the class
- Students who gossip in the class
- Students who disturb in the class
- Students do task based on instruction
- Students collect the task appropriate the time

Beside that, observer also observed teacher's action. It focused how teacher teaches the material that conducting by using story mapping. It can be shown below:

- Opening
- Implementation of learning material
 - Explaining story mapping technique
 - Giving example to find character, setting, problem, coda, and also vocabulary in the context

There are 3 instruments that could be used in observation. It would be observed by using check list, anecdotal record, and rating scale.⁵⁰ Researcher would observe the research by using check list and anecdotal record. Check list was used to observe the students based on the researcher question. It had been arranged by researcher. Next,

⁵⁰Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Prenada Media Group, 2011), p. 93.

anecdotal record is a note to write rare events such as a student who had never asked question, but directly ask a question.

2) Interview

Conducting interviews could be a powerful technique for an action researcher. Interviewing consisted of asking questions of an individual or a group of individuals and obtaining their verbal responses. The respondents generally give their candid opinions, which are then directly recorded or paraphrased by the interviewer.⁵¹ Interview is one of the instruments for collecting the data used orally between researcher and students. Interview would support the data from observation. And then, increased the data because every students have the different responses.

Researcher questioned about what students problem and why it was difficult for comprehending the material. It interviews the problem based on the indicator by using story mapping to comprehend narrative text. There are five problems in reading narrative text:

- a) Identifying character
- b) Identifying setting
- c) Identifying problem
- d) Identifying coda

⁵¹Daniel R. Tonal, *Action Research for Educator second edition*, (New York: Rowman & Littlefield Publishers, 2010), p. 44.

e) Identifying vocabulary in the context

Beside it, there are some problems that will be interview in this research, they are:

1. Why they make disturbing.
2. Why they always get out from the class.
3. Why they often sleep in the class.
4. Why they often come late to the class.
5. Why they often ask permission

Researcher interviewed students with the list of questions about reading narrative text comprehension. It talked about their problem.

3) Test

Test is one of instruments in collecting data for determining the students' aspect of cognitive. According to Agar, he suggests that information from interviews can serve as the methodological core against which data can be used to feed ongoing interview⁵². Furthermore, a test is a method of measuring a person's ability knowledge, or performance in a given domain⁵³. So, test measured students' ability especially in reading.

⁵²Geoffirey E. Mills, *Action Research A Guide For The Teacher Researcher Second Edition*, (Ohio: Merrill Perintice Hall, 2003), p. 58.

⁵³H. dounglas Brown, *Language Assesment Principles and Classroom Practice*, (San Francisco: Longman, 2004), p. 3.

Researcher tested the students based on the indicator by using multiple choice. One text was given 5 questions based on the text in the cycle 1 and 2. It does with the indicator of story mapping technique. The text was 4 texts. Based on the indicator, decided the items and gave the value such as table below:

Table 4
Indicator in Reading Narrative Text trough Story Mapping

No.	Indicators	Items	The Value	Score	Total score
1.	Identifying character	4	5	4 items x 5 scores	20
2.	Identifying setting	4	5		20
3.	Identifying problem	4	5		20
4.	Identifying coda	4	5		20
5.	Identifying vocabulary in the context	4	5		20
Total					100

5. Procedures of the Classroom Action Research

Doing classroom action research follows the steps in the cycles. It concludes planning, action, observation, reflection. According to Hopkins, class action research is done to form spiral forming that begin from feel the problem, arranging the planning, doing the action by done observation and reflection. Then, do planning repeatedly, action and observation, reflection in the next cycle. It will be figured such below:

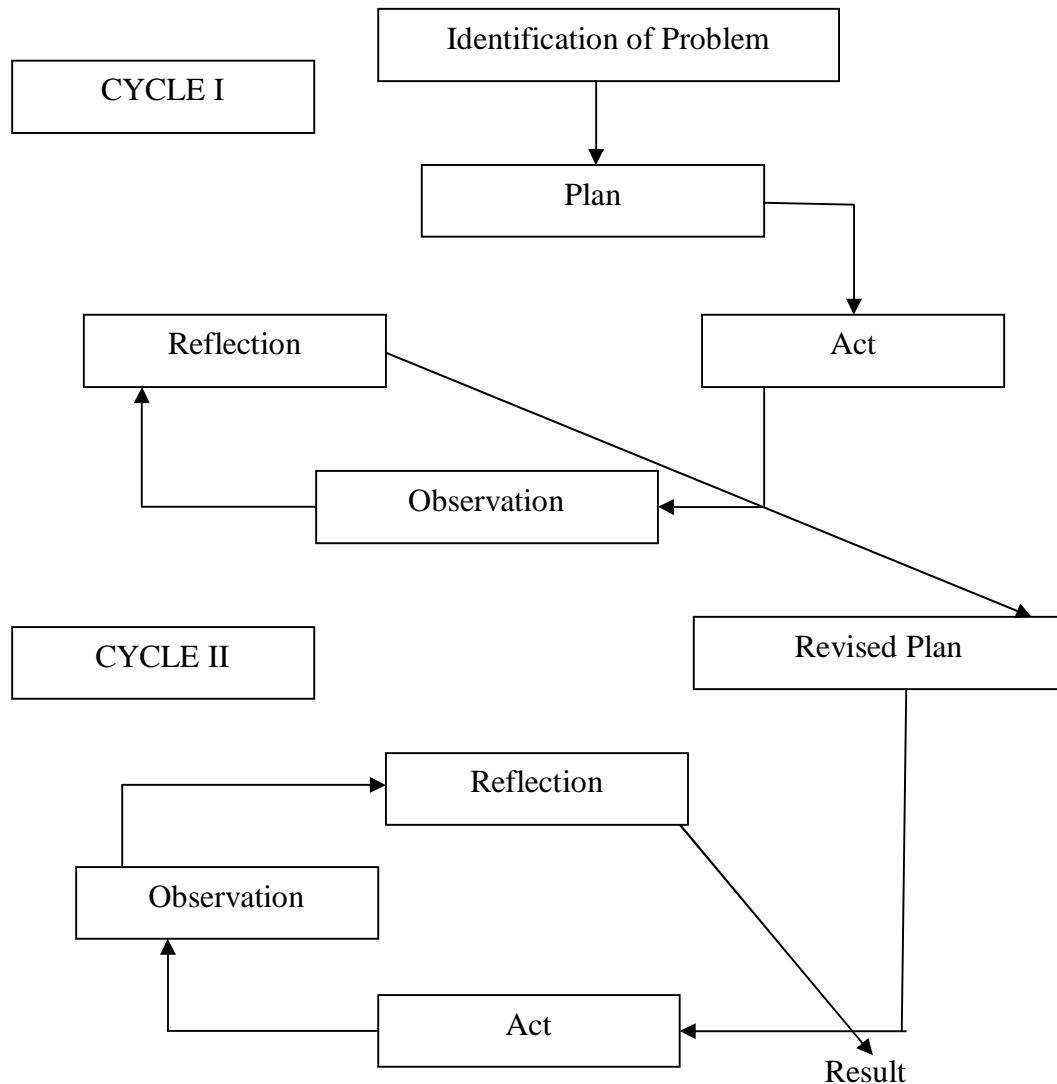


Figure 4: Action Research Spiral by Hopkins⁵⁴

Researcher applied two cycles. Every cycle consisted of two meetings. Each meetings consists of 80 minutes. The time allocation is 2x40 minutes. Moreover, every meeting consisted of four steps of classroom action research (CAR) such as planning, action, observation and reflection. Here, the

