

**TEACHING READING COMPREHENSION BY USING STORY MAPPING
TECHNIQUE ON NARRATIVE TEXT AT THE FIRST SEMESTER
OF THE SECOND GRADE AT SMP N 11 BANDAR LAMPUNG
2016/2017 ACADEMIC YEAR**

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

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2017**

ABSTRACT

Teaching Reading Comprehension by using Story mapping Technique on Narrative Text at the First Semester of the Second Grade at SMP N 11 Bandar Lampung 2016/2017 Academic Years.

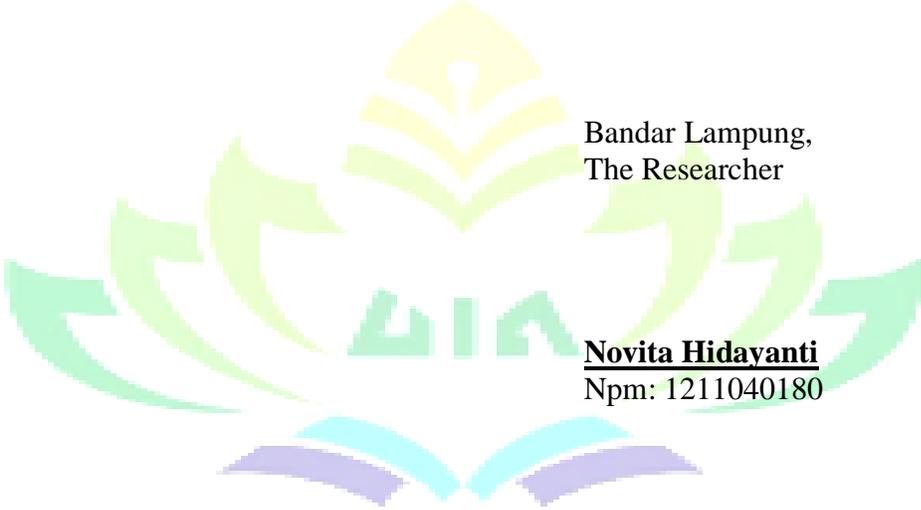
**By
Novita hidayanti**

Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. This research about Teaching Reading Comprehension by using Story Mapping Technique on narrative text at the First Semester of the Second Grade at SMP N 11 Bandar Lampung in 2016/2017 Academic Year. The objective of the study are to know the process of teaching and learning reading by using story mapping technique, the problems faced by teacher and students in teaching and learning by using story mapping technique. This research was qualitative research and the subject of this research was the second grade students of SMP N 11 Bandar Lampung because the teacher has used story mapping technique to teach reading in class of VIII B. The total samples of this research were 35 students. The techniques of collecting data were observation, interview, and questionnaire. From the data analysis, the research was conducted in two meetings. After analyzing the data, there were three points of the results. The first, the process of teaching reading comprehension by using story mapping in SMP N 11 Bandar Lampung ran well. The second, the teacher's problems in teaching reading were the teacher had difficulties to manage the class and to design or modify the question to engage students' interest in teaching reading comprehension. The third, the problems faced by the students in learning reading the students had difficulties to get the main idea of the text, students ability in reading comprehension were still low.

Keywords: *Teaching reading, story mapping technique, descriptive qualitative research.*

DECLARATION

I hereby declare that this thesis “Teaching Reading Comprehension by using Story Mapping Technique on Narrative text at the first Semester of the Eight Grade in SMP N 11 Bandar Lampung in Academic Year 2016/2017” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.



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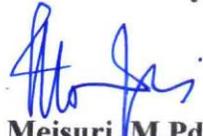
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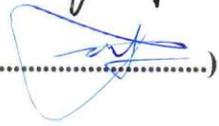
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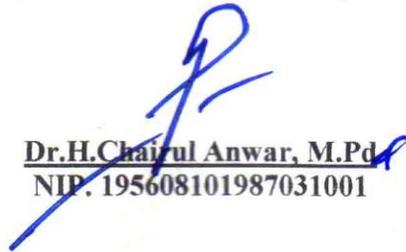
ADMISSION

A thesis entitled : **TEACHING READING COMPREHENSION BY USING STORY MAPPING TECHNIQUE ON NARRATIVE TEXT AT THE FIRST SEMESTER OF THE SECOND GRADE AT SMP N 11 BANDAR LAMPUNG 2016/2017 ACADEMIC YEAR**, by : **NOVITA HIDAYANTI, NPM 1211040180**, Study Program: **English Education** was tested and defended in the examination session held on: Thursday, January 4th 2018

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MOTTO

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

الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Read in the name of your Lord, who has created (all that exists). Has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous. Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)]. Has taught man that which he knew not.”

(Q.S AL-Alaq 1-5)¹



¹ http://www.einislam.com/Quran/Arabic_English_Quran_Surah_96.htm, accessed on September, 8th 2017.

DEDICATION

Praise and gratitude to Allah the Almighty for His Abundant blessing to me, and from the deep of my heart, this thesis is dedicated to:

1. The greatest inspirations in my life are my beloved father and mother, Alm. H. Sugiyanto and Mrs. Emi Sutarminingsih who always love me and wish for my success. Thank you for all the motivation, support, patience, guidance, and love.
2. My beloved sisters and brother, Nina ariyanti, Yeni ardiyanti, Nur ahmad budi hidayanto and Eni susanti who always give me spirit and motivation.
3. My beloved almamater UIN Raden Intan Lampung, which has made me grow up and contributed much for my self development.



CURRICULUM VITAE

Novita Hidayanti was born on January 29th, 1993 in Kotabumi, Lampung Utara. She is the second child of a lovely muslim couple, Alm. H. Sugiyanto and Emi Sutarminingsih. She has one young brother, his name is Nur ahmad budi hidayanto and three sisters, their names are Nina ariyanti, Yeni ardiyanti and Eni susanti.

She attended Elementary School at SD N 1 Sukaraja Way Tenong, Lampung Barat and finished in 2005. After that she continued her school at Junior High School at SMP N 2 Liwa, Lampung Barat and finished in 2008. Then, she continued her school at MAN 1 Liwa, Lampung Barat and finished in 2011. And the next, she continued her study at the University of Islam Lampung (UIN) of Raden Intan Lampung in 2012 as an S1 degree Student of Tarbiyah Faculty Majoring in English Education.



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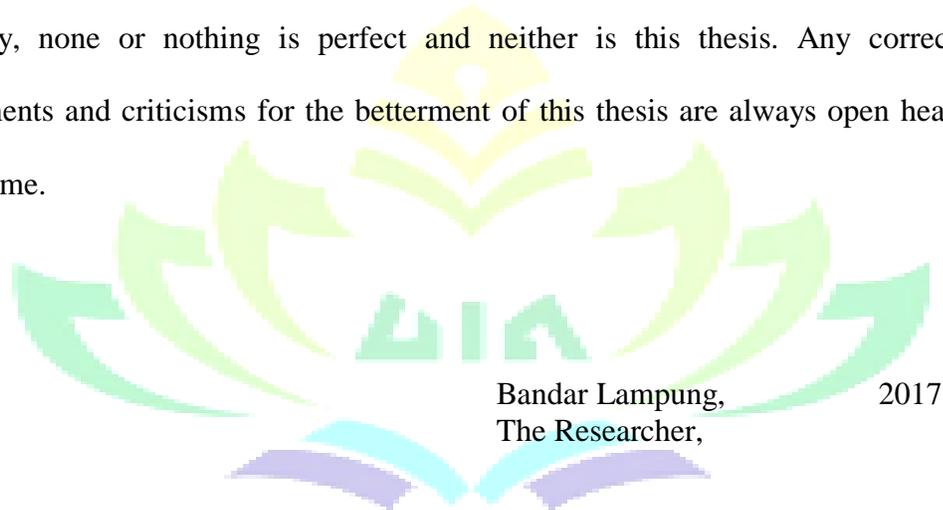
First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to completing this thesis. Then, the best wishes and salutations are upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “Teaching Reading Comprehension by using Story Mapping Technique on Narrative text at the first Semester of the Eight Grade in SMP N 11 Bandar Lampung in Academic Years of 2016/2017”. This research presented to the English Education Study Program of UIN Raden Intan Lampung. When finishing this thesis has obtained so many helps, assistance, aid, support and many thing from various sides. The researcher would like to thank the following people for their ideas, time, and guidance for this thesis:

1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who give the researcher opportunity to study until the end of this thesis composition.
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Finally, none or nothing is perfect and neither is this thesis. Any corrections, comments and criticisms for the betterment of this thesis are always open heartedly welcome.



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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a group of sounds with specific meaning and organized by grammatical rules. It is a tool of communication used to express idea, feelings and experiences with other people in social life. Language is a set of rules used by human as a tool of their communication.² So, it means that language is a system of communication to transfer message, opinion or someone's purpose.

Martin said that Language is system of sounds, word, etc used by humans to communicate thoughts and feeling.³ It means that language cannot be separated from human because by using language, people can communicate with others and language is considered as a tool of communication. Without language, it is impossible for people or everyone to join interaction each other in daily life or in learning something. It means language is very important in our life.

English is the important language to communicate when people go abroad. It is important to learn English because it is an international language which is used in many countries over the world and widely used in many sectors such as information, trade, education, etc. In Indonesia, English has an important role

² Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.10.

³ H. Manser Martin, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1995), P.260.

especially in education. Therefore, English is taught as the first foreign language in Indonesia.

Setiyadi said that in Indonesia, English is learned only at schools and people do not speak the language in the society.⁴ It has been introduced from kindergarten up to the university as a foreign language. In Indonesia, English is not used in daily activities so that's way English is still difficult to be mastered.

Based on the statement above, the researcher gave the opinion that English language is a system used by people to deliver their opinion or message to other people and English used as an international language, although English is not used in Indonesia as a daily language.

Learning English is important because it is an international language which is used in many countries over the world and widely used in many sectors such as information, trade, education, etc. In Indonesia, English has an important role especially in education. Therefore, English is taught as the first foreign language in all level of school and language course.

There are four English basic skills in English they were listening, speaking, reading and writing. These skills are closely related one to another. Listening is an activity to get the meaning from the oral language. Speaking is talking to somebody about to get the meaning from the oral language. Speaking is talking to somebody about

⁴ *Ibid*, p.10.

something that used voice to say something.⁵ Reading holds the important rule because reading is one activity which cannot be released from our live to search some information or knowledge from print text. Thus, the student should have good reading skills. And writing is a process to express opinion, statement and knowledge using written text.

In this research, the researcher only focused on reading skill. People can get the meaning or the purpose of the writer. Reading is useful skill for students, for example students can get many important information and knowledge from what the student read. So when people read, they must understand what they read, when they read and do not get something their activity is useless.

Based on the preliminary research in SMPN 11 Bandar Lampung the first semester of the second grade, by interviewed the English teacher Miss. Kartina S. Pd the researcher found that teaching reading comprehension by using Story Mapping technique has been applied there. The researcher also found that most student at first semester of second grade have problem in learning Reading, such as the first students ability in reading comprehension still low, the students find some difficulties in reading comprehension. Second, the students had difficulties to comprehend the text when the students read all about English. She said that it is because the students not practice their English out of the class or in their home.

⁵ Victoria Bull, *Oxford Learner's Pocked Dictionary*, (New York: University Press, 2000), p. 414.

They only learn English when they are studying English in classroom. Besides, the students think the English is a foreign language and it is difficult language, it shows when they are studying English, they do not have any important to join English lesson.⁶

So far, the teacher already applied the story mapping technique in teaching reading, but many students still got bad score, the student still confused to comprehend the text and the students had difficulties in reading comprehension. Therefore, the researcher know the teaching and learning process of English subject in SMPN 11 Bandar Lampung the teacher was used story mapping technique in teaching reading comprehension. In addition, the researcher want to find information about she caused of bad score of students and the problems by the teacher and students in teaching learning process of reading.

