

**IMPROVING STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXTS WITH THE MEDIUM OF STORY MAP
(A Classroom Action Research at the Eighth Grade of SMP
Nurul Islam Semarang in the Academic Year of 2015/2016)**

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of
Bachelor of Education in English Language Education



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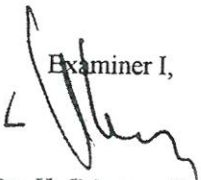
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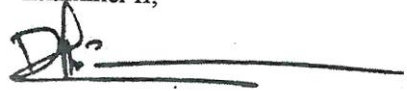
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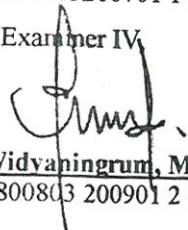

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Assalamu'alaikum wr. wb.

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Wassalamu'alaikum wr. Wb.

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ABSTRACT

Title : Improving Students' Reading Comprehension in Narrative Texts with the Medium of Story Map (A Classroom Action Research at the Eighth Grade of SMP Nurul Islam Semarang in the Academic Year of 2015/2016)

Name of Student : Novia Uswatun Hasanah

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Keywords : **Reading, Narrative Texts, Story Map**

The background of this research was based on the observation which had been done by the researcher with the English teacher of SMP Nurul Islam Semarang. The result of the observation showed that some of the eighth grade students of SMP Nurul Islam Semarang still have difficulties in reading. It proved when they read the text, they do not understand the content of it. It caused many factors such as the students read rarely, and they have problems in acquiring vocabulary. They were unable to use context clues to guess words, and when they find difficult words they tend to ignore the words and its make them stop reading. Finally, they cannot answer the questions based on the text. It could make the teaching and learning process was monotonous and the students were uninterested and unmotivated in learning reading. Based on those facts, this research was conducted to overcome the problems by using a story map as a medium to improve the students' reading comprehension in narrative texts. Story map can help the students comprehend narrative texts easily because it provides a graphic or schema to put the chronological events of the story and other elements of the text. This research was a Classroom Action Research (CAR) and done in two cycles. The participants were the VIII A students of SMP Nurul Islam Semarang in the academic year of 2015/2016. This research has two purposes; to prove the implementation of story map in teaching narrative texts can improve students' reading comprehension and to describe its improvement. After collecting the data, the result showed the improvements of the students. Students' mean score of reading in the last semester was 65; this score hadn't met the minimum standard score yet (72). The

students' mean score in cycle 1 was 67. Therefore, second cycle was conducted. The students' mean score in cycle 2 increased became 89 or 87.5% students, who achieved minimum standard score. So, the objectives were reached. Based on the result, it could be concluded that the implementation of story map can improve students' reading comprehension in narrative texts at the VIII A grade of SMP Nurul Islam Semarang in the academic year of 2015/2016.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“So, verily, with the hardship there is relief. Verily, with the hardship there is relief (Surah Al-Insyirah:5-6)

DEDICATION

This thesis is dedicated to my beloved parents (Susyati and Sutarman),
I do love you so much. Thank you for your endless love,
du'a and support.

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Finally the writer realizes that this thesis is far from being perfect, therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be helpful and beneficial to everyone. Amen.

Semarang, June 28th 2016

The Writer,

Novia Uswatun Hasanah

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CHAPTER I

INTRODUCTION

A. Background of the Research

Reading as a field of teaching is considered as one of the important areas of teaching. It is also a major pillar upon which teaching and learning process is built. The reading ability plays a central role in teaching and learning success at all education stages. It is because most of the materials of teaching and learning are in written form. It means that the students need to improve their reading skill in order to understand the teaching and learning materials. The students will be on the road to academic failure, if they could not read and understand the main idea of the reading.

In Islam, reading also considered as one of important skills, our beloved prophet Muhammad SAW got the revelation from Allah SWT through Gabriel that reflect an instruction to read (Iqra').

Surah Al 'Alaq (The Clot) verse 1-2:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾

1. Proclaim! (or Read!) in the name of the Lord and Cherisher, Who created.
2. Created man, out of a (mere) clot of congealed blood.