⁵⁴Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, PTK, dan Penelitian Pengembangan*, (Bandung: Citapustaka Media, 2014), p. 212.

explanation of activities in teaching reading narrative text through story mapping Technique at grade VIII. The research conducted in the VIII-5 class MTsN 2 Padangsidempuan.

a. Cycle 1

1) Planning

- a) Preparing lesson plan as guidance for teaching.
- b) Preparing the topic to do story mapping technique along with first test reading narrative text to be given to the students.
- c) Made the instrument as a tool to see the students' reading achievement.
- d) Discussing how Interview Technique to be done in teaching-learning activity.
- e) Preparing all material that would be needed in teaching-learning process, such as lesson plan and value criteria.

2) Action

- a) Explaining the goal of the research and why story mapping is done to solve the problem.
- b) Giving learning material to the students
- c) Using story mapping technique after read narrative text.
- d) Monitoring every step that has been planned.
- e) Monitoring time allocation.
- f) Collecting the students discussing result.

3) Observation

- a) Discussion with the English teacher to observe planning
- b) Monitoring Story Mapping Technique was done
- c) Making note activity and different when story mapping using in teaching-learning was done.
- d) Discussing with the English teacher about the weakness or finding activity during observation was done.

4) Reflection

- a) Analyzing the finding during the action and observation is done.
- b) Analyzing the weakness of learning process.
- c) Analyzing teacher progress that using Story Mapping Technique to determine the follow up of activity.
- d) Reflecting the Story Mapping Technique is done.
- e) Reflecting the teacher teaching activity.
- f) Reflecting students learning activity.
- g) Evaluating or interpreting the data gotten from the class and make any decision for the next meeting.

b. Cycle 2

After the first cycle had been done, it would be found some evaluation to be evaluated in the second cycle. But, it was more added the action based on the reflection in the first cycle. In the cycle 2, researcher

must repair the problem. The time is same in the cycle 1, researcher did the research 2 meetings in 80 minutes. It is 2x40 for time allocation.

1) Planning

- a) Analyzing the cycle 1.
- b) Analyzing the reflection result in the cycle 1.
- c) Using OHP (Over Head Projector) to show the picture
- d) Preparing the new story as the new material in the learning process.
- e) Encoding the problem and progress the learning process.

2) Action

- a) Giving the motivation to the students.
- b) Giving the key to apply story mapping.
- c) Giving the reward to students who apply the story mapping well.
- d) Giving the picture who relate to the text.
- e) Giving the explanation about the text.
- f) Giving the description about the question in the second cycle
- g) Giving the story mapping about the text.
- h) Giving the information about the passages. Therefore, students could answer correctly.
- i) Monitoring students whom were not make the story mapping
- j) Gaining students to search character, setting, problem, coda, and some vocabulary based on context.

3) Observation

- a) Monitoring the teaching-learning by using Story Mapping Technique in teaching-learning process, especially in teaching reading narrative text comprehension.
- b) Discussing the problem in process learning and giving the solution.
- c) Monitoring story technique mapping was done.
- d) Making note activity and different when Story Mapping Technique using in teaching-learning was done.
- e) Monitoring to students' activities

4) Reflecting

- a) Analyzing the weakness and progress when Story Mapping Technique was done to determine the next activity planning.
- b) Reflecting of Story Mapping Technique that using in learning process.
- c) Reflecting of teaching activity and students learning result that using Story Mapping Technique.
- d) Evaluating or interpreted the data that getting from the class and make any decisions for the next meeting.

6. Technique of Analyzing Data

The researcher used quantitative and qualitative data. Quantitative data was used to analyze the score of students. It was looked from the percentages of students that forming as a numeral. It analyzed the data based on the value to decide the improving of students' achievement.

To know the means score of students' for each cycle, the researcher applied the following formula:⁵⁵

$$M = \frac{X}{N} \times 100$$

M : Individual score

X : Number of correct

N : Number of item

$$M = \frac{\sum fX}{N}$$

Explanation:

M : the mean of the students

$\sum fX$: the total score

N : the number of the students

Moreover, to count the percentage of students through Story

Mapping Technique, the researcher used the formula as follow:⁵⁶

⁵⁵ Hartono, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of students who get the score

R : the number of students who get the score up

T : total numbers of students do test

To test the significances of data, the researcher used t-test for two small samples. The formulation of t-test as follow:⁵⁷

$$t = \frac{M_D}{SE_{MD}}$$

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$\sum D$ = Number of difference Score between Second Test and First Test

$D = X - Y$

N = Number of Students

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

⁵⁶ Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. Yrama Widya, 2008), p. 205.

⁵⁷ Anas Sudijono, *Pengantar statistik Pendidikan*, (Jakarta: PT Rajagrafindo Persada, 2008), p. 305-306.

SE_{MD} = Standard Error from Mean of Difference

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

SD_D = Standard Deviation from the difference score between First Test and Second test.

After calculating and scoring students' answer sheets then, their scores are consulted the classification quality on the table. In MTs Negeri 2 Padangsidimpuan, there are the categories of standard of value, as follow below:⁵⁸

Table 5
The Categories of Standard of Value

Criteria	Score
Excellent	100
Very good	90
Good	80
Average	70
Poor	≤60

Then, qualitative data used to conclude the quality of the data. It analyzed the data based on the process of learning. Qualitative data was used to describe the situation during the teaching process. In analyzing

⁵⁸The Categories of Standard of Value in MTsN 2 Padangsidimpuan

qualitative data, the researcher followed the technique that developed by Gay and Airasian which consists of five steps as follows:⁵⁹

1. Data managing

In this step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose of data managing is to organize the data and to check for completeness, and to start analyzing the data.

2. Reading

In this step concerns with reading the data recorded in the field notes, transcription of the interview data and observation sheets in order to get a explanation of the data.

3. Description

In this step is devoted to address the issue on what happen in the field based on the collected data.

4. Classifying

In this step concerns with grouping every small pieces of data into larger categories in order to make explanation or meaning and to find the connection among the data.

5. Interpreting

⁵⁹ Gay and Peter Airasian, *Education Research Competencies for Analysis and Application*, (USA: Prentice Hall, 2000), p. 240-249.

In this step, data is interpreted based on the connections, common aspects, and relationship among the data pieces, categories and pattern.

B. Thesis Outline

Basically, the formation of this research can be divided into five chapters. Moreover, every chapter consists of sub chapters with detail as follow:

Chapter I introduction that consisted of background of the problem, identification of the problem, focus of the problem, formulation of the problem, definition of the key terms, purposes of the research, significances of the research, and definition of the key terms.

Chapter II consisted of theoretical descriptions which explain about Story Mapping technique, reading comprehension, narrative text, conceptual framework and hypotheses of action.