Based on background above, the researcher conducted a research entitled: Teaching Reading Comprehension by Using Story Mapping Technique to the first semester of the second Grade of SMPN 11 Bandar Lampung in the Academic year of 2016/2017.

⁶ Herlina, The English Teacher at SMPN 11 Bandar Lampung, An interview, Juni 28th, 2016

B. Identification of the problem

Based on the background of the study mentioned above, the researcher identified the following problems:

1. The students ability in reading comprehension were still low.
2. The student found some difficulties in reading comprehension.
3. The students still confused to comprehend the text.

C. Limitation of the Problem

Based on the background of the problem and the identification of problem above, the researcher focused on process teaching reading and problem of teacher and students in teaching reading comprehension by using story mapping technique at the first semester on the second grade of SMPN 11 Bandar Lampung in the academic year of 2016/2017.

D. Formulation of the Problem

Based on limitation above, the researcher formulated the problem as follows:

1. How is the process of teaching reading comprehension by using story mapping technique at the first semester of SMPN 11 Bandar Lampung?
2. What are the teacher problems in applying story mapping technique in teaching reading comprehension by using story mapping technique at the first semester of SMP N 11 Bandar Lampung?

3. What are the student problems in learning reading by using story mapping technique at the first semester of SMP N 11 Bandar Lampung?

E. Objective of the Research

Based on formulation of problem, the objectives of research are as follows:

1. To know the teaching reading comprehension by using story mapping technique at SMPN 11 Bandar Lampung.
2. To know the teacher problems in applying story mapping technique in teaching reading comprehension.
3. To know the students problems in learning reading by using story mapping technique.

F. Use of the Research

- a. Theoretically: the result of this research to support the previous theory about the teaching reading comprehension by using story mapping technique in the teaching learning process.
- b. Practically:
 - i. For the teacher
By using story mapping technique the teacher can improve their creativity in teaching and learning process so the goal of learning can be achieved.

ii. For the students

By using story mapping technique, it is hope to motivate students in learning English, so their reading will be develop.

G. Scope of the Research

1. The subject of the research

The subjects of the research were the students at the second grade and also the English teacher of SMPN 11 Bandar Lampung in the academic year of 2016/2017.

2. Object of the research

Object of the research was the process of teaching and learning reading especially in applying story mapping technique in reading comprehension.

3. Place of the research

The research was conducted at SMPN 11 Bandar Lampung.

4. Time of the research

The research was conducted at the first semester of second grade students of SMPN 11 Bandar Lampung in academic year of 2016/2017.

CHAPTER II REVIEW OF LITERATURE

A. Teaching English as an Foreign Language

Language is one important thing for human life because is not only used as communication but also as social interaction between persons to another person. Human require language because the language is very important for them. Almost all of human activities used it, without the language someone cannot communicate to each other. According to Siahaan, language is a set of rules used by human as a tool of their communication.⁷ Meanwhile, language is a system of arbitrary, vocal symbols which permit all people in a given culture, other people who learned system of the culture to communicate or interact.⁸ It means language is a system of communication to language which very important for human life such as transfers someone's purpose for expression ideas, communication, and social interaction.

As brown says, language is more than system of communication. It is involved whole person, culture, education, developmental communicative process.⁹ So, language is very important for human life not only used as communication but also as social interaction for getting knowledge, technology, culture by using its language. It means the language is important for us to communicate and making good relationship to

⁷ Sanggam Siahaan, *The principles Paragraf*, (Yogyakarta: Graha Ilmu,2008),p.1.

⁸ H.Douglas Brown, *Principles of Language Learning and Teaching*, (Prentice Hall Regents:New Jersey, 1994),p.4.

⁹ H Douglas Brown, *Teaching by Principle an interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2001),p.34.

interact with other people. One of the language that are mostly used for communication is English has been a famous international language which is used to share information, transfer knowledge of science.

Furthermore, English become an essential language subject of education in Indonesia, English is taught as a first foreign language that generally has been learnt by student to master it. It is very important to Indonesia because English is an international language. Nowadays, English has been introduced in many level of education: it is started from play group, elementary school, junior high school, senior high school and up to university. When student learn English, they have to focus on mastering four language skills, grammar, pronunciation, and vocabulary.

The four language skills are listening, speaking, reading and writing. These skills have relationship. Listening is the skill of listener or a group to interpret information transferred by the speaker.¹⁰ Siahaan also states that speaking is the spoken productive skill. It is the skill of speaker to communicate information to a listener or a group listener.¹¹ Writing is a medium for communication, it help us connect to others, and the reader must understand the purpose of our writing, what we are going to inform or to say.¹² Reading is the process of reconstructing from the printed pattern on the ideas an information intended by the author.¹³ Meanwhile, according

¹⁰ Sanggam Siahaan, *Op.Cit.*p.2.

¹¹ *Ibid*, p.3.

¹² Anna Raimes, *Technique in Teaching Writing* (London: Oxford University Press. 1983), p.129.

¹³ H. Douglas Brown, *Op. Cit.* p. 298.

to Smith reading is the "acquisition of information" from text or, even more specifically that reading is a matter of receiving particular messages or facts put into a text by the researcher.¹⁴

The four skills are basic principle on learning English as a foreign Language which English consists of components and skills that cannot be separated. If we talk about language, we have to master the component of language itself, one of the important components is reading because the reader's activity in order getting and comprehending information from printed text using eyes and brain to understand what the researcher thinks in his/her written.

B. Reading

1. Definition of Reading

There are four skills in English that must be mastered by the students one of them is reading. reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. Reading is the process of reconstructing from the printed pattern on the ideas an information intended by the author.¹⁵ Moreover, According to Cline, reading is decoding and understanding text. Readers decode written text by translating text to speech, and

¹⁴ Frank Smith, *Understanding Reading* (London : lawrence Erlbaum Associates publishers, 2014), p. 67.

¹⁵ H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Fracisco, San Francisco University press,1994), p.298.

translating directly to meaning.¹⁶ Based on the theory above, it can be stated that reading is a process in decoding and understanding written texts in which reader's prior knowledge of the subject operate to influence what is learned from the text.

According Harmer states that reading is useful for language acquisition. Provided that the students more or less understand what they read, the more they read, the better they get at it.¹⁷ The statement supported by brown, "reading is only incidentally visual more information is contributed by the reader that by the print in the page."¹⁸ It means that reader must be understood what they read.

The receptive written language skill is called reading. It is the skill of the reader or a group of reader to interpret information transferred by a writer.¹⁹ Reading would best be developed association with writing, listening, and speaking activity. Even in that course that maybe labeled "reading". Your goal would be best achieved by capitalizing on the interrelationship of skill, especially the reading- writing connection.²⁰

Based on the theory above, the researcher can concluded that reading is the important skill in teaching reading. Reading can be a key to achieve the goal of the teaching learning especially in English learning. By reading, the reader will know what they

¹⁶Cline, Johnstone, & King, *Focus Group Reactor to Three Definition of Reading; as originally Developed in Support NARAP Goal 1* (Minneapolis: National Accesible Reading Assesment Project, 2006), p.2.

¹⁷ Jeremy harmer, *How to teach English*, (Longman Pearson: China, 2007), p. 99.

¹⁸ Doughlas. H. Brown. Op. Cit. p.298.

¹⁹ Sanggam Siahaan, *Op.Cit.*p.3.

²⁰ H. Douglas. Brown, *Op.Cit.*p.298.

read and challenged to response the ideas of the author. In order to make the message or information that came from author can be understood and comprehended easily by the teacher.

2. Kind of Reading

1. Reading aloud

According to Tarigan, reading aloud is an activity which is a tool for teacher, students, or the reader together with another person or listener to capture and understand information thought and feeling of an author.²¹ It means that reading aloud is an activity or a tool for the teacher, students or the reader in the understand information from the text.

According to Resmini and Juanda, reading aloud is an activity to improve reading skill and listening.²² It means that by reading aloud, the student in the class will pay attention to the reading material so that when his friend would read our his mistake. Reading aloud is an effective way for teacher to teach pronunciation and comprehension.

Based on the Theory above, the researcher concluded that reading aloud is an activity and a tool for the teachers, students and the reader, when they read. Where, when we read the text the other people around us can listen what we read. In the another hand,

²¹ Tarigan, H.G *Membaca Sebagai suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1985),p.22.

²²Novi Resmini and Juanda, *Pendidikan Bahasa dan Sastra di kelas Tinggi*, (Bandung: UPI Press, 2007), p.82.

reading aloud enables learner to develop the skill of reading very well by speaking or expressing ideas, make reading very enjoyable, improves listening skill, enriches vocabulary, improves reading comprehension, and no less important is the growing interest in reading to students.

2. Silent Reading

According to Tarigan, silent reading by using visual memory involves the activation of the eyes and memories. The main objective of silent reading is to obtain information.²³ It means that when we read we just use visual memory involves the activation of the eyes and memories. And the purpose of silent reading is to obtain information of the text.

Silent reading is important skill in teaching of English, this reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently and when they are able to read without any difficulties.²⁴ It means that silent reading is a way to get information. Besides, the teacher should make the students reading in a silent way, so that the students will understand about the text.

Based on the theory above, the Researcher can be conclude that silent reading is an activity in reading to understand a text and that is done without voice and move the

²³ Tarigan, H.G. Op. Cit, p.23.

²⁴Dr. M.F Patel and Praveen M Jain, *English Language Teaching*, (Jaipur:Sunrise Publisher and Disteributors, 2008), p.122.

lips. When we read a text we just use visual memory. And the purpose of silent reading is to obtain good information of the text.

In addition there are differences types of reading which the teacher should be notice the dictations between of these types before teach the students. Reading can be classified in two types:

a. Intensive Reading

Intensive reading means to read shorter texts to extract specific information. Refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. In addition, Broughton states that intensive reading is typically concerned with text of not more than 500 word in length.²⁵ It can be said that intensive reading is a text which consist about not more than 500 words.

b. Extensive Reading

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, They may read novels, web pages, newspapers, magazines or any other reference material. Where possible, extensive reading should involve reading for pleasure.

²⁵ Geoffrey Broughton, et al, *Teaching English as a Foreign Language* (London and New York University of London Institute of Education, 2nd Edition, 2003),p.93.

This is a fluency activity, mainly involving understanding. Example: Reading a newspaper, article, short story or novel. The main ways are:

- a) Scanning, we only try to locate specific information and often we don't even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it's a name, a date, or a less specific piece of information.
- b) Skimming we go through the reading material quickly in order to get the gist of it, to know how it's organized, or to get an idea of the tone or the intention of the writer.²⁶

3. Theory of Reading Process

1. Schema theory

Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from text. According to Rumelhart define schema as a data structure for representing the genetic concepts stored in memory.²⁷ The principles of schema theory assumes that written text does not carry meaning by itself. Rather, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. The schemata of a reader are organized in a hierarchical manner, with the most general at the top down to the most specific at the bottom.

²⁶ Jeremy Harmer, Op. Cit.p. 99.

²⁷ Shuying An, *Theory and Practice in Language Studies*, (Finland: Academy Publisher , 2013. P. 130.