Based on those verses, In the first verse Allah SWT asks Prophet Muhammad SAW to read. Then, there are various objects to be read, they are the verses of Allah SWT that written in the

Quran and the verses of Allah that does not written in the Quran such as in the universe with all the law of causality inside and what inside the men. The second verse gives information about the important of understanding the origin the process of human being with all potency inside them. Expert educates agree that the comprehension of human being as the important thing in formulating various policy related to the formula of educational purpose, material of education, and educational method.¹

Reading comprehension is considered as the real core for reading process. Durkin assumes that comprehension is the peak of the reading skill and the base for all reading processes.² In fact, it is not always as easy as it seems to comprehend reading texts, especially for students. Based on the School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan), the eighth grade students of Junior High School (SMP/MTs) should get some of the genres such as procedure, descriptive, recount and narrative text.³ Narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.⁴ The text consists of orientation, complication, or problems and resolution. Students

¹ Abudin Natta, *Tafsir Ayat-Ayat Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2014), p.14.

² Rubin, D., *A Practical Approach to Teaching Reading*, (Boston, MA: Allyn and Bacon, 1993), p.32

³ Depdiknas, *Kurikulum Satuan Tingkat Pendidikan*, (Jakarta: CV Timur Putra Mandiri, 2006)

⁴ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan,1998), p.3

are expected to understand the text, but many students still find difficulties in reaching the goal.

The eighth grade students of SMP Nurul Islam Semarang had some difficulties in comprehending a reading passage. From the preliminary research and the observation which was done by the researcher on 18th April 2016, almost the eighth grade students of SMP Nurul Islam still have difficulties in reading. It proved when they read the text they do not understand the content of it.

There are several reasons why students were weak on reading. Firstly, students are less efficient in reading because they lack independent reading. In other words, if the students read rarely, they might have problem in acquiring vocabulary. Secondly, students are unable to use context clues to guess the word meaning. If the students come across with the difficult words, they tend to ignore the words and it makes them discouraged and stop reading. The last factor is they do not converse in English outside the classroom, as a result they do not have an ability to express their idea in English.

Another factor that influence in students' reading skill is the teaching learning process. Some teachers who teach reading still use an old method and strategy. Their teaching style is heavily teacher-centered and many of the activities in their classrooms are focused on rote learning. Their classroom environment is dull and uninteresting. All those reasons could make the learning process was monotonous and it could be one of the causes that the

students unmotivated in learning English, especially in learning reading.

Adi W. Gunawan, one of the education practitioner in Indonesia stated that “There is no subject that monotonous. It must be the teacher who didn’t know the way how to serve and deliver the material well, fun, and interesting to the students.”⁵ Therefore, in this case teacher has an important role in teaching and learning process. According to him, teacher has a role as a facilitator and catalyst.

As a facilitator, teachers should facilitate their students for all components of the teaching and learning process. As a catalyst, teachers should help the students in finding their strength and talent. Teachers guide the students to develop their personalities, characters, emotions and their intellectual aspect. They should grow up the students’ amorousness of learning process then help them to find their own learning styles. Therefore, students know that a good learning process is a continuous process that not only stuck in a school.⁶

Due to the facts and explanation above, we need to improve the teaching and learning process by increasing the teacher’s skill in teaching reading by using an effective technique

⁵ Adi W. Gunawan, *Genius Learning Strategy Petunjuk Praktis untuk Menerapkan Accelerated Learning*, (Jakarta: PT. Gramedia Pustaka Utama, 2012) 5th ed p.154

⁶ Adi W. Gunawan, *Genius Learning Strategy Petunjuk Praktis untuk Menerapkan Accelerated Learning*,..... p.165

and medium. An effective technique will make students be more creative. Besides using the effective technique, teacher can use a medium to deliver the material. “A range of object, pictures, cards and other things can be used for presenting and manipulating language, and for involving students in activities of all kinds.”⁷

Therefore, we can increase the students’ motivation in learning reading and engage them to be active in the teaching and learning process. Students’ motivation also gives effort to increase their reading abilities because they will have desire to learn it and then their abilities could be seen from the result of the test.

Based on the explanation above, the researcher did the research in the use of story map as one of the effective medium in teaching reading. Story map is a graphic or semantic visual representation of a story. It is direct students’ attention to relevant elements of stories using a specific structure. Story map provides a visual-spatial display for key information in narrative text. The map illustrates ways to show an overview of a story. It is also tell the information about its generic structure, such as characters, setting, goal, event and resolution.⁸ The use of story map while reading a passage provides a guide for readers to record significant information and serves as a review after reading.

