

The Effectiveness of Story Mapping to Teach Reading to the First Semester of English Department Students at STKIP PGRI Tulungagung

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ABSTRACT

Reading ability is a wonderful ability which is only had by human. The writer can communicate with many people around the world through script. Problems appear when the students must read and comprehend the text of foreign language. It is also faced by students majoring in English education. They are also be accused to be able to teach reading to their future students. To test whether they understand the text they have read or not is by giving them some questions. The question may ask about the main idea or about the details of the text. From the collected data, most students from many grades are still get difficulty in comprehending the text. The statement of the problem of this study is "Is story mapping effective to teach reading to English department students at STKIP PGRI Tulungagung?" The objective of this study is to know whether story mapping effective to teach reading to English department students at STKIP PGRI Tulungagung. The design of this study is quasi experimental design, with one group pre-test and post-test design. The population of this study is students of reading 1 class. It consists of 52 students. This study uses 23 students as sample. The sampling of this study is simple random sampling. The technique of collecting is pre-test, which provides a measure on some attribute or characteristics that you assess for participant in an experimental before they receive a treatment, treatment by using story mapping, and post-test, which is conducted after conducting the teaching through story mapping. The data of experimental research is analyzed by t-test formula. The hypotheses of this study are story mapping is not effective to teach reading to English department students at STKIP PGRI Tulungagung (H₀) and story mapping is effective to teach reading to English department students at STKIP PGRI Tulungagung (H_a). After the researcher conducted the research, the researcher concludes that the student's competence in reading ability before treatment was poor because the mean of the total score of 23 students was only 55.43. The student's competence in reading ability after treatment is better than before given treatment because the mean of the total score of 23 students was 71.30. Based on the statistical using SPSS 16.0 shows that the significant value was 0.000 while significant level, the alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H₀) is rejected.

Key word: *Effectiveness, reading comprehension, story mapping*

INTRODUCTION

Reading ability is a wonderful ability which is only had by human. The writer can communicate with many people around the world through script. When the readers use their proficiency at reading and use their reading ability in more different texts, the process of interpreting the words will be automatically increased (Hudson, 2007).

Problems appear when the students must read and comprehend the text of foreign language. It is also faced by students majoring in English education. They are also being accused to be able to teach reading to their future students.

To test whether they understand the text they have read or not is by giving them some questions. The question may ask about the main idea or about the details of the text. From the collected data, most students from many grades are still get difficulty in comprehending the text.

The objective of this study is to know whether story mapping effective to teach reading to English department students at STKIP PGRI Tulungagung. The study is limited at reading comprehension for narrative text. The subject of this study is also limited at students of English education department at STKIP PGRI Tulungagung in academic year 2014-2015.

REVIEW OF RELATED LITERATURE

Reading is a process of thinking consciously. Many strategies applied by reader to reconstruct the meaning of the text. They do this by comparing information in the text with their knowledge or experience (Mikulecky, 2008). Reading comprehension is not only memorizing the elements of the text, comprehension is defined as making sense out of text (McNeil, 1992).

The most recent theory of reading comprehension is schemata theory. The goal of this theory is describing interaction between the content of the text and how the information of the text is shaped and presented by the reader (Sheridan, 1981).

Rummelhart (1977) argues that schemata represents global concepts that are supplied in memory. This way is not by totally remembering the most basic component, but by identifying the aspects of the event which are related to the already supplied concept mind. The reader makes connection between what have already been known and information in the text.

To understand how the learners of second language manage reading, firstly teacher must establish how students may be esteemed to process a text at cognitive level. After that the teacher continue to primary factors that influence to reading fluency and vocabulary acquisition and teacher also cover the related aspect of teaching and learning practice that may contribute to the developing the aspects of second language reading skills. Then the teacher consider the role played by self-monitoring, awareness of types of text and background knowledge which are usually known as top-down factors (Walter in <https://www.llas.ac.uk/resources/gpg/1420>).