2. Metacognitive theory

Metacognition is a concept that has been used to refer to a variety of epistemological processes.²⁸ According Flavell metacognitive theory into two areas of study such as knowledge and processes. Metacognitive knowledge includes understanding of how minds work in general and how your own mind works in particular. The processes of planning, monitoring, and regulating thoughts are generally known as executive processes, which involve the interaction of two levels they are the creative, associative, wandering mind and above it is the executive, trying to keep it on task.²⁹

According Klein stated that strategic readers attempt the following while reading:

- a. Identifying the purpose of the reading before reading
- b. Identifying the form or type of the text before reading
- c. Thinking about the general character and features of the form or type of the text. For instance, they try to locate a topic sentence and follow supporting details toward a conclusion
- d. Projecting the author's purpose for writing the text (while reading it),
- e. Choosing, scanning, or reading in detail

²⁸ Eleonora Papaleontion and Louca, *Metacognition and Theory of Mind*, (Newcastle: Cambridge Scholars Publishing, 2008), p.1.

²⁹ Eleonora Papaleontion and Louca, Op. Cit, p. 2

- f. Making continuous predictions about what will occur next, based on information obtained earlier, prior knowledge, and conclusions obtain within the previous stages.

3. Cognitive theory

Cognitive theory, with its strong focus on the connection between language and thinking, places importance on the reader's ability to make appropriate choices between contextual cues and the ability to decode and comprehend read text.³⁰ Thus, cognitive psychologists have theory that a balanced approach to the teaching of reading is one that combines a text-based approach and a discourse meaning approach in such a way that the processes are interactive and reciprocal.

Based on explanation above the researcher can be conclude readers must consider the intention of the author as well as their own background knowledge and experiences that they bring to the text. perspective both the reader and the text play critical roles in the comprehension process.

4. Narrative Text

1. Definition of Narrative

³⁰ Reading Comprehension: *Assisting Children with Learning Difficulties*, p.16-17. Available online <http://www.Spinger.com/978-94-007-1173-0.pdf>.

There are some kinds of the texts, such as descriptive, recount, argumentative, explanation, spoof, fables, cartoon strips, folk tale, persuasive, news item, and procedure and narrative text. Generally, the students like to read the legends text of the country or fairy tales of the world, for examples are: Snow white, Cinderella, Timun Emas, Sangkuriang, Roro Jonggrang, etc. The people know that these kinds of texts are narrative. Narrative text is a piece of writing that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.³¹ Furthermore, According to Keraf, narrative is a form of discourse which attempted to narrate an event or events that it seems as if the reader see or experience the events. Therefore, the most important element in a narrative is the element of the act or acts.³²

Based on all definitions above, the researcher can conclude that Narrative is a text about story that can be in the form of: folklore, animal story (fable), legend or short story, novels, etc. There are some kinds of conflict, social problems amusement in narrative text. So readers would be amused or tense when reading them. Narrative has dealing with social problematic events or that has to find solution besides amusement.

2. Purpose of Narrative Text

³¹ Lina Setiadi, *Seri Pendalaman Materi Bahasa Inggris Sma Dan Ma*. (Jakarta: Penerbit Erlangga, 2009), p.23.

³² Gorys Keraf, *Argumentasi dan Narasi*, (Jakarta: Gramedia Pustaka Utama, 2001, in journal of Erry Silviana, STKIP Siliwangi, Bandung, 2008), p.2.

Many people like to read story, narrative text enables the writer to read or an incident. Every time, someone tells another person about something that happened or occurred, he or she is reading a narrative or a story. Narration is a story that can amuse or entertain and give good lesson to the people.

The purpose of narrative text as follows:

- a) To tell a story about something or someone,
- b) To amuse or entertain the readers or listeners,
- c) To obey the moral lesson from the story.³³

3. Organization Narrative Text

According to Setiyadi, the organization of narrative text are:

a) Orientation

Sets the scene (where and when the story happen) an introduced the participants of the story (who and what is involved in the story).

b) Complication

Tells the beginning of the problem which lead to the crisis (climax) of the main participants.

c) Resolution

Provides solution to the problem either in a happy ending or in a sad (tragic) ending.

d) Re-orientation

³³ Basith AU, *The Common Vocabulary Book*,(Pare, KRC publishing, 2010), p.91.

Gives a closing remark to the story. It consist of a moral lesson or advice.³⁴

C. Teaching Reading

Enthusiasm and motivation to teach is main point in teaching. How the teacher can encourage the students to learn, eventually achieve the goal. Teaching reading can be as facilitate students' performance to comprehend texts, and teaching reading provides students with many opportunities to practice and for encouraging them in a number of comprehensions. Teaching reading is not complicated, but is not too easy. Yet, during teaching process the teacher must pay attention about the principles of teaching reading.

The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

1. Reading is not passive skill
2. Student need to be engaged with what they are reading
3. Student should to be encouraged to respond to the content of a reading text, not just to the language.
4. Prediction is major factor in reading

³⁴ Lina Setiadi, Loc. Cit.

5. Match the task the topic
6. Good teachers exploit reading texts to the full.³⁵

The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. To be able to do so the reader should have particular purpose in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. And the purpose of reading can be decided in pre-reading activity by using story mapping technique.

From the statement above, teaching means giving instruction to the student to learn something which effect them in such away that learning is facilitated and the student can acquire knowledge. So they will know understand something.

William Stated that there are three activities involved in reading activity namely the pre, while, and post reading activities:

a. Pre – reading

The aims of free reading activities are;

1. to introduce and arouse interest in the topic
2. to motivate learners by giving a reason for reading
3. to provide some language preparation for the text

b. While – reading

³⁵Jeremy Harmer, *How to Teach English* (China : Longman, 2007), p. 68.

According to William the purpose of this phase they are:

1. To help understanding of the text structure
2. To help understanding of the writer's purpose
3. To clarify text content

c. Post-Reading

The purposes of post-reading are as follow;

1. To consolidate of reflect what has been read
2. To relate the text to the learners own knowledge, interest or views.³⁶

Based on the explanation above, the researcher can conclude that the teaching reading can be divided into three stages, namely the pre-reading, the while-reading and the post-reading. In each stage a certain amount of activities can be applied. Teaching reading in such a way can provide students with the skills and strategies needed to become an efficient, effective, and independent reader.

D. Reading Comprehension

Before dealing with the definition of reading comprehension it is necessary to define the meaning of comprehension itself. Comprehension is the intentional thinking process that occurs as we read.³⁷ In addition, Tankersley states that comprehension is

³⁶Edi Williams, *Reading In Language Teaching* (Oxford university press,1984), p. 123.

³⁷ The National Reading Panel, *Op.Cit.* p.3.

the center of reading.³⁸ She also says that comprehension is the hearth of reading process and we bring our life experiences to the act of reading.³⁹ It can be seen that comprehension is one part which become important in reading, this process need intentional thinking, students as the readers need more focus to able comprehend the text. By the statements above, it can be concluded that reading comprehension is the center of reading that need intentional thinking process to understand the text.

Moreover, Karen states that when comprehension is deep and thorough, a reader is able to understanding, evaluating, synthesizing, and analyzing of information and gaining through an interaction between reader and author.⁴⁰ Reading comprehension is a highly interactive process that takes place between a reader and a text. It means that the main point of reading comprehension process is at the interaction between readers and author. How readers' understanding can be constructed to catch the meaning of the author want to explain on the text.

Furthermore, Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other words (including fictional ones), to communicate successfully, and to achieve academic success.⁴¹ These purposes of reading comprehension can be achieved if the readers have good interaction with the

³⁸ Karen Tankersley, *The Threads of Reading*, (Alexandria: ASCD, 2003). p.90.

³⁹ *Ibid*, p. 114.

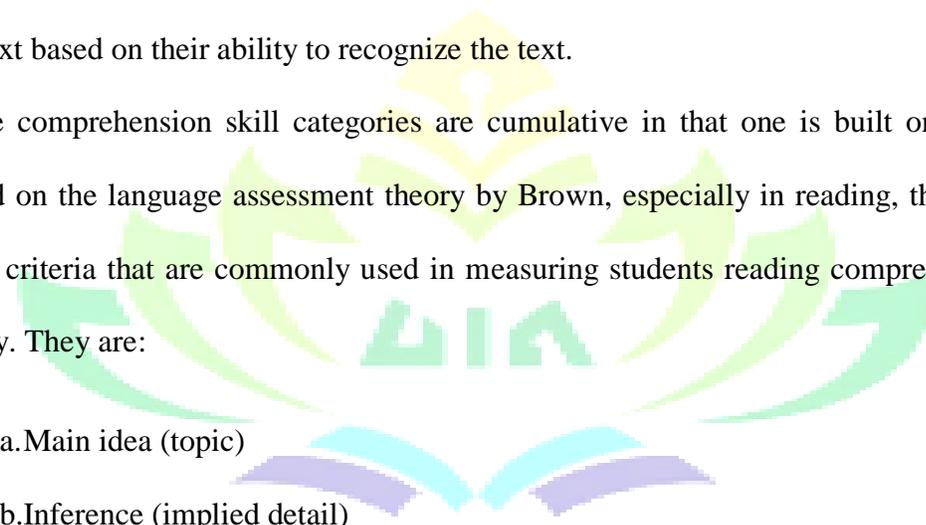
⁴⁰ *Ibid*, p.116.

⁴¹ ESRC, *Reading Comprehension: Nature, Assessment, and Teaching*. Comprehension available online, <https://www.unige.ch/fapse/logopedie/files/2814/1285/1088/cain-article2bis.pdf>. Accessed on 14th of January 2016, p.2.

text. It is influenced by many factors, one of them is the background knowledge of readers about the text that will be read, students who has known the background knowledge about the text will be easier to understand the text. Hence, giving information and background knowledge about the text to the students is needed, so students can understand the meaning of what they read and can comprehend the text well.

Based on the statement above, it can be concluded that Reading comprehension is a process of deep interaction between reader and author to communicate successfully in gaining what the author means on the text. The students as readers can comprehend the text based on their ability to recognize the text.

These comprehension skill categories are cumulative in that one is built on other. Based on the language assessment theory by Brown, especially in reading, these are some criteria that are commonly used in measuring students reading comprehension ability. They are:

- 
- a. Main idea (topic)
 - b. Inference (implied detail)
 - c. Grammatical Features
 - d. Detail (scanning for a specially stated detail)
 - e. Excluding facts not written
 - f. Supporting idea
 - g. Vocabulary in Context.

To satisfy the above criteria, there are some strategies for reading comprehension some that can use by students, they are:

1. Identify the purpose in reading
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)
3. Use efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced levels)
4. Skim the text for main ideas.
5. Scan the text for specific information
6. Use semantic mapping or clustering
7. Guess when you aren't certain
8. Analyze vocabulary
9. Distinguish between literal and implied meanings
10. Capitalize on discourse markers to process relationship.⁴²

In conclusion, the teacher is suggested to used strategy in teaching reading comprehension. It is expected that students will be better to engage interaction to the author and to communicate successfully in gaining what the author means on the text and achieve the goal of reading which is to made students able comprehend the text.

⁴²H. Douglas Brown. Op. Cit, p.306-310.

While, teacher also needs to measure students' reading comprehension ability by using criteria commonly used in measuring students' reading comprehension.

E. Teaching Reading Comprehension

Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.⁴³ Teaching can be defined as providing opportunities to learn. However, the result of the teaching depends on the students itself. But, teachers as the facilitator of teaching must give best effort for guiding students to make them get the best result. In other hand, Reading comprehension is a process of interaction between reader and author to communicate successfully in gaining what the author means on the text. So, by teaching reading comprehension, students are expected to be able to comprehend the text.

Based on the explanation above, it can be concluded that teaching reading comprehension is the process of helping, facilitating, guiding students to comprehend the text and providing students with many opportunities for practice it to make them can acquire the meaning and information from the author on the text.

In reading, there are elements frequently asked questions that can build students' reading comprehension. The teacher should notice of each element to build up students' ability in comprehending the text. The following elements are:

- a) Phonemic awareness

⁴³ H. Douglas Brown, *Op. Cit.* p.7.