Chapter III was research methodology, and it consisted of location and Schedule of the Research, Research Design, Participants of the Research, Instrument of Collecting Data, Procedures of the Classroom Action Research, and Technique of Analyzing Data.

Chapter IV consisted of the result of the research. The result of the research consisted of the Findings/ Data Presentation, Data Discussion, and Threatening of the Action.

Finally, Chapter V is consisted of Conclusion and Suggestion.

CHAPTER IV

RESEARCH RESULT

After researcher has done the research in MTsN 2 Padangsidimpuan, now researcher will describe how the research was run. It discussed about the way to improve students' reading narrative text comprehension through story mapping technique at grade VIII MTsN 2 Padangsidimpuan. In the following below, it would be described about the data description, the influencing factors of students' reading narrative text comprehension through story mapping technique, the comparative result of the action, the discussion of the research findings and the treats of the research.

A. Findings/ Data Presentation

The data description in this research described about all of things that have been found in the class when the teacher did the research with co-teacher. The data could be found from learning process in every cycle. It was based on the instrument: test, interview and observation. Researcher described that in cycle 1 and cycle 2.

1. Students' achievement

a. Cycle 1

The first cycle was done at 30th of March until 01 of April 2015. In this case, the cycle was conducted for two meetings. In MTsN 2 Padangsidimpuan, every meeting was done 80 minutes. It means that the

time allocation was 160 minutes. It caused 2x80 minutes is 160 minutes. Along the time, researcher explained about story mapping technique, asked students to create story mapping based on the text and the last gave test as evaluation. This is the data description in first cycle, as follow:

1) Learning Process in First Cycle

First, researcher and co-teacher came to the VIII-5 class. Researcher used the clothes dainty and it was suitable for teaching. Researcher started the learning by making opening, implementation of learning material and evaluation. In opening, researcher was doing the apperception by greeting and asking students' condition. Then, researcher gave them motivation such as saying the information of the powerful of English. Researcher explained the goal of research. It focused about what story mapping technique briefly, how to create story mapping, and why they should use story mapping technique. Second, researcher gave narrative text to the students. Then, asked them to read it by using story mapping technique. Researcher asked them to pay attention how to use story mapping in reading. It should find about character, setting, problem, coda and vocabulary in the context.

After that, researcher explained the steps teaching-learning reading narrative text comprehension through story mapping technique. Next, it would implement the learning material. First, explaining story mapping technique. Researcher showed the way to find character, setting, problem,

coda, and vocabulary in context based on narrative text. Before come to the fifth indicators, researcher showed the title and questioned to students about the title. Researcher opened their background knowledge about the title. Then, researcher came to find the indicators. First, *character* consists of name and characteristic of actors on the text. Researcher guided the students to find the names of the actor and identified about their characteristics. Second, *setting* consists of place and time. It discussed about where the story was happened and when the story was happened. Researcher asked students to find the name of place and date. Third, *problem* is consists of the events on the story. It means that the event was important in the story. The problem is the core part on the story. Fourth, *coda* consists of a learning that found based on the story. Coda would be found on the last story. Fifth, *vocabulary in the context*, researcher taught students about pronoun. Basically, vocabulary in the context would ask about the pronoun such as the subject on the story.

Before researcher moved to evaluation, researcher questioned students to connect story mapping to another story such as *The Legend of Mount Bromo* and *Snow White*. Researcher asked about character, setting, problem, coda and vocabulary in the context based on story. After researcher explained the learning material, researcher monitored every step that has been planned in the lesson plan. Then, make the time allocation efficiently. It should conduct to all activity in learning process.

Researcher managed the class. Some students were controlled and understand about story mapping. It was proofed by their summarizing. But, there were some students were uncontrollable by doing disturbance. Next, students still had difficulties to identify character, setting, problem, coda and vocabulary in the context.

After students read the text and found the summarizing about character, setting problem, coda, and vocabulary on the context, researcher ordered students to created story mapping on the visual graphic. They created it based on their mind but the content must be conducting from their summarizing. Story mapping would interest students to read because it would be full all of colors based on their mind. Before give the test in multiple choice, researcher always asks about their difficulties to create story mapping. Their story mapping would help them to answer the question. It caused the test was based on their story mapping. The researcher gave them 20 questions. Each question consists of character, setting, problem, coda and vocabulary in the context. After the time was enough, researcher collected the result. Then, researcher asked students' difficulties to read narrative text comprehension.

After finishing the test, researcher would collect their answer to give assessment that appropriate with lesson plan. In closing, researcher made conclusion based on reading narrative text comprehension material. Then, researcher asked students about story mapping in reading narrative text.

Researcher gave the information about reading material in the next meeting.

2) Students' Reading Narrative Text Comprehension in First Cycle

The researcher used quantitative data. In quantitative, researcher calculated the students' score in reading narrative text. In first cycle, researcher gave first test. The test was about the indicators. They are character, setting, problem, coda and vocabulary in the context. After researcher collected the test, researcher would evaluate it. In fact, the result unsatisfied. It was proofed from the data. It said that the students' reading narrative text was still low. Then, they were less in comprehending students' narrative text comprehension as well as possible. The result of the test in first cycle would be showed as below:

Table 6
Students' Reading Comprehension Scores in First Cycle

No	Students' Initial	Indicators					Test Score
		Character	Setting	Problem	Coda	Vocabulary in Context	
1	A1	15	20	5	15	20	75*
2	A2	10	20	15	5	10	60
3	A3	15	20	10	10	20	75*
4	A4	10	20	5	5	20	60
5	A5	10	10	20	10	5	55
6	A6	10	20	15	15	15	75*
7	A7	10	20	10	0	10	50
8	A8	15	20	15	15	20	85*
9	A9	20	20	20	15	20	95*
10	A10	10	20	10	5	10	55
11	A11	20	15	10	5	15	65
12	A12	15	20	10	10	15	70

13	A13	15	20	15	10	5	65
14	A14	20	20	5	15	20	80*
15	A15	20	20	15	15	20	90*
16	A16	15	20	5	10	20	70
17	A17	20	20	10	5	20	75*
18	A18	20	20	5	15	15	75*
19	A19	10	10	0	5	15	40
20	A20	20	20	15	20	20	95*
21	A21	5	20	10	10	10	55
22	A22	20	10	10	10	20	70
23	A23	10	10	15	15	10	60
24	A24	20	20	20	10	15	85*
25	A25	20	20	20	15	10	80*
26	A26	10	20	10	15	15	70
27	A27	10	20	10	5	20	65
28	A28	15	20	20	10	15	80*
29.	A29	10	20	10	10	20	70
30.	A30	10	10	15	10	20	65
SUM							2110
MEAN SCORE							70.33
PERCENTAGE							43.33%

**: The students who passed the KKM (75) in first cycle*

The value above has shown the result of students' reading narrative text. There are 30 students in the class. There are some levels score of them. The mean score in the class was 70.33 score. 1 student got 40 score, 1 student got 55 score, 3 students got 55 score, 3 students got 60 score, 4 students got 65 score, 5 students got 70 score, 5 students got 75 score, 3 students got 80 score, 2 students got 85 score, 1 students got 90 score and 2 students got 95 score. Actually, the all students are 30 in theVIII-5, but it just 13 students passed the

Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile the others did not pass the KKM. There are 17 students who got score before 75 score. It means that the first cycle was not satisfied. It caused students' reading narrative text comprehension still need improvement in the second cycle.

b. Cycle 2

The allocation time in second cycle is same as in the first cycle two. It did two meetings. Every meeting was 2x40 minutes. It means that second cycle was 4x40 is 160 minutes. But, the date is different. The second cycle was done at 10th and 11th on Monday and Wednesday in 2015. Researcher would give the description of the activity such as students' learning process and students' reading narrative text comprehension as follow.