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Cambridge University Press) 4th ed p.177

⁸ Robert E. Slavin, *Cooperative Learning*, (Needham Heights: Allyn & Bacon, 1995), p.141.

Story map as one of teaching medium has been used, modified, studied and evaluated with a range of individuals with various abilities and grade levels. For example, “Story map has been utilized to increase reading comprehension skill by prompting students to recognize story-grammar elements such as character, setting and problem (Dimino, Taylor & Gersten, 1995). It is also organizing and sequencing story information and making connections between story components (Pearson, 1982).”⁹

On the other hand, there is a technique known as a story mapping that use story map as a part of the teaching material. “Story mapping as a tool for providing or building upon prior knowledge or schema. Sorrell explained that story mapping can assist students with interpreting, organizing and comprehending new information prior to, during and after reading stories. This technique has effectively guided students through text and has increased reading comprehension by providing an organization of text structure.”¹⁰

By using story map, the students comprehend the text easier, they were more enjoyable in learning English. The students can comprehend narrative text easily because they have a graphic or a schema to put the chronological event of the story and the

⁹ Tori Boulineau, et.all, “*Learning Disability Quarterly: Use of Story Mapping To Increase The Story Grammar Text Comprehension of Elementary Students with Learning Disabilities*” University of Georgia,(Vol.27 Springs, 2004) p.106

¹⁰ Sorrell, A. I, *Three reading comprehension strategies: TELS, Story Mapping and QARs*, (Academic Therapy:1990) p. 359-368.

other elements of the text such as characters, setting, and goal of the story.

Based on those facts above, the researcher conducted Classroom Action Research entitled Improving Students' Reading Comprehension in Narrative Texts with the medium of Story Map (A Classroom Action Research at The Eighth Grade of SMP Nurul Islam Semarang in the Academic Year of 2015/2016).

B. Questions of the Research

This research is aimed to find the answer to the following research questions:

1. Can the implementation of story map improve students' reading comprehension in narrative texts?
2. What is the improvement of students' reading comprehension in narrative texts at the eighth grade of SMP Nurul Islam Semarang in the academic year of 2015/2016 after being taught by using story map?

C. Objective of the Research

According to the research questions above, the objectives of this research are:

1. To prove the implementation of story map can improve students' reading comprehension in narrative texts.
2. To identify the improvement of students' reading comprehension in narrative texts at the eighth grade students

of SMP Nurul Islam Semarang in the academic year of 2015/2016 after being taught using story map.

D. Pedagogical Significances of the Research

This study hopefully will be useful for:

1. English Teacher

This study is hoped to help teachers to get more information about the use of story map to teach reading skill. In addition, teachers can apply this media in their classroom to make teaching and learning process more interesting.

2. Students

The students are expected to have the improvement of reading skill by using story map. So, they can comprehend the texts well.

3. Next Researcher

The result of this study can be used as a reference. It is hoped can give more information and contributes the knowledge about story map as a media to teach reading skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading

a. General Concept of Reading

In English there are four skills that should be mastered. They are listening, reading, speaking and writing. Based on certain criterion, they could be clustered into two skills: productive and receptive skills. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills.¹

There are various definitions of reading from educators, psychologist, linguist and sociologist. Reading According to Mc Donough and Shaw, is one of the most important skill. Reading is the ability to draw meaning from the printed page and interpret the information appropriately². “Reading is making meaning from print and from visual information. But, reading is not simple. Reading is an active process that requires a great deal of

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Chambridge University Press) 4th ed. p.34

² William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education, 2002), p. 9.

practice and skill.”³ It means that reading is complex. It is unlike speech that can be gotten naturally but reading has to be learnt because for many people reading is something that they do rarely.

For many people, reading is a difficult skill to be mastered. In reading, the reader has to know the meaning of the words and sentences they’ve read accurately. The other difficulty is the reader has to know what is the goal or the mind idea of each paragraph of the text. Many students also get the same difficulties in their reading process.

Reading is useful for language acquisition, provided that students more or less understand what they read, the more they read the better they get at it. Reading is one of the main four skills that the students need to master in order to ensure success in learning. To learn the language, reading is very important that the student needs.

According to Jo Mc Donough and Christopher Shaw the following of some of the reasons that students may need or want to read:⁴

- 1) To obtain information for some purposes or because we are curious about some topics.

³ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago : American Library Association, 2007) p. 10

⁴ Quoted in Jo Mc Donough and Christopher Shaw, *Material and Methods in ELT: A Teacher Guide* (UK: Blackwell Publishing, 2003), 2nd ed, p. 90.

- 2) To obtain instructions on how to perform some tasks for our work or daily life.
- 3) To keep in touch with friends by correspondence or to understand business letters.
- 4) To know when or where something will take place or what is available.
- 5) To know what is happening or has happened (as reported in newspaper, magazines, reports)
- 6) For enjoyment or excitement

“Reading for those who have been guided to appreciate it, is one of the most important activities of life to bring to us not only a pleasant way of spending the time, but a way of entering into the life of the world and helping us to contemplate spiritual matters.”⁵

According to Grabe and Stoller, there are many purposes for reading, they are:⁶

- 1) Reading to search for simple information is a common reading ability through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purposes.

⁵ M.E.S Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching English*, (New Delhi : Discovery Publishing House, 2004) p. 277

⁶ Quoted in William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading*, (United Kingdom: Licensing Agency Ltd. 2002) pp. 13-14

- 2) Reading to skim quickly is combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skill on those segments of the text until a general idea is formed.
- 3) Reading to learn from texts is usually occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text.
- 4) Reading to integrate information requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for reader's goal.
- 5) Reading for general comprehension is the process of understanding and constructing meaning from a piece of text connected text is any written material involving multiple words that forms coherent thoughts.

From the explanation above, it can be concluded that reading is very important for human being. Meaning, learning, and pleasure are the ultimate goals of learning to read. Knowing how to read words has ultimately little value if the student is unable to construct meaning from text.

b. Reading Comprehension

“Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency.”⁷

According to Durkin (1978-1979) there are three steps instruction of reading comprehension: mentioning, practicing, and assessing. That is, teachers would mention the skill that they wanted students to use, then they would give them opportunities to practice that skill through workbooks or skill sheets, and finally assess whether or not they used the skill successfully.

To be successful at reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skill and fluency, necessary vocabulary, and text-appropriate background knowledge. Successful comprehension is augmented when students have practice with strategies and media for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading.

There are five types or levels of reading comprehension; lexical comprehension, literal

⁷ Janette K. Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to students with Learning Difficulties* (London : The Guilford Press, 2007) p.2

comprehension, interpretative comprehension, applied comprehension and affective comprehension. Lexical comprehension is when the students are understand key vocabulary in the texts. Literal comprehension is when the students can answer *who*, *what*, *when* and *where* questions. Interpretative comprehension is when the students can answer *what if*, *why*, and *how* questions. Applied comprehension is when the students can relate the story to existing knowledge or opinion. The last, the students have affective comprehension when they are understand social and emotional aspects of the text.⁸

To really understand these different levels, let's take a familiar text and see how different types of questions probe different understandings of the same story. For example the fairy tale Cinderella tells the story of a young girl, whose evil stepmother won't let her to go to the ball. Cinderella's fairy godmother, however, magically whisks her off for the night and Cinderella eventually marries her Prince Charming.

The different levels of comprehension can be explained as follows:

1) Lexical Comprehension

To gain the students' lexical comprehension, the teachers need to make a preview vocabulary

⁸ www.handinhandhomeschool.com, accessed in 14 March 2016.

before reading the story or text. The teachers also need to make a review new vocabulary during and after reading the story or text. The example of lexical comprehension questions are:

- a) *What does 'enchanted' mean?*
- b) *What words are most like 'enchanted': magical or funny? Scary or special?*

2) Literal Comprehension

To gain the literal comprehension, the students need to look in to the text to find the answers written in the story. The teachers have to ask questions from the beginning, middle, and end of the story. The example of literal comprehension questions are:

- a) *Who was the girl who lost the glass slipper?*
- b) *What did Cinderella do in the ball with the prince?*

3) Interpretative Comprehension

In this level, the students need to understand facts that are not explicitly stated in the story. The illustrations may help them to infer the meaning. The example of the interpretative comprehension questions are:

- a) *How did the pumpkin turn into a carriage?*

b) *What would have happened to Cinderella if she hadn't lost her slipper?*

4) Applied Comprehension

In this level, teachers can not use a simple questions that can be marked right or wrong by the students. They need to challenge students to support their answer with logic or reasons. The example of the applied comprehension question is: *Do you think that Cinderella was wrong for going to the ball after her stepmother told her she couldn't go?*