Phonemic awareness is the knowledge that words are made up of a combination of individual sounds. For example, the word cat is made up of three sounds (phonemes) /c/ /a/ and /t/. When these three sounds are combined fluidly, they make up the word cat.

b) Phonics

Phonic is the relationship between a specific letter and its sound. Only as it relates to the written word. Some children have a good sense of phonemic awareness, but to differing degrees. Failure to master phonics is the number one reason that children have difficulty learning to read.

c) Fluency

Fluency is the ability to read text accurately and smoothly. It helps children move from decoding words to sight-reading. This means that less energy is spent on deciphering each word and more is spent on comprehending what is read.

d) Vocabulary

Vocabulary is the words in the sentence. From the sentences, we have to know every word on the page to understand what we are reading.

e) Text comprehension

Text comprehension is the interaction that happens between reader and text. More than merely decoding words on a page, comprehension is the intentional

thinking process that occurs as we read comprehension should be emphasized from the very beginning, not only after a child has mastered decoding skills.⁴⁴

It can be seen that teacher should notice of each element to build student ability comprehend the text. In other hand, every student has differences level ability in each element. Hence, it is important to determine the child's level before beginning instruction. It is hoped that the teacher can consider wisely appropriate material or strategy in teaching before giving instruction to student.

F. Problem in Teaching Reading

The problem in teaching reading deal with the teaching and the selection of teaching materials. Some problems evidently appear from the teaching practices. Some emerge as issue that not all teachers agree with. According to Baradja, in Teguh Budiharso's book that there are five facts that exist as issues in teaching reading are:

1. The mastery of the basic

The basic knowledge of reading consists of the mastery of basic structural patterns and sufficient vocabulary items. The basic knowledge is the "foundation of reading". It is quite that reading learners must achieve the basic knowledge at appropriate levels. If this is not available, how can be build a house without foundation.

2. The habit of slow reading

⁴⁴ The National Reading Panel: *Five Components of Reading Instruction Frequently Asked Questions*, p.1-3. Available online https://www.google.co.id/url?saFnationalreadingpanel_faq.pdf

Slow readers generally have poor comprehension. Therefore, slow readers are at a disadvantage in many ways. In Indonesia context, students try to read very slow as if they want to understand a word of the passage. If they do not understand a word or an expression, they do not look up word by in the dictionary, so that the reading is very low.

3. Figuring out inferences, implications, and main idea

In reading an English text, students are concerned with two factors, to decode the text as what writers says and be familiar with content schema, that include culture and background knowledge. The mastery on these factors will provide students with accurate inferences, determining implications of what has been read and identifying accurately main ideas of the text. Most students do not understand the text properly because they could not identify the main idea, make correct inferences, and understand accurate implications.

4. Text selection

In the text selection, teachers are not confident to choose the teaching materials, teacher mostly rely upon English textbook available by which modifications are not required. To use the text book the teachers follow the contents and exercise on the book.

5. Exercise to include

Exercises following the reading passage have been questioned as they impose the teachers to implement teaching. Strategies at the artificial some ways the

format of the exercise in the traditional comprehension is following a passage, the writer provides some comprehension question text.⁴⁵

G. Problems in Learning Reading

In learning reading, there are some factors that influence the reading problem. they are:

1. Internal factor (factors that are at the students own self)
 - a. Psychological factors
 - b. Intelligence
 - c. Talent
 - d. Motivation
2. External factors (factors that arise from outside the individual)
 - a. Relationship with family teacher of teacher, teachers and students
 - b. The relationship between the members and students with students family members
 - c. Facilities and infrastructure.⁴⁶

Meanwhile, according to Karen, many difficulties faced by students in learning reading, they are:

1. Word reading(decoding)
2. Fluency (accuracy and speed of reading)
3. Vocabulary (knowing what the words mean in context)

⁴⁵Teguh Budiharso, *prinsip and strategi pengajaran bahasa*, (Lutfansysh mediatama, Surabaya, 2004), p 54

⁴⁶<http://www.slideshare.net/mohtheaeng/problems-in-learning> accessed on august, 30 2017.

4. Word knowledge (having sufficient background knowledge to benefit from reading text).⁴⁷

Based on explanation above, the researcher can concluded there are many factor and problem in learning reading including internal factors, external factors, decoding, fluency, vocabulary, and world knowledge. However, in this research, the researcher adopts theory of Karen about problems in learning reading including decoding, fluency, vocabulary, and world knowledge.

H. Story Mapping

1. Definition of Story Mapping

Story Mapping is a technique in writing which student is lead to write the text as the series of some steps called Story Mapping. Idol in Kurniawan said that Story Mapping technique is the way of teaching where the students are thought to organize the story into specific parts, including the setting, problem, goal, action and outcome.⁴⁸ It is mean that the story mapping technique is the way to encourage students' understanding in finding information details of the story.

According to Davis & McPherson, story mapping is the representation of some part of or the whole story and the relations of basic components of the story to each other

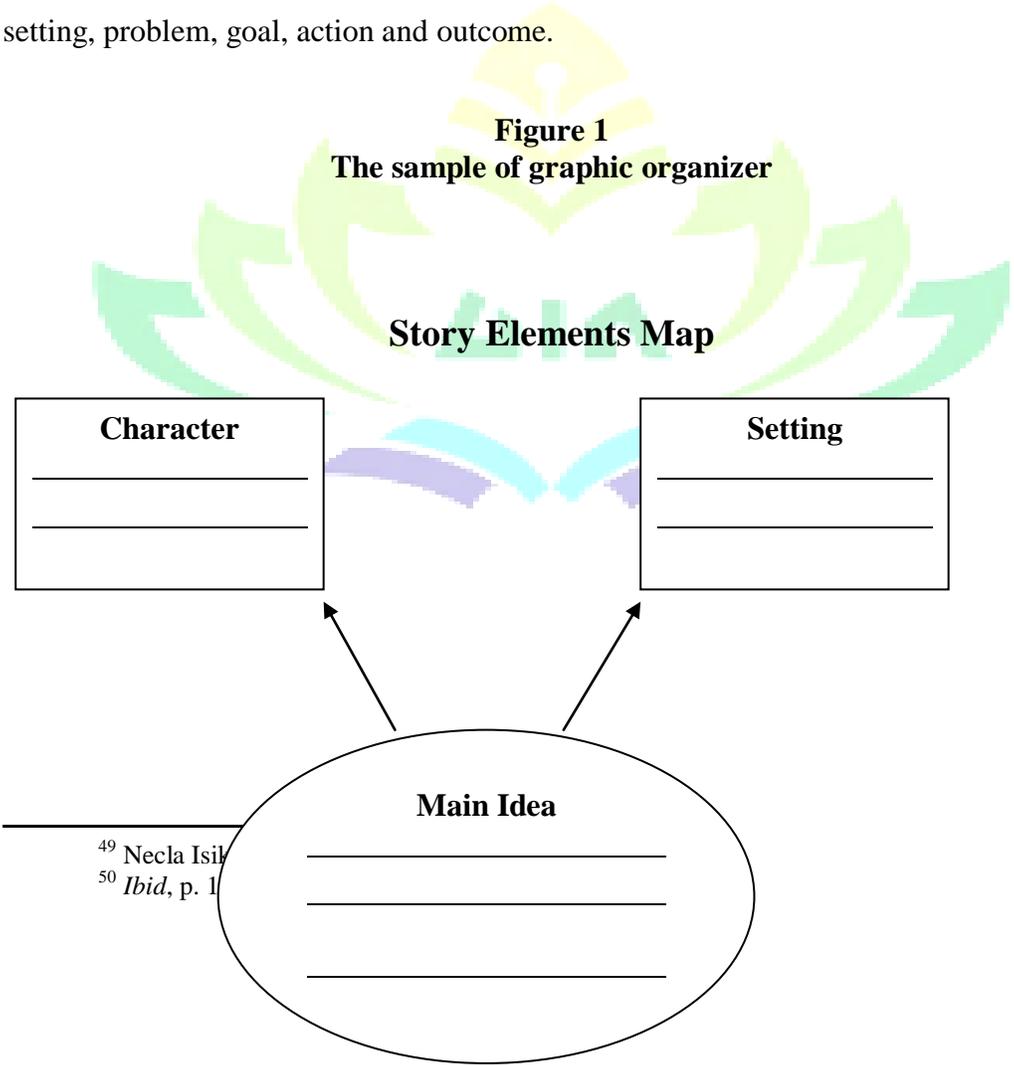
⁴⁷ Karen R Haris and Steve Graham, *Teaching Reading Comrehension to Students with Learning Difficulties*, (Buillford Press, New York, 2007). P. 6.

⁴⁸ Ashadi Kurniawan, *Op.Cit.* p. 5.

in graphical form⁴⁹. Sorrel also states that story mapping is a schema construction technique that involves teaching the relationships of parts of a story with each other to the reader and giving basic elements of the story in a schema in order to draw the attention of the reader.⁵⁰ Based on the explanation of Davis and Sorrel above, the researcher assumed that story mapping is the technique to make students easier to know the relationship of each part of text.

Based on definitions above, the researcher can concluded that Story Mapping is a kind of technique used in teaching reading by asking students to make a map such as circle, branch of circle that include the story into specific parts, including the setting, problem, goal, action and outcome.

Figure 1
The sample of graphic organizer



⁴⁹ Necla Isik

⁵⁰ *Ibid*, p. 1

Plot

After the students completing the story map outline, the researcher hopes that the students are able to comprehend the components of the narrative story and also to find and understand the main idea of the narrative story as well.⁵¹

2. The Procedure of Using Story Mapping

Based on School Drug Education and road aware, the procedure of teaching reading using Story Mapping technique:

1. Students participate in a learning experience to gain information such as shared reading with a big book, listening to a poem or watching a video.

⁵¹ Ashadi Kurniawan, *Op.Cit*, p.5

2. Model how to draw a map that captures and sequences the main points or events. The map should show important events, characters and different settings identified from the original source.
3. Ask students to work individually or in groups to make their own story map by writing or drawing pictures to represent information.
4. The information can be presented using graphic organizer such as the examples below.⁵²

Furthermore, according to Idol there are some procedurestory mapping procedures such as:

- 1) After the students silently read the story, the teacher shows the group an overhead transparency of the story map. Each student has a paper copy of the map. With the teachers assistance, the students complete the story maps together.
- 2) After completing the story map, the students answer 10 comprehension questions independently.

⁵² School Drug Education and Road Aware, *Teaching and Learning Strategies*, 151 Royal Street, East Perth, Western Australia 6004 Telephone: (08) 9264 4743

- 3) When the students understand the mapping procedure, they complete the story maps without the teacher's guidance. Upon completion, the teacher regroups the children so they can share and correct their story maps.
- 4) Eventually, students are able to answer the comprehension questions without the preceding story map exercise, as they have internalize the framework of the narrative.⁵³

In addition the teacher used the procedures of story mapping in SMP N 11 Bandar Lampung:

1. Teacher greets and starts the lesson, teacher prepare the material well and the teacher engages students interest in learning reading comprehension by stimulating students curiously.
2. The teachers choose the print sheet about text narrative.
3. The teacher explains the material and the teacher presents the information from the text.
4. The teacher divide the students into several groups and the teacher gave paper about element of story mapping.
5. The students discuss and answer question narrative text on element of story mapping.
6. The teacher collect the paper from the students answer and the teacher regroup so they can share their result of story map.

⁵³Idol.L. *Group Story Mapping: A Comprehension Strategy for Both Skilled an Unskilled Readers*. Journal of Learning Disabilities, p.20.

7. The teacher gave paper again about graphic organizer story element and the students answer comprehension question. And the information can be presented using graphic organizers.