1) Learning Process in Second Cycle

After calculating the result of students in reading narrative text comprehension, the result did not achieve the target in KKM. Researcher and Co-Teacher discussed the result in evaluation in first test, the output of observation, and also the interview with students. Then, we discussed again in reflecting. In fact, researcher should improve it in the second cycle. Researcher would give the solution in the second cycle.

Firstly, the researcher modified the previous lesson plan based on the result in the first test. Researcher gave the picture that related

with the text. In opening, researcher wears the suitable uniform for teaching. It was clearly and dainty. Furthermore, researcher opened the class by ordering students to pray before learning process. Researcher was full of motivation for teaching. Researcher had enthusiasm and keep spirit. Researcher settled the intonation of voice. Then, researcher greeted and accosted the students in order they interested to study especially to read narrative text through story mapping technique. The researcher did not forget to ask them about their problem based on the interview in the first cycle.

Next, in implementation, researcher explained again about the purpose and advantage of story mapping to read narrative text. Researcher gave the narrative text. Researcher asked students to read narrative text by applying story mapping individually. Researcher read the text loudly. The title text were *The Legend of Malin Kundang* and *Why Doesn't a Bear have a Long Tail*. Inside it, researcher watched student who had problem. Researcher did not tire to give solution as a motivation. Researcher said that story mapping would be useful to all of people. It caused we could create something from what had we read. We could make reading was not boring. Then, researcher explained again about how to create story mapping and found the indicators such as character, setting, problem coda and vocabulary in the context.

Story mapping is one of technique that can pull students' interesting for reading. The students would be easy to remind the information from the text. In second cycle, researcher gave modification about story mapping. Researcher gave the example with picture. So, it would make student more enthusiastic to create story mapping from the text. Then, researcher did not forget to give reward that get the high score and focus in the classroom without asking permission. So, students would become more rased.

Researcher explained gain how to find and identify character, setting, problem, coda and vocabulary in the context. First, *character* was identified from the name of the actor on the story. Identifying the characteristic of it, generally the character was on the first paragraph. Then, write in summarizing in order create a part of story mapping. Second, *setting* was identified when students found the name or location on the text. Then, write in summarizing in order create a part of story mapping. Third, for finding the *problem*, student must read all of the text before, and found the crisis in the text. Problem is information that made the story that made complication. Then, write in summarizing in order create a part of story mapping. Fourth, *coda* could be found from the problem. After finding the problem, students would think what would be done or what would not be done from the problem. Then, write in summarizing in order create a part of story mapping. Finally,

students review again what have been done and found from the text. After clearing the information, students began to create story mapping. Beside it, students did not forget to identify the vocabulary on the context. Researcher taught them to identify the subject on the text. After that, students looked the subject that relevant before the subject.

The story mapping could help students to find the answer of the question. Researcher gave students some question in multiple choices as many 20 questions. The question based on the story mapping and vocabulary in the context. The story mapping included identifying character, setting, problem and coda. After explaining, researcher asked their difficulties for making story mapping and identifying vocabulary in the context.

In closing, researcher gave the powerful of story mapping and showed some story mapping that created by some people. Story mapping could make more interaction between reader and written text. It made students more interest for reading especially story in narrative text. Researcher asked permission and apology during doing research in the classroom.

Additionally, the class condition in learning process was better than the first cycle. It could be seen from students who were able to concentrate and focus on teacher explanation. Then most of them interested to create story mapping. Researcher and co-teacher discussed

to find problem to be solved comprehensively and handled teaching problems. The improvement of students' reading narrative text comprehension was from students' pretension, teacher explanation and also design of reflective in teaching learning process through story mapping technique.

2) Students' Reading Comprehension Scores in Second Cycle

After calculating students' reading narrative text comprehension, researcher had known the result of the test. Actually, the result did improve in the second cycle. Most of students were able to identify character, setting, problem, coda and vocabulary in the context. The score of students' reading narrative text comprehension would be seen below:

Table7
Students' Reading Comprehension Scores in Second Cycle

No	Students' Initial	Indicators					Test Score
		Character	Setting	Problem	Coda	Vocabulary in Context	
1.	A1	10	15	20	20	20	85
2.	A2	20	15	20	10	15	80
3.	A3	15	20	20	15	15	85
4.	A4	20	15	10	15	20	80
5.	A5	15	20	15	15	10	70
6.	A6	20	20	15	10	20	80
7.	A7	10	20	15	15	15	75
8.	A8	20	20	20	15	20	95
9.	A9	20	20	20	20	20	100
10.	A10	20	20	20	20	20	85
11.	A11	20	15	20	10	15	80

12.	A12	15	20	20	15	15	85
13.	A13	15	15	20	15	15	80
14.	A14	15	15	20	20	10	80
15.	A15	20	20	20	20	20	100
16.	A16	10	20	20	15	20	85
17.	A17	15	20	15	10	15	75
18.	A18	15	15	20	15	20	85
19.	A19	10	15	15	15	15	70
20.	A20	15	15	20	15	15	80
21.	A21	15	20	15	10	20	80
22.	A22	20	10	20	15	20	85
23.	A23	15	20	15	15	10	75
24.	A24	15	10	20	20	20	85
25.	A25	15	20	15	10	15	75
26.	A26	15	15	15	10	10	65
27.	A27	20	20	15	10	20	75
28.	A28	20	15	20	15	15	85
29.	A29	10	20	20	15	20	85
30.	A30	10	15	10	20	15	70
SUM							2425
MEAN SCORE							80.83
PERCENTAGE							86.66%

Bold name that did not pass the KKM (75) in second cycle

Based on the table 9 above, it could be conclude that there were 2 students got 65 score, 2 students got 70 score, 5 students got 75 score, 8 students got 80 score, 9 students got 85 score, 1 student got 95 score and 3 students got 100 score. Then, from 30 students in the class VIII-5, just 4 did not pass the Minimum Mastery Criterion (KKM). They were 2 students that got 65 score and the other were 70 score. It means that there were 24 students passed the test well. By using story mapping, the students' narrative text comprehension achievement in class VIII-5 improved significantly.

c. The Comparative Result of the Action

Researcher compared the test result on reading narrative text comprehension between first cycle and second cycle. Researcher used quantitative in technique of analyzing data. It would analyze the data based on the score to decide the improvement of students' reading narrative text achievement. The formula would calculate students' reading narrative text through story mapping technique. It identified character, setting, problem, coda and vocabulary in the context. Firstly, researcher calculated the students' mean score of the test. Secondly, researcher calculated the percentage of students' improvement in the first cycle and second cycle.