5) Affective Comprehension

In this level, teachers should make a preview of social scripts to ensure understanding of plot and character development. They also need to connect motive to plot and character development. The example of affective comprehension question is: *What do you do when you're disappointed because you can not do something fun? Is that how Cinderella reacted?*

In this research, the levels of reading comprehensions which are meant by the researcher are the first and the second levels of comprehensions; lexical and literal comprehension. So, this research has a purpose to improve the students' reading comprehensions in their understanding of the key

vocabulary in the text and its meaning. The other purpose is to know how far their understanding in answering *who*, *what*, *when* and *where* questions of the text. When the students are understand the meaning of the words in the text, then they can understand the content of the text, after that they can answer the questions of the text.

c. Strategies in Teaching Reading Comprehension

Reading comprehension is a skill that must be taught. To support reading comprehension, teachers can teach the students to use the following strategies. When introducing the reading strategies, it is better to do side by side with the students. Practice these strategies out loud with the students at least two weeks. After that, teachers can encourage the students to use these strategies on their own will so they can be their own reading coach. Zimmermann and Hutchins (2003) identify these reading comprehension strategies:⁹

1) Activating or Building Background Knowledge

In this strategy, teachers can tickling the brain to think about a topic gets a child ready to learn new information. For example, before the teachers open the handbook about the human body, they can

⁹ Quoted in Moreillon, “*Collaborative Strategies for Teaching Reading Comprehension*”p.11

ask the students what they already know about the topic. Having the teachers' mind already focused on body parts and system prepares them to more easily file away new tidbits of information that the students will reading about.

2) Preview Vocabulary

In this strategy, teachers can start to introduce new words that will be used in the book or text before start reading. Teachers can stop reading after come across the word and then review it to make sure the students remember the meaning. For example, teachers can ask the students to draw color-coded definition card to remember the difference between the words.

3) Use Context Clues

In this strategy, teachers can start with ask the students to look at the surrounding words in the sentence and paragraph to see if the writer gives some clues to what a word means. Students can look at the pictures or captions on the page for additional information or look up a word in the book's glossary.

4) Making Predictions

In this strategy, teachers ask the students to read the title of the book, chapter or text then ask them what they think the story may be about. At the

end of the story, teachers talk about why one prediction is right and how words can have two meanings.

5) Summarize Periodically

In this strategy, teachers begin with ask the topic sentence, usually either the first or the last sentence of the text. If the section is long, teachers can find convenient paragraph breaks and summarize together.

6) Answer Comprehension Questions

In this strategy, teachers begin by focusing attention on literal comprehension questions by asking basic questions about *who*, *what*, *where* and *when*. These questions can always be answered by looking back to the text.

Those are some reading strategies that can be used to support the students' reading comprehension. In this research, researcher used two strategies to support students in their reading comprehension; previewing vocabulary and answer comprehension questions.

2. Narrative Text

A narrative is a text that tells a story and, in doing so, entertains the audience.¹⁰ Also, its narrative purpose is mainly

¹⁰ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p.3.

to inform often contains large passage arranging the events in a story strictly in chronological order. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Kathy describe many different types of narrative; namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.¹¹

From the explanation above, narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. It is written with certain characteristics and its language features.

Chatman classified narrative text into four basic elements as follows:¹²

a. Characters

In every story, there must be characters that play on it. There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It describes physical of the character such as age, weight, height, even personality traits including the strength and weaknesses.

¹¹ Mark Anderson and Kathy Anderson, *Text Types in English 3*..... p. 18

¹² Chatman, S., and B. Attebery, *Reading Narrative Fiction*, (New York: McMillan, 1993), p.23

b. Settings

Settings are what author writes to describe where and when the story takes place. The setting addressed the location (where) and period (when) of the story whether the story tells a readers among realistic, historical fiction or fantasy.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving.

d. Conclusion

The writer ends up the story by summarizing and telling the solution of the problem in the story. This the last part is called by conclusion

The structure of narrative text is:

a. Orientation

Every story needs an orientation although how simple that story. An orientation is an introduction of character, time and place that will be told in the story. It is impossible to tell a story without knowing characters set up in a particular time and place.

b. Complication

In this part, crisis of the story arises. The story is pushed along by a series of events which the reader expects some problem to arise. This complication will involve the main character and often serve to (temporarily) toward them from reaching the goal.

c. Resolution

The complication that happened in the story will be resolved for better or worse, but rarely the complication left completely unresolved to leave the reader wondering how the end is.