3. The advantages of Story mapping

According to Mendiola states some advantages of story map reading strategy as follow.⁵⁴

1. The story mapping is a highly effective, practical way to help students organize story content into a coherent whole.
2. It is an effective strategy for exceptional and low achieving students (it improves comprehension of materials that are above their instructional levels).
3. Teachers become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others.
4. These concrete representations aid students in visualizing the story.
5. Students can more easily see how the story pieces mesh, knowledge they continually apply when they predict what might happens next in one story after another.
6. It enables students to store information in their personal schema more efficiently and facilitates the recall of story elements more completely and accurately.

⁵⁴ Rafael Mendiola, *Reading Strategy: Story Map*, Miami Dade College, 2011, in *Journal of Ashadi Kurniawan* (Tanjungpura University, 2013). P.6.

And also according to Sorrell, the purpose of the story map technique is to have students construct the story about the elements of the story in their minds without using the given visual material as story map after a certain time and to improve thinking structures that provide text comprehension⁵⁵.

In the other hand, the disadvantages are stated below:

1. The lazy or shy students will be passive, they will just see and lazy to explore the map.
2. The teacher will be busy to manage the class.
3. It takes a long time to teach a long word and it will difficult for the students if they are not understand the meaning of sentence in the text.

Based on the advantages of the story mapping technique above the researcher believes that the story mapping strategy can help the students to comprehend a narrative text. By using this strategy in their reading, students will be able to recognize the story elements of narrative text and divide every parts of the story by putting each part of the story in the story map.

⁵⁵ Adrian L Sorrell, *op. Cit*, pg. 6.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research was use qualitative. Qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observe, therefore the goal of the research is an individual understanding and its background completely.⁵⁶ Qualitative research is descriptive research. The collected data is in the form of words of pictures rather than number.⁵⁷ Moreover, Arikunto stated that descriptive research purpose is to describe the situation or status of phenomena.⁵⁸ By those theories it can be seen that qualitative research used descriptive data in the form of written or oral form rather than used number, and it is important to pursue the goal of the research to got the deep understanding of what the researcher observed.

Furthermore, According Creswell qualitative research is a useful inquiry approach for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of

⁵⁶Ag Bambang Setiadi, *Metode Penelitian Untuk Bahasa Asing*, Graha Ilmu, Yogyakarta, 2006, p.219.

⁵⁷ Robert C. Bogdan and Sari Knopp Bikq, *Qualitative Research for Education An Introduction To Theories and Models*. p.1.

⁵⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.209

participants in the form of words or images, and analyzed the information for description and themes.⁵⁹

This research focused on the teaching reading comprehension by using story mapping technique at the first semester of eighth grade of junior high school. This research was conducted to describe the process of teaching reading by using story mapping technique in the classroom, problem by the teacher in teaching reading comprehension by using story mapping technique, and the problems faced by the students in learning reading by using story mapping technique. By this way, the researcher hoped that this research would reveal this matter clearly for the sake of English learning improvement in the classroom.

B. Sampling Technique

In this research the researcher used purposive sampling technique. According to Marguerite et.al. Purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposeful sampling that a researcher may decide to use depends on the purpose of the study.⁶⁰ The type of purposive sampling that the researcher used in this research is convenience sampling.

⁵⁹John W. Creswell, *Planning Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition*, (Boston: 2012) p.626.

⁶⁰ Marguerite G. Ludico, et.al, *Methods in Educational Research: From Theory to Practice*, (San Francisco: Jasssey-Bass, 2006), p.140.

Convenience least desirable sampling, this type is individuals are selected because sample sampling those who are convenient.⁶¹

In this research, the researcher used qualitative research to identify the information. Then, to select the sample as the source of data the researcher used purposive sampling technique. The researcher chose the English teacher and students of the second grade of SMP N 11 Bandar Lampung as the participants of this research. There one English teacher and five class for the second grade. The researcher asked the teacher of second grade who taught English in the subject of the research class. The researcher chose VIII.B as a subject, because the teacher has used story mapping technique to teaching reading in that class.

C. Research Subject

According to Sugiyono, population is the whole subject/object of the research that has quality and particular characteristic. In addition he states that sample is part of the characteristic of population that represents of its population.⁶² Therefore, the sample of population as the subject and as the source of the data in this research is the English teacher class B of second grade at second semester of SMP N 11 Bandar Lampung.

⁶¹ *Ibid.*, p. 141.

⁶² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2015), p. 117-118.

D. Data Collecting Technique

In this research, there were some steps that was conducted in gaining the data from beginning until the end of teaching learning process. Therefore, in this research, the researcher conducted the observation, interview, questionnaire as triangulation of the data of this research. The steps were as follows:

1. Observation

Observation is a process of data collecting in which the research observed the research situation.⁶³ Observation is proper used in the research which is related to teaching learning process, student activity, and problem which may arise. The researcher did not involve directly in the classroom activity. In this research, the researcher observed about process teaching reading comprehension by using story mapping technique to got the data about process teaching reading comprehension by using story mapping technique, teacher problem in teaching reading comprehension by using story mapping technique and the students problem in learning reading comprehension by using story mapping technique at the first semester of the second grade at SMP N 11 Bandar Lampung in the academic year of 2016/2017.

It means that in this step of research, the researcher got the data by analyzed the object in teaching process and activities in classroom as passive participant without involving in teaching process. The researcher made notes during the teaching learning process systematically. In case the researcher take noted by writing in the field noted.

⁶³BambangSetiyadi, Op.Cit, p.239.

2. Interview

After observing the teaching learning process, the researcher interviewed the teacher problem in teaching reading comprehension by using story mapping technique. Interview is a conversation between two people (the interviewer and interviewee) where questions are asked by the interview to obtain information from the interview.⁶⁴ By this way the researcher (the interviewer) got the information from the interviewee about what will still studied. In addition, this interview aim to make sure about the result of the observation and to get more data related to this research. The researcher was interview the English teacher to obtain the data about their opinion of the problem and process teaching reading comprehension by using story mapping technique at the first semester on seventh grade students of SMP N 11 Bandar Lampung in the academic year of 2016/ 2017.

The researcher used semi-structured interview because the interviewer prepare the list of questions to the interviewee, although the interviewer had prepare the list, it did not limit the researcher to ask questions only based on the list. The researcher still can asked more widely to got deep information and understanding.

3. Questionnaire

Questionnaire consists of a written list of questions. The important point here is that each person who answers the particular questionnaire reads an identical set of

⁶⁴Sugiono, Op.Cit,p 194.

questions. This allows for consistency and precision in terms of the wording of the questions, and made the processing of the answers easier.⁶⁵ The researcher gave the questionnaire after the process of teaching reading by using story mapping technique. The aim to found out problems faced by the student in learning reading by using story mapping technique of the first semester of the second grade at SMP N 11 Bandar Lampung in the academic year of 2016/2017. Furthermore, in this research, the researcher used close- ended question and gave the questionnaire to the students. A close-ended question is a question format that limits respondents with a list of answer choice from which they must choice to answer the question.⁶⁶

E. Research Instrument

In collecting data used triangulation technique. According to Setiyadi, triangulation is the combination of two method or more in collecting data about the attitude of the subject of the research, because the attitude of human being is quite complex, the used of single method in collecting the qualitative data is often considered not enough.⁶⁷ It consists of observation, interview and questionnaire. The description of those instruments were as follows:

⁶⁵ *Ibid.*, 144-145.

⁶⁶ Marguerite Lodico, *Op.Cit*, P.143.

⁶⁶ Ag.BambangSetiyadi, *Op.Cit*, p.246.

⁶⁶ John, W. Creswell, *Educational Research*. (New Jersey: Prentice Hall, 2005), p. 211.

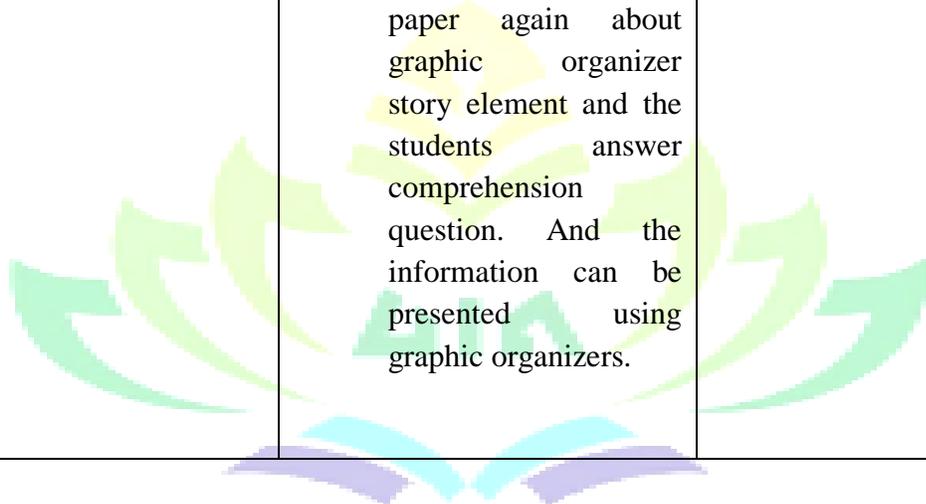
1. Observation

The researcher observed the process of teaching and learning reading comprehension using story mapping. The aspects of teaching learning process are describe as follows:

Table 1
Observation guideline

No	Aspect	Pointer Observation	Notes
	Process of Teaching Learning by using story mapping technique	1. Teacher greets, check the attendance and starts the lesson, teacher prepare the material well and the teacher engages students interest in learning reading comprehension by stimulating students curiously?	
		2. The teachers choose the print sheet about text narrative	
		3. The teacher explains the material and the teacher presents the information from the text.	
		4. The teacher divide the students into several groups and the teacher gave paper about element of story	

		mapping	
		5. The students discuss and answer question narrative text on element of story mapping.	
		6. The teacher collect the paper from the students answer and the teacher regroup so they can share their result of story map.	
		7. The teacher gave paper again about graphic organizer story element and the students answer comprehension question. And the information can be presented using graphic organizers.	



2. interview

This interview is aim to make sure about the result of the observation and to got more data relate to this research. This technique involved collecting data from the teacher interviewer. The aim is to found out problems faced by the teacher in teaching reading by using story mapping technique.

Table 2
Interview Guideline for the teacher

Aspect	Indicator	No. item	Total item
How to process reading by using story mapping technique	Ask the teacher about the process of reading by using story mapping technique.	1,2	2
Teacher's Problem	Ask the teacher whether she has any problems to understand the reading material that will be taught to the student.	3	1
	Ask the teacher to know this technique that can improve mastery of reading.	4	1
	Ask the teacher whether she has difficulties if the students could not identify the main idea, make correct inferences, and understand accurate implication	5	1
	Ask the teacher whether she has difficulties to choose the teaching material	6	1
	Ask the teacher whether she has problem to modify or design the question and the exercise to students.	7	1

3. Questionnaire

The researcher gave questions to the students in order to know the further opinions and to know the aspects that influence the students learning process and to confirm the answers given by their teacher. In learning process of course there are many problems faced by students in learning reading. The questionnaire is appropriate with the students difficulties in learning reading especially by story mapping.

Table 3
Questionnaire Guideline

Aspect(s)	Indicator	No. Item	Total Item
Student problem in learning reading comprehension by using story mapping.	1. Ask the students to know their problem in understanding decoding in reading text.	1,2	2
	2. Ask the students to know the students pronouncing the word in reading text.	3,4	2
	3. Ask the students to know the students vocabulary mastery.	5	1
	4. Ask the students to know the problem in understanding the meaning of reading text.	6,7	2
The process of teaching reading by using story mapping.	To know student opinion in learning reading comprehension by using story mapping	8	1

	To know students response in learning reading comprehension by using story mapping.	9,10	2
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F. Research Procedure

The procedures of the research used are as follows:

1. The researcher found the population and the sample. The researcher was chose the school and the sample that conducted the research.
2. The researcher come to the class with the teacher in order to make observation when teaching learning process will conducted.
3. The researcher distributed questionnaires to students after the process of teaching and learning.
4. The researcher interview the teacher and the students after students submitted the questionnaires.
5. The researcher was analyzed the noted of the observation, interview and questionnaires.
6. The researcher make the researh report. Finally, after anallyzig he raw data gathered, the researcher concluded the research finding and reports it.