Mikulecky (2008) states that to make students read well in English, they need to do some steps. The steps are:

1. Develop a schema of the reading process that includes the idea that reading is more than translating—reading is thinking.
2. Talk about their reading, and explain how they make sense of a text.
3. Read extensively for pleasure in English, and discuss their reading with someone who can model the literate behaviors expected in an English-language context.
4. Break the habit of reading every word by reading faster.
5. Learn to vary their reading rate to suit their purpose in reading.
6. Employ top-down processes effectively by learning to make connections between what they already know and what they are reading.
7. Learn reading and thinking skills that fluent readers of English employ unconsciously to strengthen both top-down and bottom-up processing abilities.
8. Enhance bottom-up processing by acquiring the most useful vocabulary and by learning strategies for guessing meaning in context.
9. Master the basic 2,000 words that constitute approximately 80 percent of texts in English.
10. Acquire specific reading comprehension skills they can apply strategically.

RESEARCH METHODOLOGY

The design of this study is quasi experimental design, with one group pre-test and post-test design.

Table 3.1 Test Illustration of One Group Pre-test and Post-test Design.

Pre Test	Independent Variable	Post Test
Y 1	X	Y 2

Ary (2002: 313)

The population of this study is students of reading 1 class. It consists of 52 students. This study uses 23 students as sample. The sampling of this study is simple random sampling.

The technique of collecting is pre-test, which provides a measure on some attribute or characteristics that you assess for participant in an experimental before they receive a treatment, treatment by using story mapping, and post-test, which is conducted after conducting the teaching through story mapping. The data of experimental research is analyzed by t-test formula. The data of experimental research can be analyzed by t-test formula. Beside the formula, the data of experimental research can be analyzed with SPSS program. This study uses SPSS program to analyze the data.

RESEARCH FINDING

This research used a pre-experimental research about the effectiveness of story mapping to teach reading at STKIP PGRI Tulungagung in academic year 2014-2015. The researcher used three steps: pre-test, treatment and post-test. Pre-test and post-test were done to get reading ability score of the students.

After doing pre-test and post-test, the researcher got scores from the students. The questions of the pre-test and post-test given by the researcher consist of 2 texts. There are 23 students as respondents or subjects of the research.

4.5 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-15.870	7.485	1.561	-19.106	-12.633	-10.168	22	.000

Based on the table 4.5, output paired sample test shows the result of compare analysis with using test t. output shows mean pre-test and post-test is (-15.870), standard deviation (7.485), mean

standard error (1.561). The lower different (-19.106), while upper (-12.633).the result test $t = (-10.168)$ with $df=22$ and significance 0.000.

Interpretation toward t observation is conducted by two methods. Based on the test score t with compare t observation with t table, where $df=22$, the results of numerical: 2.074 for standard significant 5% and 2.819 for standard significant 1%. With t observation = -10.168, it mean that more large from t table, (symbol minus in this matter ignored) at standard significant 5% as well as at standard significant 1%, it means the hypothesis null was rejected.

In this case decision taken from determinate:

- a. If probability >0.05 then hypothesis null is accepted.
- b. If probability < 0.05 then hypothesis null is rejected.

Based on statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value. Because significant value (0.000) was smaller than significant level (0.05), it can be concluded that H_a (alternative hypothesis) was accepted and the H_o (Null hypothesis) was rejected. It means that there was significant effect before and after being taught using story mapping in teaching reading. There was different on paired sample statistic that the mean before taught predicting verb is 55.43, and after taught predicting verb technique is 71.30, means that the mean before taught using story mapping is lower than after taught by using story mapping. Thus, it can be concluded that story mapping is effective to teach reading at STKIP PGRI Ttulangagung.

CONCLUSION AND SUGGESTION

After the researcher conducted the research, the researcher concludes that as follows:

1. The student's competence in reading ability before treatment was poor because the mean of the total score of 23 students was only 55.43.
2. The student's competence in reading ability after treatment is better than before given treatment because the mean of the total score of 23 students was 71.30.
3. Based on the statistical using SPSS 16.0 shows that the significant value was 0.000 while significant level, the alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected.

The suggestions are given to the implementation of verb to the English learner or students, to the teacher and to the future researcher. For the students, students can understand the texts especially narration text easily by using story mapping. For the teacher, the teachers or lecturers can teach reading effectively by using interactive methods like story mapping. For the future researcher, as this research is not perfect yet, it is suggested for the future researcher to conduct further researcher in the same field, especially on reading strategies.

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