Narrative text has some characteristics of language features, such as:

- a. Focus on specific and usually individually participant.
- b. Use of material (action) processes.
- c. Use of relational and mental processes.
- d. Use of temporal conjunctions and temporal circumstances.
- e. Use of past tense.¹³

3. Media

a. Definition of Media

The word “Media” is derived from Latin that means “mediator”.¹⁴ In Arabic, media are (وسائل)

¹³ Entika Fani Prastikawati and Siti Musarokah, *Writing3: Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p.9.

¹⁴ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), p. 120

intermediary or mediator message from sender to receiver message.¹⁵

Gerlach and Ely, as quoted by Azhar Arsyad said: “Media can be understood of man, materialistic, or an event that makes students are be able to obtain the knowledge, skill, or behavioral”. It means that teachers, text books, and school environment are media.¹⁶ Asnawir and Usman says that Media are things which can be manipulated, seen, heard, read, or spoken by the instrument that can be used well in teaching learning activity and can affect the effectiveness of instructional program.¹⁷

From those definitions, if media are source of the study, it means that media as people, thing, or events which can give knowledge and skill to the students. In teaching learning process, media are very useful. Because it can help something abstract or unclear to be concrete while the teacher transfers the material to the students. By using media, difficult material can be easy and can help the teachers if they can’t transfer the material well. So, the

¹⁵ Azhar Arsyad, *Media Pengajaran*, (Jakarta: PT Raja Grafindo Persada, 2000), p.3

¹⁶ Azhar Arsyad, *Media Pengajaran*, (Jakarta: PT Raja Grafindo Persada, 2000), p.3

¹⁷ Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), p. 11

students with media will be easier to understand the material than without.¹⁸

According to those statements, media are very important in teaching learning process, especially English. By using media the teacher can reinforce and stimulate their students' motivation. Media make the material more understandable for the students. Moreover, the teacher can transfer the material effectively.

b. Classification of Media

In teaching language, teacher needs media. Media can be used to transfer a message from the sender to the receiver effectively, because it makes students can stimulate their attention in the teaching and learning process.

Nowadays, there are not only one or two medium but more than just those. According to Syaiful Bahri Djamarah, the classification can be seen from the types of media, covering powers, and objects making, as follow:

1) Types of Media

Media can be seen from types of media form.

There are audio media, visual media, and audiovisual media, as follow:

¹⁸ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), p. 120

a) Audio Media

Audio media are teaching media that is only related to our hearing. For example: radio, cassette recorder, or electronic transcription. Audio recording is related to the students' skill especially in listening. So, it is not suitable for deaf people.

b) Visual Media

Visual media are teaching media which is only related to sense of view. It is an image that conveys messages to the students through photo, blackboard, picture, chart, which illustrate the real object or situation.

c) Audiovisual Media

It is a medium that can be seen and listened, like a film, video, or television. This media are better than audio and visual media, because audiovisual media contain both of those media. It is very important in teaching learning process, by seeing video students can analyze gestures, paralinguistic, and expression that help students to see beyond what they are listening and seeing.¹⁹

¹⁹ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), p. 124

2) Covering Powers

In learning media can be seen from the covering power forms. There are media by broad covering power and all at once, media by definite covering power on space and time, media for individual teaching. Those will be explained as follow:

a) Media by broad covering power and all at once.

The use of this media is not only limited on space and time, but also can reach the number of students in the same time. For example: radio and television.

b) Media by definite covering power on space and time.

The use of media by definite covering power on space and time needs specific space and time. This media can't reach the number of students in the same time. For example: film, sound slide, etc.

c) Media for individual Teaching

The use of this media is only for individual. For example: program module and teaching by computer.²⁰

²⁰ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), p. 125

3) Objects Making

Media can be seen from objects making form.