G. Trustworthiness of the Data

According to Setiyadi, “Basic principle of reliability is consistency, qualitative research is also always tried to keep the data collected remains consistent”. As

validity is a researcher always tries to keep the data must be authentic, life overview of research subjects in an honest and balance.⁶⁸ The method commonly used to improve the reliability and validity in qualitative research is triangulation, triangulation as a merger of two or more methods in collecting the data. Usefulness of triangulation is to enrich the data and or make more accurate conclusion. According to Setiyadi, there are several kinds of triangulation as follows:

1. Time Triangulation

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups.
- b. Longitudinal triangulation is the data collected from the same group at different times.

2. Place triangulation

For more accurate data collection in order to be able to used different places for similar data.

3. Theory triangulation

Researchers collect data based on different theories.

4. Method triangulation

Researcher use different methods for collecting similar data

⁶⁸Bambang Setiyadi, *Op.Cit*, pp.30 – 31.

5. Researcher triangulation

Collect data for the same or similar, can be done by several researchers.⁶⁹

Based on the statement above, the researcher was used method triangulation because in this research, researcher was used different kind of method to collect the data. The used of triangulation are to enrich the data and make more accurate conclusion. So in qualitative research the triangulation is important because if the researchers want to got the conclusion, the researcher should have strong data.

H. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. Data analysis would be conducted to create understanding of the data and to enable the researcher to presented the result of this research to the readers. According to Miles and Huberman, the steps of analyzing the data are as follows:

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In this case, the researcher selects the data derived from observation on teaching and learning process, interview to the teacher and the students and gives questionnaire to the students as the supporting data to the result of interview of the students.

⁶⁹*Ibid*, pp.31-32.

2. Data Display

The next step is to display the data from the result of the data reduction. Generally, a display is an organized, compressed assembly of information that permits conclusion drawing and action. The displays included many types text or a diagram, graph, chart, table or matrix.

3. Conclusion Drawing/Verification

The last step of analysis the data is conclusion drawing. Conclusions are also verified as the analyzed process. Conclusion drawing involved stepping back to consider what the analyze data mean and to assess their implication for the questions at hand. Verification link to conclusion drawing, entails revising the data as many times as necessary to cross-check or verified these emergent conclusions. Verification refers to the process which is able to explain the answer of research question and research objectives. In this step, the researcher draw the conclusion and verify the answer of research question that were done in displaying the data by comparing the observation data, interview data, questionnaire data. Thus, the researcher gets the conclusion about teaching reading comprehension by using story mapping technique at the second semester of the Eleventh grade of SMPN 11 Bandar Lampung.⁷⁰

⁷⁰ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994),p.10-11.

CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure

The process of using story mapping in teaching reading comprehension conducted the research to know the problem faced by the teacher and the students at SMP N 11 Bandar Lampung.

In this research, the research instruments were observation, interview and questionnaire. Observation was used to know the process of teaching and learning reading comprehension by using story mapping and the problems faced by teacher and students. Interview was used to know the problems faced by the teacher in teaching reading comprehension, and the questionnaires were used to know the problems and to confirm the data got in observation and interview in learning reading comprehension faced by the students.

The observation has observed the teacher and students in the process of teaching and learning reading and also condition or the class's atmosphere during teaching and learning process. Then, the interviewee was interview the teacher to find problems faced by teaching reading comprehension by using story mapping. After that, the next instrument was questionnaire. The questionnaire was give to students after teaching and learning, the questionnaire was aimed to find out the students' problems in

learning reading comprehension by using story mapping and to confirm the data gained from observation and interview.

The research was conducted to the second grade students at the first semester of SMP N 11 Bandar Lampung in the academic year 2016/2017. The preliminary research was conducted on July 28th 2016 and research from August 4th 2016. The planned schedules of work as follows:

1. The preliminary research in SMP N 11 Bandar Lampung was conducted on July 28th, 2016.
2. The headmaster and got permission to research at SMP N 11 Bandar Lampung was met on August 4th, 2017.
3. The English teacher was met to discuss the lesson plan and also asked about time schedule of English class on August 11th, 2017.
4. The first observation in the class was conducted on October 4th, 2017.
5. The second observation in the class and gave questionnaire to the students was conducted on 11th, 2017.
6. The interviewer interviewed the teacher on October 18th, 2017.

B. Data Analysis

After collecting the data, the data was analyzed that gained from observation, interview, and questionnaire. According to Sugiono there are three major phases of data analysis: data reduction, data display, and data conclusion.⁷¹ The explanations of the data are as follows:

1. Data Reduction

Data reduction is the first component or level in model of qualitative data analysis of Sugiono theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.⁷² It means that would be written in this research. There were three instruments used to collect the data: observation, interview and questionnaire. In this step, the researcher analyzed the data based on each instrument.

a. Observation Data

The observation has used to observe the process of teaching reading comprehension by using story mapping technique (see appendix1). The observation was conducted to know the process of teaching reading comprehension by using story mapping conducted in two meetings. Every

⁷¹Sugiono, *MetodepenelitianKualitatif, Kuantitatifdan R&D*, (Bandung : Alfabeta,2012), p.7

⁷²Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), p.12

meeting had the same activities but the title of materials was different. In the first meeting, the teacher conducted pre-activity, whilst-activity and post-activity. For the second meeting was the continuation from the first meeting.

The process of teaching reading comprehension by using story mapping was observe, the students' and teacher's problems during teaching and learning reading comprehension by using story mapping. In the observation process, the observation checklist has prepared. The data of observation had been identified as described in the following discussion.

1) First Observation

In the first meeting the process of teaching learning by using story mapping technique was as follows:

a. Pre-activity

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm, but some of the less responded. After that, she reviewed last lesson, almost all the students had forgotten the material that had been discussed before and looked for the material in their books. After that, the teacher asked the students to spell of some words about story of "the story of frog and bear", many of the students could spell correctly

b. Whilst Activity

The teacher told the students that she would present information about the text narrative that they will learn and the students were asked to listen her carefully to get brief information of the text before they started reading. Then, the teacher presented information about of the text narrative in teaching reading by using story mapping. The presentation was clear, many of the students looked bored, it was shown by some of the students who did not pay attention to the teacher and chatted with other friends.

After the teacher presented the information of the text, the teacher divided the students into 5 groups consisted of 5-6 students. Then, the teacher gave question about narrative text and the teacher give students times to read and discuss and answer the material on story element map with their own group. The teacher did not give time limit to students in reading the text. Many of them read and translate the words by using dictionary or asking the teacher, but the other students were busy, made noisy or even bothering their friends in other group.

After that, the teacher started to discuss the text together with all of group. There were many of the students did not involved in group discussion, or even they ignored what their teacher and their friends discussed. The times for discussion was limited, the teacher rush to discuss the material because the teacher did not have enough times to continue the discussion session.

c. Post-Activity

In the post activity, to test the students' understanding of the text, the teacher regroup and gave students narrative text and the teacher asked for answer question with different friends. Then the teacher closed the meeting.

2) Second Observation

In the second meeting the processes of teaching learning by using story mapping as follows:

a. Pre-activity

In pre-activity, the class was opened with greeting that was responded by all students. Many of them responded loudly with enthusiasm but some of them less responded. Then, the teacher checked the attendance list. After that, she asked the students about the text that had been discussed in last meeting, almost all the students had forgotten the material had been discussed before and looked for the material in their books. Then, teacher asked the students to translate of some words on white board and spell it loudly. Many of the students could not translate and spell correctly. In the second meeting, there were not many differences in the teaching and learning process with the first meeting.

b. Whilst Activity

The teacher presented information about of the text, the presentation was clear but it was so long, almost all part of the text was explained. Many of the students looked boring, chatted with other friend, and did not concentrate to pay attention the teacher.

After the teacher presented the information of the text, the teacher divided the students into 5 groups consisted of 5-6 students. Then, the teacher gave students times to read, the teacher did not give time limit to students read the text. After that, students discuss the material with their own group. The material was different with the material that was used in the first meeting. In each group, the researcher saw only few students read, discuss the text and tried to comprehend the text. In contrary, the other students were not read the text. Many of them look like they are reading and translated the words in dictionary or asked the meaning of a word to the teacher, but the other students were busy and keep chatting, make noisy or even disturbed their friends in other group.

After that, the teacher started to discuss the text together with all of group. The teacher asked one of student in each group to read the text loudly, many of them read the text slowly and struggled. There were many of the students did not involved in group discussion, or even they ignorance what the teacher and their friends discussed. The times for discussion was limited, the

teacher was haste to discuss the material because the teacher did not had enough times to continue the discussion session.

c. Post-Activity

In the post activity, to test the students' understanding of the text, the teacher regroup and gave students narrative text and the teacher asked for answer question with different friends. Then the teacher closed the meeting.

b. Interview Data

To support the data of observation, the interview have used to interviewed the teacher for investigated the problems faced by teacher and students during teaching reading comprehension by using story mapping. There were seventh questions that the researcher asked to the teacher (see appendix 2). From the result of the interview, the researcher concluded that the teacher had difficulties to make student understand about word knowledge of text.

c. Questionnaire Data

The questionnaire also used to support the data from observation and interview. The questionnaire consisted of ten questions (see appendix 3). The first until seventh question were to know the students' problems in learning reading, the eight until the tenth question were employed to know the students' opinion in learning reading by using story mapping. The questionnaire was given to the whole students in Class VIII B that consisted of 35 students.

From the result of questionnaire the researcher can conclude that the students problem in learning Reading comprehension by using story mapping technique.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.⁷³In this case, analyses the data that had been reduced in data reduction and displayed it in the form of table by researcher. The analysis was done based on data collected by each instrument.

a. Observation Report

The observation sheet based on the observation guideline and material had been used for collecting the data. Here it is displayed the result of observation sheet based on the data showing in the data reduction, in this part the data were going to be identified and displayed for the two meetings that can be as follows:

Table 7
Observation Report

No	Aspect	Pointer Observation	Notes
		8. Teacher opens the lesson, check the attendance and starts the lesson, teacher prepare the material well and the teacher engages students	The teacher opened the lesson by greeting the students, the teacher check the attendance by calling students one by one, the teacher starts the lesson and prepared the material and the

⁷³*Ibid.* p.11

		interest in learning reading comprehension by stimulating students curiously?	teacher stimulate students' curiosity to motivate students to learn reading.
Process of Teaching Learning by using story mapping technique	9.	The teachers choose the print sheet about text narrative.	The teacher delivered the material with the theme narrative text about the "story rabbit and bear".
	10.	The teacher explains the material and the teacher presents the information from the text.	The teacher informs the class that teacher will present presentation which will cover all detail of the material, but they will need to read to discover what question these detail answer and Teacher presented the material orally by using Bahasa. She inform the students about the text .almost part of the text was explained.
	11.	The teacher divide the students into several groups and the teacher gave paper about element of story mapping	The teacher divided students into group such as 1,2,3,4,5,6. Consisted of 5 students, the teacher arrange the group randomly and The teacher gave paper about story mapping. That the text is about the material with the theme of narrative text about Cinderella story. The time almost ended teacher was haste to discuss the material. So, the material was not discussed completely
	12.	The students discuss and answer question narrative text on element of story mapping.	The students can answer the question about element of story mapping about the narrative text and the students answer

			together with their friend group.
		13. The teacher collect the paper from the students answer and the teacher regroup so they can share their result of story map	The teacher collect the result of students answer about element of story mapping and The teacher regroup the students so they can explains material with they friend.
		14. The teacher gave paper again about graphic organizer story element and the students answer comprehension question. And the information can be presented using graphic organizers.	The teacher explain about the graphic organizer story element, then the teacher give a student paper copy about narrative text so they can answer comprehension question, and the result information can be presented using graphic organizer.