In the first cycle, most of students were less in identifying character, setting, problem, coda and vocabulary in the context based on the narrative text. It could be seen from their score. The value above has shown the result of students' reading narrative text. There are 30 students in the class. There were some levels score of them. The mean score in the class was 70.33 score. 1 student got 40 score, 1 student got 55 score, 3 students got 55 score, 3 students got 60 score, 4 students got 65 score, 5 students got 70 score, 5 students got 75 score, 3 students got 80 score, 2 students got 85 score, 1 students got 90 score and 2 students got 95 score. Actually, the all students are 30 in the VIII-5, but it just 13 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile the others did not pass the

KKM. There are 17 students who got score before 75 score. There was the formula to calculate mean score:

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{2110}{30}$$

$$M = 70.33$$

It could be concluded that the mean score of students in the first cycle was 70.33. Based on the standard of the value in MtsN 2 Padangsidimpuan, it could be categorized as average.

Next, researcher need to calculate the percentage of students' score who passed the Minimum Mastery Criterion (KKM). To know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the first cycle, researcher used formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{13}{30} \times 100\%$$

$$P = 43.33\%$$

Based on the classification quality of students score in the Chapter III are 43.33 %. It means categorized into enough.

Secondly, in the second cycle, it could be concluded that there were 2 students got 65 score, 2 students got 70 score, 5 students got 75 score, 8

students got 80 score, 9 students got 85 score, 1 student got 95 score and 3 students got 100 score. Then, from 30 students in the class VIII-5, just 4 did not pass the Minimum Mastery Criterion (KKM). They were 2 students that got 65 score and the other were 70 score. It means that there were 26 students passed the test well. According to researcher and co-teacher, the students' narrative text comprehension achievement by using story mapping technique in class VIII-5 improved significantly. The researcher calculated the means score by using the formula below:

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{2425}{30}$$

$$M = 80.83$$

Based on the standard of value in MTsN 2 Padangsidempuan, it could be concluded that the mean score was included into good category.

Next, researcher need to calculate the percentage of students' score who passed the Minimum Mastery Criterion (KKM). To know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the second cycle, researcher used formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{26}{30} \times 100\%$$

$$P = 86.66\%$$

Table 8
The Difference between Cycle 1 and Cycle 2

No.	Students' Initial	Cycle 1	Cycle 2	D=X-Y	$\Sigma D=D-MD$	ΣD^2
1.	A1	75	85	10	-0.5	0.25
2.	A2	60	80	20	9.5	90.25
3.	A3	75	85	10	-0.5	0.25
4.	A4	60	80	20	9.5	90.25
5.	A5	55	70	15	4.5	20.25
6.	A6	75	80	5	-5.5	30.25
7.	A7	50	75	25	14.5	210.25
8.	A8	85	95	10	-0.5	0.25
9.	A9	95	100	5	-5.5	30.25
10.	A10	55	85	30	19.5	380.25
11.	A11	65	80	15	4.5	20.25
12.	A12	70	85	5	-5.5	30.25
13.	A13	65	80	15	4.5	20.25
14.	A14	80	80	0	-10.5	110.25
15.	A15	90	100	10	-0.5	0.25
16.	A16	70	85	15	4.5	20.25
17.	A17	75	75	0	-10.5	110.25
18.	A18	75	85	10	-0.5	0.25
19.	A19	40	70	30	19.5	380.25
20.	A20	95	80	-15	-25.25	637.56
21.	A21	55	80	25	14.5	203.25
22.	A22	70	85	15	4.5	20.25
23.	A23	60	75	15	4.5	20.25
24.	A24	85	85	0	-10.5	110.25
25.	A25	80	75	-5	-15.5	240.25
26.	A26	70	65	-5	-15.5	240.25
27.	A27	65	75	10	-0.5	0.25
28.	A28	80	85	5	-5.5	30.25
29.	A29	70	85	15	4.5	20.25

30.	A30	65	70	5	-5.5	30.25
Mean:	Total $M = \frac{\Sigma fX}{N}$	2110 70.33	2425 43.33%	315/30=10.5 M_D=10.5	11.25/30 =0,37	3077.56/30= 102.58
	Percentage: $P = \frac{R}{T} \times 100\%$	80.83	86.66%			

Steps of calculating the data:

M_D = Mean of difference

$$M_D = \frac{\Sigma D}{N}$$

$$= \frac{315}{30}$$

$$= 10.5$$

ΣD = Number of difference Score Between Second Cycle and First Cycle,

$D = X - Y$

$N = 30$ Students

SD_D = Standard Deviation from the difference score between First Test

and Second test.

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{3077.56}{30} - \left(\frac{11.25}{30}\right)^2}$$

$$SD_D = \sqrt{102.58 - 0.13}$$

$$SD_D = \sqrt{102.45}$$

$$SD_D = 10.12$$

SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{10.12}{\sqrt{30-1}}$$

$$SE_{MD} = \frac{10.12}{\sqrt{29}}$$

$$SE_{MD} = \frac{10.12}{5.38}$$

$$SE_{MD} = 1.88$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{10.5}{1.88}$$

$$t_o = 5.58$$

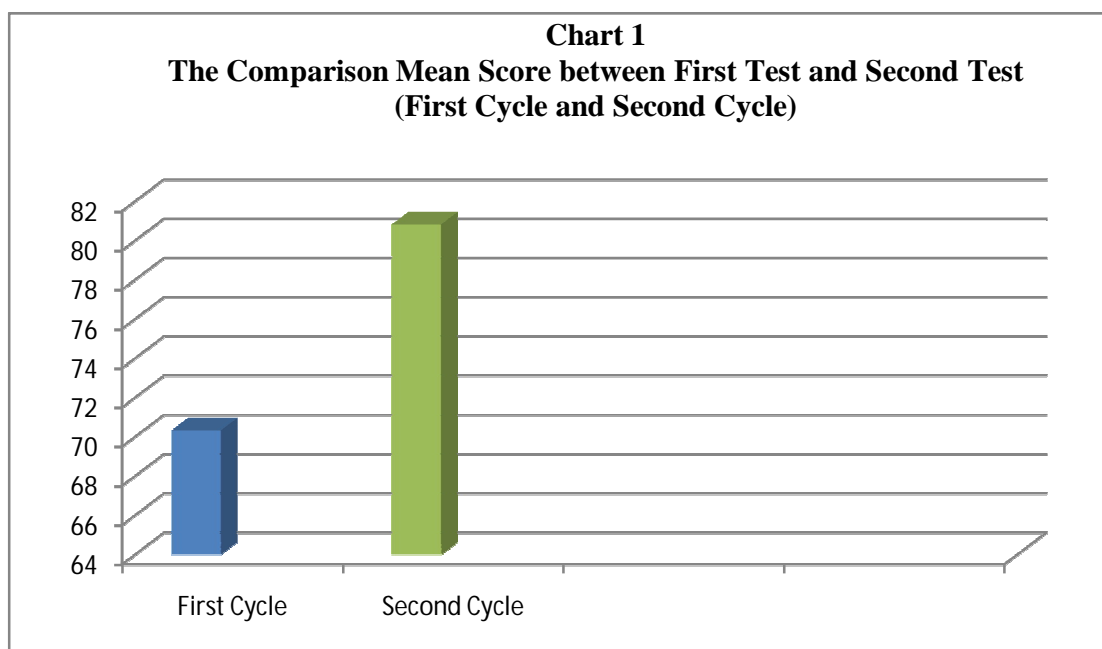
$$\text{Degrees of freedom (df)} = N-1 = 30-1 = 29$$

The calculation result of $t_o = 5.58$, t_{table} with $df = 29$, level of signification in “Table Nilai t” ($t_{15\%} = 2,045$). It can be known that the result of t_o is bigger than t_t . Based on the result, it means that there is a significant improvement

between students' reading learning process result in the first cycle and second cycle.

