

Teaching Reading Comprehension through Story Mapping Technique at Senior High School in North Luwu

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ABSTRACT

The purpose of this research was to find out whether the use of story mapping technique is effective or not in improving students' reading comprehension on the narrative text at Senior High Schools in Luwu Utara. This research applied pre-experimental design. The population of this research was the tenth grade students SMAN 3 Luwu Utara. The samples of this research were 10 students. The sampling technique in this research was purposive sampling. The instrument of this research was reading test of narrative texts. The researcher gave pretest and posttest to the students. SPSS 20 was used to analyze the data. The result of this research showed that the use of story mapping technique in improving students' reading comprehension is effective. It proved by the result of the data indicated that there was a significant difference between the pre-test and post-test. The mean score in the pre-test was 47.80 and the mean score in the post-test was 81.40. The value of t_0 (t_{test}) = 8.297, the value of t_t (t_{table}) = 2.262 at the level of significance is 5% (0,05) with degree of freedom (df) = 9. Based on the result namely $8.297 > 2,262$ or t_0 (t_{test}) was higher than t_t (t_{table}), $t_0 > t_t$, it means that the story mapping technique is effective in improving students' reading comprehension on the narrative text at Senior High School No. 3 in Luwu Utara.

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

1. INTRODUCTION

Reading, in keeping with Nunan (2003: 68), may be a fluent method within which readers mix data from a text with their previous information to construct meaning. It means reading isn't solely the activity of reading some sentences however conjointly understands the meaning. Reading also plays a very important role in education as new analysis conducted by Alice Sullivan and Matt Brown (2013:37) from the Institute of Education (IOE) state that youngsters between the ages of ten and sixteen who place reading for

created a lot of unimaginable progress, particularly in math, vocabulary, and orthography children who seldom read.

The researcher discovered a few difficulties in getting to know studying, especially in narrative text, based on observation and interview with tenth-grade students from SMAN 3 Luwu Utara on February 9, 2021. The students are lack interest in scanning. Students feel bored to read text that typically contains long text corresponding to stories. They assume it'll be useless to read and haven't any motivation to read. Constantino (1999) expressed that several researchers have ascertained that readers during a second language unremarkably don't perceive the which means of what's read.

As stated by Sharon J. Crawley and King Merrit (200:40), "Poor comprehension may also be the result of the students not having the necessary background or schema for reading a selection. The students may not know or understand that comprehension is the major purpose for reading and they may read without setting a purpose."

The reason why this research is interesting to do is that based on the interview with the teacher, she said that students are lazy to learning reading because they do not understand the information in the text especially when the text is too long, which can make students lazy. The teacher's issues in pedagogy were the teacher had difficulties managing the category and to style or modify the question to interact students' interest in teaching reading comprehension. Therefore, the researcher desires to prove it by researching with the title:

"Teaching Reading Comprehension Through Story Mapping Technique At Senior High School In North Luwu"

Based on the matter explained above, the scientist formulates the problem statement as follows: is that the use of story mapping technique effective in rising students' reading comprehension on the narrative text at senior high school faculty in Luwu Utara?

2. RESEARCH METHOD

The method used associate degree experimental analysis method. It aims to search out out the effectiveness of story mapping to enhance reading comprehension. The research design can apply a pre-experimental design, one cluster pre-test and post-test design. the look is written as follows:

T1	X	T2
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Note:

T1: Pre-test

X: Treatment

T2: Post-test

The population of this research is the tenth-grade students from senior high school No.3 North Luwu, South Sulawesi. The researcher uses random sampling to choose students as the samples in this research. The researcher chose 10 students. The sample is chosen because the school is not opening yet for doing the teaching and learning process due to the pandemic of Covid-19.

In this research, the research worker uses a reading take a look at in grouping knowledge throughout the method of the research. The tests are dividing into pretest and post-test to live the student's reading comprehension before and once treatment. The test consists of 2 narrative texts containing fifteen numbers of multiple choices.

The test is employed to gather data during this research. The tests are divide into pre-test and post-test. The Pre-test, it's given before the treatment. This pre-test is providing to search out out student's action in reading narrative text. once giving the pre-test, the researcher implements the treatment.

Once the treatment, a post-test is conducted to search out out student's action in reading narrative text. Six conferences are conducted during this research. Those incorporates the primary meeting for pre-test, four meetings for treatment that's teaching comprehension of narrative text supported the lesson plans that are formulated, and therefore the last meeting for post-test.