Based on the notes the teacher gave brainstorming to the students before they started the activity, the brainstorming were the students ask kind of story in narrative text. The students looked bored and less interest to follow that activity.

In addition, the teacher had difficulties in managing the time. It is because the students reading very slowly and the teacher had to control students one by one to explain about the text because students could not achieve basic knowledge of the text and could not figure out inference, or to determine the main idea of the text. So the times almost end, the teacher seemed rush to discuss the material with the students and the teacher did not have time to give feedback about the material to students.

Besides, students have no good vocabulary mastery and difficult to decode the word and sentences. And the students had problem in working memory of the text, they

forgot the text that they had discussed before or even to remember new words that they just translated, it could be seen by many of the students asked the meaning of a word to the teacher more than once.

b. Interview report

The interviews also used to support the data of the observation. The interviews were composed based on the stages of teaching reading, teacher's problems in teaching reading. The interviews were intended to find out the teacher's opinions about reading comprehension by using story mapping.

Table 8
Interview Report

No	Questions	Answer
1.	What are the problems that you find In teaching reading comprehension by using story mapping technique?	Honestly sometimes I had problem to manage the class. It takes a long time to teach a long word and it will difficult for the students if they do not understand the meaning of sentence in the text. Many the students lazy or shy students will be passive they will just see and lazy to explore the map.
2.	What are the obstacles that you find in giving a feed back for the students in the process of teaching reading comprehension by using story mapping technique?	Sometimes I did not have time to give feed back to the students about what we had discussed. The times often up when I would give feedback to the students. It was because the students read the text and understand the text very slowly.
3.	What are the problems that you find in understanding the reading material that will be taught to the students?	Honestly sometimes I had problem to understand the material that would be taught to the students. It was because I had lack of preparation. Sometimes I only chose the reading material without

		read the text first before I gave it to the students. I only read the text when the teaching learning had started in class, so I had to translated and understand the text while I read and gave presentation about the text in front of the class.
4.	What are obstacles that you find I stimulating and engaging the students to read the text?	Almost all of them were passive. I had not any ideas to make them become more motivated to learn English especially in reading comprehension. For them reading was a boring activity. Sometimes they did not involve in discussion session or even they did not read the text. They made noisy and chatted with another friend. And many of them felt shy, did not confidence and afraid if they made mistake in giving opinion in discussion session or even in answering the question in the text book.
5.	What are obstacles that you find if the students cannot achieve the basic knowledge, if the students slow in reading and the students could not identify the main idea, make correct inferences, and understand accurate implication?	Here, the students were weak readers. So they had problems to achieve the basic knowledge of the text and the students could not identify the main idea or make correct inferences. I had to explain more and more to make them could understand the text, it waste of many times and made me tired. And the students read very slowly. When they read the text they often did not know the meaning of a word and a sentence. They looked up on the dictionary and asked to me the meaning of that word or that sentence. Those were waste so many of times. I could not manage the times well because those problems.
6.	What are the problems that you find in determining the reading material?	Most of the students were weak readers. It would be harder if they had to read a long text or read the text that difficult to be understood, the worse they did not want read the text because it was long and difficult to be understood. But in the book that I used in teaching reading

		comprehension, there were only few short texts, many of that were long texts.
7.	How can establish exercise or question to students? Do you modify the question or exercise to attract student interest in learning reading comprehension by using story mapping technique?	I used the question or exercise only from the book that I used in teaching learning process. I did not design new question or modify the question. It was because I did not have any references to make it.

From the result of interview to the teacher, the teacher had applied story mapping in teaching reading comprehension was running well although there were some weaknesses in many sides and the teacher had difficulties in applying the steps of in teaching reading comprehension by using story mapping. Many of the problems that faced by teacher and the students. It can be explained as follows:

1. Teacher had problem to understand the reading materials that were taught to the students.
2. Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.
3. Teacher had problems in designing or modifying the question and the exercise to engage students' interest in learning reading comprehension.
4. Teacher had problems to establish or choose the teaching material.
5. Teacher had problems to give a feedback for the students in the process of teaching reading comprehension.

6. Teacher had problems in stimulating and engaging the students to read the text.
7. The students were slow in reading. Furthermore, they did not have good vocabulary mastery, they had problem to decode a word and a sentence. Students read the text very slowly. Besides, they could not make inferences correctly and the students had problems in working memory.

c. Questionnaire Report

The questionnaire was made to support the data from observation and interview. Through this instrument, the students' problems also can be identified. The questionnaire was given and answered by the whole students of the class VIII B. The numbers of the students are 35 students. The questionnaire was distributed to the students by taking ten minutes of the students' study time in the classroom. Here are the students' answers of questionnaire.

Based on the questionnaire filled by the students, the explanation of student's response was varied and it was described in table as follows:

Table 9
Questionnaire Result

No.	Question	Answer
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		Yes	No
1.	Do you know code in reading?	25	7
2.	Do you have difficulties in mastering the grammar on the text that has learned?	18	17
3.	Do you have difficulties to know the meaning of narrative text?	19	16
4.	Do you have difficulties to spelling the word in English?	13	22
5.	Do you still difficult to remembering new vocabulary which is more length and complex?	21	14
6.	Do you have difficulties in understand the meaning narrative text when learn English?	26	9
7.	In your opinion, do you feel more difficulty to translate meaning in narrative text?	22	13
8.	Do you feel easy when you learn reading by using story mapping technique?	17	17
9.	In your opinion, whether learn English by using story mapping can help you in understand meaning of the text?	21	14
10.	In your opinion, whether reading by using story mapping can increase you reading?	15	20

However, based on the questionnaire filled by the students, the researcher could explain as follows:

Based on data number one, there were 71% students in VIII.B class that they know about code in reading.

Based on data number two, there were 51% students are difficulties in learning grammar vocabulary. Based on the students' respond, it can be concluded that almost all the students had difficulty in learning grammar.

Based on data number three, there were 50% students are difficulties in learning English. It means that most of the students had difficulty thought that English as difficult subject.

Based on data number four, there were 37% students are difficulties to spell the word of vocabulary. It means that most of the students had difficulty in pronouncing words well.

Based on the data number five, there were 58% students had problem to memorize word, sentence and the text. It means that most of the students had difficulties in working memory of the text.

Referring to the data number six, it could be seen that 72% students in class VIII.B stated that they had difficulty to translate a word or a sentence in the text. It can be concluded that most of the students have no good vocabulary mastery.

Based on data number seven, there were 63% students are difficulties in translate meaning the text. Based on the students' respond, it can be concluded that almost all the students had difficulty in translate the meaning text.

Based on data number eight, there were 50%. On the students respond, it can be conclude that students felt easy to understand when learning reading by using story mapping technique.

Based on data number nine, there were 58% students are difficulties in learning meaning of the text. Based on the students respond, it ca be concluded that almost all the students had difficulty in learning meaning of the text.

Based on data number ten, there were 43% on the students respond, it can be conclude that almost all the students never know what the meaning of text. Based on the students respond, it can be concluded that almost all students had low motivation in learning reading.

3. Conclusion Drawing/Verification

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis according to Miles and Huberman in Sugiono there are three major phrases of data analysis: data reduction, data display, and data conclusion⁷⁴. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problems in teaching and learning reading comprehension by using story mapping.

1. Process of Teaching and Learning Reading Comprehension by using Story Mapping.

Teaching reading comprehension by using story mapping was assumed could help the students in learning reading comprehension. But, in this research the teaching learning process by using story mapping ran well and not maximal. In this research the researcher expected to see the teaching and learning

⁷⁴*Loc.cit.* Sugiono.p12.

process and the problems in teaching learning reading comprehension by using story mapping.

The researcher observed of teaching learning process that was done by the teacher in two meetings. The classroom atmosphere in teaching learning reading comprehension by using story mapping were the students looked active and enthusiasm, but some of them looked less respond, bored or even made noisy and chatting each other. This research was conducted four times including observing the teaching and learning process by using story mapping, interviewing the teacher and students, and giving questionnaire to the students.

From the data gained through observation that the teaching learning reading comprehension by using story mapping was still less effective and maximal. The teacher had followed the procedure well based on Idol, but the teacher did not manage the class well. Some steps in story mapping sequences were done hasty by the teacher. Even the teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussed about the students' difficulties in learning reading comprehension by using story mapping In addition, the students looked bored in teaching and learning process. That was indicated that the students were not had interest in learning reading comprehension by using story mapping. By it reason, the teacher

should be able to attract students' interest in learning reading comprehension by using story mapping by using a variation in that teaching and learning process.

From the data gained through observation that the teaching and learning process especially reading comprehension by using story mapping was running well. Even though there were many obstacles faced by teacher and her students that made the teaching learning process by using story mapping was still less effective and not maximal. But, it did not give the big influence for teaching and learning process. The process could be done properly.

2. Problem Faced by Teacher in Teaching Reading Comprehension by using Story Mapping.

Besides, the problems of teaching reading comprehension are:

1. The students' mastery of the basics, the students' habit of slow reading, and the students' inability to figure out inferences, implications and main idea. Those problems influence to the teacher in teaching reading
2. Teacher difficult to achieve basic knowledge of the text or to understand the text.
3. Teacher had problem to choose reading material.
4. Teacher had problem to modify the exercise to engage students' interest.
5. Teacher did not give meaningful feedback to the students

Having conducted the research, the problems during the applying of story mapping in teaching reading comprehension at SMP N 11 Bandar Lampung.

They are as follows:

1. Teacher had problem to understand the reading materials that were taught to the students.
2. Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.
3. Teacher had problem to design or modify the question and the exercise to engage students' interest in teaching reading comprehension.
4. Teacher had problem to choose the teaching material in teaching reading comprehension.
5. Teacher had problem to give a meaningful feedback for the students in the process of teaching reading comprehension.
6. Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.
7. Teacher had problem to manage the class and time.

Based on the result of the problem above the English teacher could do the steps of story mapping in teaching and learning reading comprehension well, although

there were some weakness in several sides and there were many obstacles faced by the teacher and the students.

After the analyzed and found out the finding of the research, hopefully the reearcher gave contribution of the research to better way. Learning reading comprehension should be supported by an interesting lecture style by teacher, so the students were interested to read and discuss the text. Besides, someone should have good motivation. Moreover, story mapping that has been applied by the teacher is one of the ways that can be used in learning reading comprehension because using story mapping can help the students for improving reading comprehension.

3. Problem Faced by Students in learning Reading Comprehension by using story mapping technique.

After collecting the data, the data was analyze that gained from observation interview and questionnaire to know the students' problems in learning reading comprehension by using story mapping. The problems of learning reading comprehension are:

1. The students have no good vocabulary mastery.
2. The students had problem to decode words and sentences.
3. Students had problem to get main idea of the text and to figure out the inference of the text.
4. Student had habit of slow reading.

5. Students had problem in working memory to remember the text.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problem that happen in learning reading comprehension by using story mapping technique.

C. Discussing of Finding

In this part, the researcher would like to discuss about the finding of the process of teaching and learning reading comprehension by using story mapping as the first formulation of the problem this research. Beside the process of teaching and learning, the researcher discussed the teacher's in teaching reading comprehension by using story mapping as the second and the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of VIII.B class of SMP N 11 Bandar Lampung the first semester in academic year 2016/2017 that had been observed.