Based on the classification quality of students score in the Chapter III, it can be concluded that the percentage of students who passed the KKM was improved from the first cycle to second cycle.

There was the chart that can show the differences of improvement of students' reading narrative text comprehension. It will show the comparison mean score between first cycle and second cycle.



Based on the chart 1 above, it can be concluded that the researcher's hypothesis was accepted. Story mapping technique could improve students' reading narrative text comprehension at grade VIII MTsN 2 Padangsidimpuan.

There is the calculation of students' reading narrative text comprehension. It will show the improvement from first cycle to second cycle.

Table 9
The Students' Reading Score of First Test and Second Test

NO	STUDENTS' INITIAL	GRADE		STATE
		CYCLE 1	CYCLE 2	
1.	A1	75	85	Improved
2.	A2	60	80	Improved
3.	A3	75	85	Improved
4.	A4	60	80	Improved
5.	A5	55	70	Improved
6.	A6	75	80	Improved
7.	A7	50	75	Improved
8.	A8	85	95	Improved
9.	A9	95	100	Improved
10.	A10	55	85	Improved
11.	A11	65	80	Improved
12.	A12	70	85	Improved
13.	A13	65	80	Improved
14.	A14	80	80	Improved
15.	A15	90	100	Improved
16.	A16	70	85	Improved
17.	A17	75	75	Constant
18.	A18	75	85	Improved
19.	A19	40	70	Improved
20.	A20	95	80	Declined
21.	A21	55	80	Improved
22.	A22	70	85	Improved
23.	A23	60	75	Improved
24.	A24	85	85	Constant
25.	A25	80	75	Declined
26.	A26	70	65	Declined
27.	A27	65	75	Improved
28.	A28	80	85	Improved
29.	A29	70	85	Improved
30.	A30	65	70	Improved

	Mean: $M = \frac{\Sigma fX}{N}$	70.33	43.33%	
	Percentage: $P = \frac{R}{T} \times 100\%$	80.83	86.66%	

Finally, the story mapping technique could improve students' reading narrative text comprehension in the VIII-5 class. The students interested to read narrative text. Then, it made students focuses and active in the class. Students became interesting to find out character, setting, problem, coda and vocabulary In the context in the narrative text. It could be concluded from the significant improvement of score of students. It was 70.33 (43.33%) in the first cycle and 80.83 (86.66%) in the second cycle. It means that there had 10.5 (43.33%) improvements for mean score and the percentage of students who passed the KKM.

2. Influencing Factors of Students' Reading Narrative Text Comprehension by Using Story Mapping Technique

There are two factors could influence reading narrative text comprehension. They are internal factor and external factor. It would be explained below.

a. Internal Factors

Internal factors came from the indicators of reading narrative text comprehension directly. Researcher would identify students' problem based on the indicators. So, researcher used the indicators as the internal factor in this research. Researcher and co-teacher found that students had problem on each indicator such as identifying character, setting, problem, coda and vocabulary in the context on the narrative text.

1) Character

There are 4 items of question about in reading test. In Cycle 1, there are 30 students in the class. There are 10 of them answered questions correctly; 7 of them answered 3 questions correctly; 12 of them answered 2 questions correctly; 1 of them answered 1 question correctly. The average of them in this indicator was 57.33.

Researcher and co-teacher had found some problems of students to identify the character on the story (narrative text). First, they misunderstood to identify about character on the story because they did not know what the character was. Second, they did not know the meaning of the text due to their lack of vocabulary mastery on the story. So, they were misunderstanding to identify character on the story in narrative text.

Based on the interview, A2, A4, A5, A7, A10, A21, A23, A27 and A30 said that their difficulties in identifying character on the story which

caused by their understanding. They said that character was the list of name of actors only. Then, they wrote it on the story mapping.

Next, A1, A3, A6, A8, A12, A13, A16, A19, A28, A26, A29 and A30 admitted their lack in identifying character was caused by their lack of vocabulary. They did not know the translating of the sentence on page. Then, they did not know the meaning of the question that researcher gave to them.

From the problem of students in identifying character on the text, it could be concluded that there were three factors in identifying character on the text. Firstly, students did not know what character was. It could be seen from the story mapping that had been made by them. Secondly, students did not know the meaning of the question. These problem data gathered from them in no more statement or had been saturated.

For solving the concerning problem, there were some actions conducted by the researcher in second cycle. Therefore, researcher should give the solutions for the students' problems in identifying character. Researcher explained again about character. Researcher asked students to identify the character on the text. Researcher motivated students to analyze the character was not only the name but also the characteristics of the name (actor). Students must analyze the name of actors on the text and match them to the character on the text. Then, researcher gave the description of the question about the character. Researcher asked students

to bring dictionary by their selves in the second cycle. Finally, researcher said that if students found the part of story mapping, it would make the good story mapping and could answer the test.

As a result, students' achievement in this indicator was improved. Like what was made in the cycle 1 test, there are 4 items of identifying character in the reading test of cycle 2. From 30 students in the classroom, 11 of them answered all questions correctly; 13 of them answered 3 questions correctly; 6 Of them answered 2 question correctly. Their average in this indicator is 79.16.

2) Setting

There are 4 items of question about identifying setting in reading test. In Cycle 1, there are 30 students in the class. There are 24 of them answered questions correctly; 1 of them answered 3 questions correctly; 5 of them answered 2 questions correctly. The average of them in this indicator was 72.66.

Researcher and co-teacher had found some problems of students to identify the setting on the story (narrative text).First, they misunderstood to identify about setting on the story because they did not know what the setting was. Second, they thought that setting always on the first paragraph.

Based on the interview, A5, A19, and A23 said that their difficulties in identifying setting on the story which caused by their understanding. They said that setting was the characteristic of place based on the story.

The other students, A22, and 30 admitted their lack in identifying character was caused by their lack of understanding about setting. They said that setting was same as the rule in the story because they found the meaning in the dictionary. Then, they thought that setting was on the first paragraph generally. So, they read the first paragraph.