3. RESULTS AND ANALYSIS

The findings that the scientist according within the chapter were supported the analysis of information calculated and therefore the application of the technique explained in the previous chapter. the information was analyzed to ascertain if the story mapping technique might facilitate students develop their reading comprehension of narrative text. It comprised of the scholars score in pre-test and post-test, classification proportion of scholars score in pre-test and post-test, the mean score and variance of the students' pre-test and post-test.

3.1. Students' reading comprehension achievement on pre test

In this section, the scientist showed the students' correct answer and score of pre-test, the mean score, the quality deviation of students, and therefore the rate share of students' reading in pre-test. The researcher given them within the tables and calculated the info by mistreatment SPSS 20.

From table 1, it showed that the very best score of the coed was 66 conjointly the lowest score was 26. Besides, it also indicated that the mean score of the students' in pre-test was 47.80 and the variance error was 13.56.

3.2. Students' reading comprehension achievement on post test

To find out the mean score of students' in post-test, the scientist calculated by exploitation SPSS 20. The result may be given within the table of descriptive datum as follows:

From table 2, it showed that the very best score of the scholar was eighty seven conjointly the } lowest score was 73. Besides, it also indicated that the mean score of the students' in post-test was 81.40 and the variance error was 5.521 within the alternative side, the research worker also had written the students' score of the right answer when giving treatment by exploitation multiple selections and it given through the table rate percentages score.

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

Besides showing regarding the mean score in every subject of the reading test, the man of science additionally bestowed the overall mean score and variance in pre-test and post-test, then compares each of them. The result would be presented into the table descriptive datum as follow: The result showed that the students' mean score of pre-test was 47.80 and post-test was 81.40. The mean score of post-test is over the students' mean score of pre-test ($81.40 > 47.80$). the quality deviation in pre-test was 13.56 and in post-test was 5.52.

This analysis utilized AN scientific method with a pre-experimental design. The man of science used the story mapping technique to show reading comprehension on narrative text at Gymnasium faculty Luwu Utara during this research. The researcher has 10 students as respondents, and therefore the researcher administered four treatments to the students. However, before administering the treatments, the researcher administered a pre-test to understand reading comprehension from students and once doing treatments, the

researcher administered a post-test to know students' reading comprehension have improved or simply identical before. In pre-test, the researcher gave 2 texts and there are fifteen multiple choices. The man of science found that there have been students (0%) who got excellent, terribly smart, and good. there have been two students (20%) who got very poor, five students (50%) got poor and one student (10%) got fairly and conjointly 2 students (20%) who fairly good. In post-test, the researcher also gave two texts and there are fifteen multiple choices.

The researcher found that there were students who got poor, very poor, fairly and excellent. there have been 2 students (20%) who got fairly good another student got good for four students (40%) and also 4 students (40%) got very good. supported the analysis results, the man of science discovered that exploitation the story mapping technique improves students' reading comprehension of narrative text. From the result information analysis, showed that the mean score of the students' pre-test is 47.80 and therefore the students' score within the post-test is 81.40. the quality deviation of the pre-test is 13.56 and variance of the post-test is 5.52 It implies that using story mapping technique is effective reading comprehension on narrative text.

4. CONCLUSION

Having enforced the treatments through story mapping, the scientist concludes that the story mapping technique improves students' reading comprehension at highschool colleges in Luwu Utara. It might be that there's a big distinction between the students' mean score of pre-test and post-test. within the pre-test, the students' mean score is 47.80 and therefore the students' score in the post-test is 81.40. The data are analyzed by victimization SPSS 20, the quality of significance 5% with a degree of freedom (df) =9, obtained $t_{table} = 2.262$ and standard of signification 0.05, the results of t_0 (ttest) were 8.297 from this investigator gave an interpretation that t_0 (ttest) was on top of $t(t_{table})$, $8.297 > 2.262$. It means there's a major distinction between students' talents before and when treatment.

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BIOGRAPHIES OF AUTHORS

My name is Husnaini, I was born on August 20th 1984 in Salutete, a small village in Telluwanua district, near Palopo City. I am an English Lecturer at IAIN Palopo. I have been teaching English since 2013. My research interest is in English Language Teaching. I hope that I can publish my researches in the form of articles to educational journals as many as possible. I am also writing English book now. So, I can give my contribution in Educational sector and can improve my skill in writing at once.

APPENDIX*TABLES AND FIGURES:***Table 1. The Mean Score of Students in Pre-test**

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

Table 2. The Mean Score of Students in Post-test

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

Table 3. The Mean Score and Standard Deviation of the Pre-test and Post-test

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