1. Process of Teaching and Learning Reading Comprehension by using Story Mapping.

Teaching reading comprehension by using story mapping was assumed could help the students in learning reading comprehension. But, in this research the teaching learning process by using story mapping ran well and not maximal. In this research the researcher expected to see the teaching and learning

process and the problems in teaching learning reading comprehension by using story mapping.

The researcher observed of teaching learning process that was done by the teacher in two meetings. The classroom atmosphere in teaching learning reading comprehension by using story mapping were the students looked active and enthusiasm, but some of them looked less respond, bored or even made noisy and chatting each other. This research was conducted four times including observing the teaching and learning process by using story mapping, interviewing the teacher and students, and giving questionnaire to the students.

From the data gained through observation that the teaching learning reading comprehension by using story mapping was still less effective and maximal. The teacher had followed the procedure well based on Idol, but the teacher did not manage the class well. Some steps in story mapping sequences were done hasty by the teacher. Even the teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussed about the students' difficulties in learning reading comprehension by using story mapping In addition, the students looked bored in teaching and learning process. That was indicated that the students were not had interest in learning reading comprehension by using story mapping. By it reason, the teacher should be able attract students' interest in learning reading comprehension by

using story mapping by using a variation in that teaching and learning process.

From the data gained through observation that the teaching and learning process especially reading comprehension by using story mapping was running well. Even though there were many obstacles faced by teacher and her students that made the teaching learning process by using story mapping was still less effective and not maximal. But, it did not give the big influence for teaching and learning process. The process could be done properly.

2. Problem Faced by Teacher in Teaching Reading Comprehension by using Story Mapping.

Besides, the problems of teaching reading comprehension are:

1. The students' mastery of the basics, the students' habit of slow reading, and the students' in ability to figure out inferences, implications and main idea. Those problems influence to the teacher in teaching reading
2. Teacher difficult to achieve basic knowledge of the text or to understand the text.
3. Teacher had problem to choose reading material.
4. Teacher had problem to modify the exercise to engage students' interest.
5. Teacher did not give meaningful feedback to the students

Having conducted the research was find the problems during the applying of story mapping in teaching reading comprehension at SMP N 11 Bandar Lampung. They are as follows:

1. Teacher had problem to understand the reading materials that were taught to the students.
2. Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.
3. Teacher had problem to design or modify the question and the exercise to engage students' interest in teaching reading comprehension.
4. Teacher had problem to choose the teaching material in teaching reading comprehension.
5. Teacher had problem to give a meaningful feedback for the students in the process of teaching reading comprehension.
6. Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.
7. Teacher had problem to manage the class.

Based on the result of the problem above that the English teacher could do the steps of story mapping in teaching and learning reading comprehension well,

although there were some weakness in several sides and there were many obstacles faced by the teacher and the students.

After the analyzed data and found out the finding of the research, hopefully the reearcher gave contribution of the research to better way. Learning reading comprehension should be supported by an interesting lecture style by teacher, so the students were interested to read and discuss the text. Besides, someone should have good motivation. Moreover, story mapping that has been applied by the teacher is one of the ways that can be used in learning reading comprehension because using story mapping can help the students for improving reading comprehension.



CHAPTER V CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions in teaching reading comprehension by using story mapping.

A. Conclusion

Based on the data analysis, it can be concluded that:

1. Teaching and learning process by using story mapping ran well and not maximal. It happened because there were many problems that faced by the teacher during the process of teaching and learning. The problems appeared from the teacher and the students that influence each other, so the process of teaching and learning became less effective and not maximal. In other hand, the classroom atmospheres in teaching and learning reading comprehension by using story mapping were the students looked active in learning reading comprehension by using story mapping. But, many of them looked less respond and did not have motivation.
2. The problems faced by teacher in teaching reading comprehension by story mapping were :
 - a) Teacher had problem to manage the times.
 - b) Teacher had problem to understand the reading materials that were taught to the students.

- c) Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.
- d) Teacher had problem to design or modify the question and the exercise to students in teaching reading comprehension.
- e) Teacher had problem to choose the teaching material in teaching reading comprehension.
- f) Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. Suggestion for the Teacher

- a. In teaching story mapping, the teacher should provide variety of technique especially in teaching vocabulary in order to make teaching and learning process can run well This is aimed to improve student in learning and students' comprehension about the material.
- b. In teaching story mapping technique, the teacher should increase the variety of communication based on vocabulary that mastered by students, not only

for speaking but also for reading. This is aimed to make students to deepen the understanding of the materials and excavating of the materials.

- c. The teacher can ask students to make sentences based on vocabulary has been learned in order to improve in teaching learning process

2. Suggestion for the Students

- a. The students should be practice vocabulary that student had been learned to communicate.
- b. The students should have more time to learning reading, do not learn in school, but also in their home.
- c. The students should expand vocabulary that can be easily used in their reading activity.

3. Suggestion for the School

The school should provide some of the equipment to support the teacher or students in teaching and learning English. Example: provide language laboratory.

4. Suggestion for the Next Researcher

The next researcher can conduct a study about teaching reading with other technique that can make the student enjoy and increase their reading ability.

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Appendix 1

Observation Report

No	Aspect	Pointer Observation	Notes
		<p>15. Teacher opens the lesson, check the attendance and starts the lesson, teacher prepare the material well and the teacher engages students interest in learning reading comprehension by stimulating students curiously?</p>	<p>The teacher opened the lesson by greeting the students, the teacher check the attendance by calling students one by one, the teacher starts the lesson and prepared the material and the teacher stimulate students' curiosity to motivate students to learn reading.</p>
	<p>Process of Teaching Learning by using story mapping technique</p>	<p>16. The teachers choose the print sheet about text narrative.</p>	<p>The teacher delivered the material with the theme narrative text about the "story rabbit and bear".</p>
		<p>17. The teacher explains the material and the teacher presents the information from the text.</p>	<p>The teacher informs the class that teacher will present presentation which will cover all detail of the material, but they will need to read to discover what question these detail answer and Teacher presented the material orally by using Bahasa. She inform the students about the text .almost part of the text was explained.</p>
		<p>18. The teacher divide the students into several groups and the teacher gave paper about</p>	<p>The teacher divided students into group such as 1,2,3,4,5,6. Consisted of 5 students, the teacher arrange the group randomly and The teacher gave</p>

		element of story mapping	paper about story mapping. That the text is about the material with the theme of narrative text about Cinderella story. The time almost ended teacher was haste to discuss the material. So, the material was not discussed completely
		19. The students discuss and answer question narrative text on element of story mapping.	The students can answer the question about element of story mapping about the narrative text and the students answer together with their friend group.
		20. The teacher collect the paper from the students answer and the teacher regroup so they can share their result of story map	The teacher collect the result of students answer about element of story mapping and The teacher regroup the students so they can explains material with they friend.
		21. The teacher gave paper again about graphic organizer story element and the students answer comprehension question. And the information can be presented using graphic organizers.	The teacher explain about the graphic organizer story element, then the teacher give a student paper copy about narrative text so they can answer comprehension question, and the result information can be presented using graphic organizer.

Appendix 2

Interview Report

No	Questions	Answer
8.	What are the problems that you find In teaching reading comprehension by using story mapping technique?	Honestly sometimes I had problem to manage the class. It takes a long time to teach a long word and it will difficult for the students if they do not understand the meaning of sentence in the text. Many the students lazy or shy students will be passive they will just see and lazy to explore the map.
9.	What are the obstacles that you find in giving a feed back for the students in the process of teaching reading comprehension by using story mapping technique?	Sometimes I did not have time to give feed back to the students about what we had discussed. The times often up when I would give feedback to the students. It was because the students read the text and understand the text very slowly.
10.	What are the problems that you find in understanding the reading material that will be taught to the students?	Honestly sometimes I had problem to understand the material that would be taught to the students. It was because I had lack of preparation. Sometimes I only chose the reading material without read the text first before I gave it to the students. I only read the text when the teaching learning had started in class, so I had to translated and understand the text while I read and gave presentation about the text in front of the class.
11.	What are obstacles that you find I stimulating and engaging the students to read the text?	Almost all of them were passive. I had not any ideas to make them become more motivated to learn English especially in reading comprehension. For them reading was a boring activity. Sometimes they did not involve in discussion session or even they did not read the text. They made noisy and chatted with another friend. And many of them felt shy, did not confidence and afraid if they made mistake in giving opinion in discussion session or even in answering the question in the text book.
12.	What are obstacles that you find	Here, the students were weak readers. So

	<p>if the students cannot achieve the basic knowledge, if the students slow in reading and the students could not identify the main idea, make correct inferences, and understand accurate implication?</p>	<p>they had problems to achieve the basic knowledge of the text and the students could not identify the main idea or make correct inferences. I had to explain more and more to make them could understand the text, it waste of many times and made me tired. And the students read very slowly. When they read the text they often did not know the meaning of a word and a sentence. They looked up on the dictionary and asked to me the meaning of that word or that sentence. Those were waste so many of times. I could not manage the times well because those problems.</p>
<p>13.</p>	<p>What are the problems that you find in determining the reading material?</p>	<p>Most of the students were weak readers. It would be harder if they had to read a long text or read the text that difficult to be understood, the worse they did not want read the text because it was long and difficult to be understood. But in the book that I used in teaching reading comprehension, there were only few short texts, many of that were long texts.</p>
<p>14.</p>	<p>How can establish exercise or question to students? Do you modify the question or exercise to attract student interest in learning reading comprehension by using story mapping technique?</p>	<p>I used the question or exercise only from the book that I used in teaching learning process. I did not design new question or modify the question. It was because I did not have any references to make it.</p>

Appendix 3

Questionnaire Result

No.	Question	Answer	
		Yes	No
1.	Do you know code in reading?	25	7
2.	Do you have difficulties in mastering the grammar on the text that has learned?	18	17
3.	Do you have difficulties to know the meaning of narrative text?	19	16
4.	Do you have difficulties to spelling the word in English?	13	22
5.	Do you still difficult to remembering new vocabulary which is more length and complex?	21	14
6.	Do you have difficulties in understand the meaning narrative text when learn English?	26	9
7.	In your opinion, do you feel more difficulty to translate meaning in narrative text?	22	13
8.	Do you feel easy when you learn reading by using story mapping technique?	17	17
9.	In your opinion, whether learn English by using story mapping can help you in understand meaning of the text?	21	14
10.	In your opinion, whether reading by using story mapping can increase you reading?	15	20

However, based on the questionnaire filled by the students, the researcher could explain as follows:

Based on data number one, there were 71% students in VIII.B class that they know about code in reading.

Based on data number two, there were 51% students are difficulties in learning grammar vocabulary. Based on the students' respond, it can be concluded that almost all the students had difficulty in learning grammar.

Based on data number three, there were 50% students are difficulties in learning English. It means that most of the students had difficulty thought that English as difficult subject.

Based on data number four, there were 37% students are difficulties to spell the word of vocabulary. It means that most of the students had difficulty in pronouncing words well.

Based on the data number five, there were 58% students had problem to memorize word, sentence and the text. It means that most of the students had difficulties in working memory of the text.

Referring to the data number six, it could be seen that 72% students in class VIII.B stated that they had difficulty to translate a word or a sentence in the text. It can be concluded that most of the students have no good vocabulary mastery.

Based on data number seven, there were 63% students are difficulties in translate meaning the text. Based on the students' respond, it can be concluded that almost all the students had difficulty in translate the meaning text.

Based on data number eight, there were 50%. On the students respond, it can be conclude that students felt easy to understand when learning reading by using story mapping technique.

Based on data number nine, there were 58% students are difficulties in learning meaning of the text. Based on the students respond, it ca be concluded that almost all the students had difficulty in learning meaning of the text.