From the problem of students in identifying setting on the text, it could be concluded that there were misunderstanding about what setting was. For solving the concerning problem, there were some actions conducted by the researcher in second cycle. Therefore, researcher should give the solutions for the students' problems in identifying setting. Researcher explained again about setting. Researcher asked students to identify the setting on the text. Researcher gave the picture that related with the story about setting. Researcher created the vacant story mapping but it was using picture. It meant that researcher want to open their background knowledge about the story. Then, researcher clarified that finding setting was not only on the first paragraph but also in the other paragraphs.

As a result, students' achievement in this indicator was improved. Like what was made in the cycle 1 test, there are 4 items of identifying setting question in the reading test of cycle 2. From 30 students in the classroom,

16 students answered all the items correctly; 12 of them answered 3 items correctly; and 2 of them answered 2 items correctly. The average in this indicator is 86.66.

3) Problem

There are 4 questions for identifying problem. Researcher found that 5 students could answer them correctly; 8 students could answer 3 questions correctly; 11 students could answer 2 questions correctly; 5 students could answer 1 question correctly; and 1 student could not answer all of questions about problem correctly. The average of them to answer this indicator was 47.33.

There were 17 students who could not identify problem. They were A1, A3, A4, A7, A10, A11, A12, A14, A16, A17, A18, A19, A21, A22, A26, A27 and A29. Based on the interview (saturation data), the students did not know to find the important event in the text. They could not know to analyze the problem based on the text. So, the researcher advised students to read all about the text. They did not read the text clearly. After reading the text, students could identify the problem; they should conclude the rising event on the story. Researcher gave the example of problem on the other story.

As a result, students' achievement in this indicator was improved. Like what was made in the cycle 1 test, there are 4 items of identifying problem question in reading test of cycle 2. From 30 students in the

classroom, 18 students could answer all questions correctly; 10 students could answer 3 questions correctly; 2 students could answer 2 questions correctly. The average of students for this indicator was 86.66. It had been improved.

4) Coda

There are 4 item questions about identifying coda. From 30 students in the classroom, 1 of them answered correctly; 10 of them answered 3 questions correctly; 11 of them answered 2 questions correctly; 7 of them answered 1 question correctly; 1 of them wrong all of questions about coda. Their average was 42.

There were 19 students who could not identify coda on the story. They were A2, A3, A4, A5, A7, A10, A11, A12, A13, A16, A17, A19, A21, A22, A24, A26, A27, A8, A29 and A30. Based on the interview, they said that coda was come from the problem. A3, A4, A7, A10, A11, A12, A17, A19, A22, A26 and A27, said that they said that coda was come from the problem. So, they had difficulties to identify the coda from the story. A16, A21 and A29 said that they knew the coda. But, it was in Indonesian. They could not translate into English.

As solution, researcher asked students to bring dictionary by their selves. Dictionary would help students to translate what had in their mind about coda from Indonesian into English. Then, researcher asked students

to read again about problem that had been found by them. Next, they thought about the moral value from the learning.

As a result, students' achievement in this indicator was improved. Like what was made in the cycle 1 test, there are 4 items of identifying problem question in reading test of cycle 2. From 30 students in the classroom, 7 students could answer all questions correctly; 15 students could answer 3 questions correctly; 8 students could answer 2 questions correctly. The average of students for this indicator was 86.66. It had been improved. The average was 74.16.

5) Vocabulary on the context

There are 4 item questions about identifying coda. From 30 students in the classroom, 14 of them answered correctly; 8 of them answered 3 questions correctly; 6 of them answered 2 questions correctly; 2 of them answered 1 question correctly. Their average was 62.66.

They were A2, A5, A7, A10, A13, A21, A23 and A25 students who had problem in identifying vocabulary in the context. Based on the interview (saturation data), the students did not master the pronoun. So, they were difficult to identify the vocabulary in the context. Therefore, researcher gave the keyword for easy finding vocabulary on the context. So, students would improve it in the second cycle. . The average of them in this indicator was 81.66. It was improved.

The explanation above would be explained briefly on the table below:

Table 10
Problems of Internal Factors in the Cycle

No.	Internal Factors	Problems	Solution
1.	Character	a. The students wrote without identified the characteristic of actor on the story. b. The students did not know the meaning of the question.	a. Gave explanation that the character was not only come from name but also characteristics the actor on the text. Giving example about another story. b. Gave the description of the question based on the indicator. Then, asked them to bring the dictionary.
2.	Setting	a. The students did not understand about setting was.	a. Gave explanation what about setting was and gave the picture.
3.	Problem	a. The students did not read text clearly	a. Gave the motivation to students in order they read the text clearly.
4.	Coda	a. They were difficult about coda. b. They know the coda but did not know to translate into English.	a. Gave the explanation more about coda. Then gave the example of the coda. b. Gave the motivation about coda, coda would be found if students could identify the problem before. c. Asked students to bring dictionary by their selves.

5.	Vocabulary in the context	a. The students did not master about pronoun.	a. Gave the key about vocabulary in the context. Gave the explanation more about pronoun.
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Based on the problem above, students needed solution to solve their problem. It could be conclude that students had some problem for identifying character, setting, problem, coda and vocabulary on the context. Therefore, researcher should make the improvement in learning process in the second cycle.

b. External Factors

1. Motivation

Firstly, motivation did influent students' reading narrative text comprehension. Motivation was the one of external factors in the first cycle. There were 23 students who had motivation when learning process. However, there were 7 students (A2, A7, A13, A19, A21, A23 and A30) who had not motivation in reading narrative text. It was caused by the factor that they did not interest to English lesson. Furthermore, they did not know to read narrative text because they did not understand English. Then, the students were seen passive in the class. It caused by the class was in the last schedule. To make it clear, researcher motivated students to open their mind because story mapping was useful to be job. Next, the class was not suitable for learning because the class was not clean. So, researcher and co-

teacher asked students to clean the class before learning process. It was the way how to solve problem of students. Then, the students were seen active in the class. It caused by the class was in the first schedule. Next, the class was suitable for learning because the class was clean.

2. Disturbance

Secondly, the disturbance would annoy the learning process. It would annoy students' focusing for reading narrative text comprehension. The students who made disturbance in the class were also the one of external factors in students' reading narrative text comprehension. There were three students (A14, A25 and A28) who made disturbance in the class. So, the class was noisy. It had made the others students did not focus to read narrative text. Based on the interview (saturation data), they said that they saw their friend could answer the question. They want to ask the answer but their friend did not give the answer. It made the class was noisy. A25 said that he did not like English, English was difficult lesson. Finally, to solve their problem, the researcher motivated them to be diligent. The researcher asked them to follow the rule of story mapping and to be calm in the classroom. Researcher explained that English was very important lesson, so that it could not be forgotten. They should like teacher then automatically would like the English. After that, English would be very essay. There were three students (A14, A25 and A28) who

made disturbance in the class. But, they changed their attitude to be better. They did annoy their friend and created the story mapping alone.

3. Asking Permission

Thirdly, asking permission annoyed the teacher and the other students. When the teacher explained story mapping, there are some students that often asking permission. So, it annoyed teacher's explanation and students' focusing. The students who often ask permission were the external factors in students' reading narrative text comprehension. There were 2 students who often asking permission. They were A2 and A 13. Based on the interview (saturation data), they said that they want to clean their face and hand because the classroom was hot. So, to solve the problem, researcher gave the reword to students who never asking permission to the bathroom. The reword would be given after the class was finished. Finally there were not students who asked permission in the cycle 2.

4. Sleeping

Fourthly, sleeping in the class would make students did not know teacher's explanation about story mapping. The students who slept in the class were also the one of external factors in students' narrative text comprehension. They were four students (A10, A19, A21 and A30) who slept when learning process was happened. Based on the interview (saturation data), A10 said that he did not sleep in the night well. Then, A19 and A 21 said that the time was good to sleep in the time. After that,

A30 said that he had the family problem. So, to solve the problem, researcher should use the projector for showing the picture about story mapping in the second cycle. Then, researcher motivated the students to focus in the class. They were four students (A10, A19, A21 and A30) who slept when learning process was happened. They did not sleep again in the classroom. They saw the projector and create story mapping.

Here, the brief explanation about the external factors in first cycle. There are the problems and the solution too. There were some external factors that influenced students' reading narrative text comprehension in the class VIII-5 MTsN 2 Padangsidimpuan.

Table 11
Problems and solution of External

No.	Internal Factors	Problems	Solution
1.	Motivation	a. Most of students lack of motivation in learning reading comprehension. b. The class was not clean well.	a. Motivated them to have passion or to be active in reading comprehension by using story mapping technique. b. Asked students to clean the class before the lesson begin.
2.	Disturbance	a. Three students made disturbance because they did not know the	a. Ordered them for listening teacher's explanation.

		<p>answer of question. So, they asked to the other friends</p> <p>b. A25 did not like English basically.</p>	<p>b. Gave advice and spirit to A25 in order to study about English well</p>
3.	Asking Permission	<p>a. Two students often asked permission to the bathroom.</p>	<p>a. Gave the reword to students who did not ask permission after the lesson was finished.</p>
4.	Sleeping	<p>a. There were 4 students who sleep in the class.</p>	<p>a. researcher would use projector to show the beautiful story mapping. So, students could imitate the example.</p>

Finally, researcher would improve students' reading narrative text comprehension in the second cycle. Researcher would minimize the students' problem in reading narrative text comprehension. The problem in the first cycle could be solved in the second cycle. It could be seen from the external factors that was nothing in the second cycle. Researcher and co-teacher can be seen the changing of students attitude.

B. Data Discussion

Related to Maestas and Croll, they said that using a reader-directed story mapping would guide procedure structured to take readers' attention to the elements of story grammar (e.g., character, setting, problem, and coda) during

reading. It could help students more comprehend the text. then, it would interest students for reading.

There are three thesis that researcher used as related finding. Then, researcher will explain it. It caused the one of purpose of this research is to describe students' achievement in reading narrative text through story mapping technique at grade VIII MTsN 2 Padangsidempuan. Story mapping could improve students' reading narrative text comprehension.

First, DennyPratama, had done research in Tanjungpura University writes the title: "Improving Students' Reading Comprehension Through Group Work Technique". The research had done at grade 8 SMPN 14 Pontianak . He has done three cycles in the class VIII-C. In the first cycle, he found the score of students in reading narrative text was 60. 07. In the second cycle, found the score of students in reading narrative text was 63. 33 score. In the third cycle, found the score of students in reading narrative text was 68. 1 score. The result was satisfying, 68.1 it showed the students could achieve the standard minimum score in this school. The researcher and the collaborator concluded that the problems were solved well.

Second, Ni Kadek Listiani had done the research "Improving Reading Comprehension Through Think Pair Share At The Eighth Grade Students Of SMPN 2 Abiansema In Academic Year 2013 / 2014".She did the research by doing an action like Think Pair Share. As a conclusion, in the cycle 1 found 61.20 by using the technique. She did again the cycle 2 and improved pre-test

and cycle 1, the mean is 81.73. It means that reading narrative text was improved.

Third, Muhammad Romli, he had done research by Class Action Research (CAR). The title is “Improving TheStudents' Reading Comprehension Of Narrative Text Through Story Mapping”. . He gave pre-action to know student's ability the result of pre action test which class average score was only 65.14. Based on the research, students' comprehension on narrative text is improving. It is seen from the cycle 1 and cycle 2. Based on the data that class average score was 75.43, which score was higher than before. Then, in the cycle 2 it had had 82.57 score.

C. The Threats of the Research

There were some aspects that could threat for this research. The threatening came from the problem of students. Researcher were lazy to create story mapping, it was caused by their lack to take the information from the text. Then, students did not know the meaning of the text. So, they did not answer the test seriously. It made noisy and disturbed others. Beside it, the threatening also came from the indicators. Researcher did not make the specific part of character, setting, problem, and coda based on the story.

Next, story mapping technique has not used in the classroom before. It made students still confuse to create story mapping. Researcher should explain more about learning material. It made longer time. Some students slept in the classroom.

Story mapping technique could organize the information from short-term memory up to long-term memory. So, students could remember the information from the text. Students had motivation because students would create story mapping by their selves. By applying story mapping technique, students would be more interactive with the text on page. Finally, story mapping technique could improve students' reading narrative text comprehension in VIII-5 MTsN 2 Padangsidempuan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of the classroom action research, it could be concluded that story mapping technique improved students' reading narrative text comprehension at grade VIII MTs Negeri 2 Padangsidimpuan. It based on the students' reading comprehension, the mean score in which was in first cycle was 70.33 (43.33%) and in second cycle was 80.83 (86.66%). There were four of external factors that influencing students' reading comprehension in first cycle and second cycle, like motivation, disturbance, asking permission to the bathroom, and sleeping in the classroom. Therefore, the hypothesis in the research could be accepted. The learning, the value and the condition in reading comprehension by using story mapping technique has shown the good improvement in class VIII-5 MTs Negeri 2 Padangsidimpuan.

B. The Suggestion

Based on the explanation of the conclusion, it had been described story mapping technique improved students' reading comprehension in English, and the implication of the result goes to English teachers of Junior School. Moreover, the English teachers can apply story mapping technique in teaching and learning process in the classroom. By PQ4R strategy, the students will be more active in organizing the information in their mind like identifying character, setting, problem, coda, vocabulary in the context based on the narrative text. Therefore,

story mapping technique with all the steps can create students' reading comprehension be better than before.

The result of this research showed that using of story mapping technique improved students' reading narrative text comprehension, especially at grade VIII MTs Negeri 2 Padangsidempuan. The suggestions are special for the teachers, students and other researchers. The suggestions will be explained as follow:

- a. Story mapping technique is activities that can create students' interest and decrease tension in difficulty curriculum areas especially in subject reading comprehension. It also can be used as an alternative technique of English teaching in reading narrative text comprehension.
- b. For the teacher, it is very wise to use story mapping technique in teaching reading narrative text comprehension because the technique can make the students more active in organizing the information in their mind like identifying character, setting, problem, coda, and vocabulary in the context.
- c. For the students, it is hoped that by using story mapping technique the students more interested in studying English especially reading narrative text comprehension, because story mapping technique provides free time to improve the students' reading comprehension. It also can give deep concentration for the students when they are reading a narrative text.

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