There are simple media and complex media, as follow:

a) Simple Media

This media are easy to get and the price is cheap. The way of making this media are easy and the use of this media is not difficult. For an example is picture, poster, etc.

b) Complex Media

In this media, the basic of material is difficult to get and expensive. And the way of making this media is also difficult. It needs some skills. For an example is computer, etc.²¹

c. Media in Teachng Reading Comprehension

Using media in teaching reading comprehension is very useful. It can be used to explain words meaning, plot of the text and engaged students in a topic of the text. There are some media which can be used to teach reading comprehension:

1) Interactive stories

One of a great way to practice reading is by using a story with an interactive components.

²¹ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), p. 126

“Interactive stories make learning exciting for early elementary grade levels. Packed with beautiful illustrations, interactive stories blend entertainment and education in one attractive package.”²² It is useful to make a fun reading activities with the students.

2) Songs

“Songs especially educational songs can help students in memorizing vocabulary.”²³ When students are listening to the song, they learn the letter sounds. For example in animal songs, there are alphabet that represent ABC phonics song. Students will learn the sound that each letter makes, along with animal example, to help them better understand the fundamental phonics skill.

3) Comic

Just like an interactive story, comic includes pictures as a beautiful illustrations. It also has a short sentence as a simple explanation for each picture. It makes students easier to understand the text. “As Raimes says that pictures are valuable, they provide

²² www.education.com accessed on 09 April 2016

²³ www.education.com accessed on 09 April 2016

for the use common vocabulary and common language forms.”²⁴

4) Video

Besides songs and stories, video can be a medium in teaching reading comprehension. “Video uniquely allows students look at the situations beyond their classroom.”²⁵ By using video, students not only hear the words or sentences but also they can see the chronological events of the story.

5) Graphic Organizer

Graphic organizer is good to help students understand the way that an author was organized a text. “The physical features of a graphic organizer are the table of contents, chapter heading and subheading, paragraph organization such as topic sentence and signal word. It also has a visual insets or aids.”²⁶

6) Story Map

Generally, the target of a reading activity is to get understanding of a text. That’s why sometimes the students are being taught in a less teacher directed

²⁴ Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University Press, 2000) p.27

²⁵ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd ed, p. 282

²⁶ Reutzel and Cooter, *Teaching Reading Comprehension*,(Cambridge: Cambridge University Press, 2011), p.278

manner in order to make them participating the previous lesson and then use their skill to improve their knowledge. Idol Maestas and Croll (1985) demonstrate this using a reader directed story map as a study guide procedure structured to take reader's attention to the elements of story grammar (setting, problem, goal, action) during reading.²⁷

The origin of this medium according to Pamela J. Farris, the story map lies within story grammar research. The term story grammar refers to the hierarchical rules or psychological structures that people use to create and remember stories, the skeleton underlying a story, so to speak. These psychological models of comprehension and memory are used by both adults and children to encode and store information in their long-term memories.²⁸

The term of story map consists of two different words, they are story and map. Based on Hornby in Oxford Advanced Learner's Dictionary, 'story' is a description of events and people that the writer or speaker has invented in order to entertain

²⁷ Zephaniah T. Davis, *The Journal of Educational Research: Effects of Prereading Story Mapping on Elementary Readers' Comprehension*, (Sacramento: California State University, 1994), p.353

²⁸ Pamela J. Farris, *Teaching Reading: A Balanced Approach for Today's Classroom*, (New York: McGraw Hill, 2004), p.345

people.²⁹ Story is also regarded as a fiction selection to entertain a reader, it means that it is a part of pleasure. On the other side, 'map' is defined as a drawing to describe or give information about something, especially the way it is arranged or organized.

From the explanation above, it means that story map is a graphic or semantic visual representation of a story. The map will illustrate a way to provide an overview of a story. It may consist of brief information about characters, setting, problem, goal, events and resolution.³⁰ A graphic representation is often used to illustrate the story structure and sequence of events. It also can be referred as word mapping or idea mapping. They are strategies which designed to show how the concept or key words of a story are related one another.

All of those media can be used to teach reading comprehension, but the researcher chose story map as a medium to teach reading comprehension in narrative texts. The researcher chose a story map because of these reasons; story map provides schema that can help the

²⁹ A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2003), p. 815

³⁰ Pamela J Farris, *Teaching Reading*.....p.346

students store some informations of texts such as characters, setting, problem and chronological events. It enhances the students' ability to interpret the story by visualizing the elements of the story. Story map is also facilitates students to recall the story elements completely.

Those are some advantages of story map that become a reason why the researcher chose this medium to teach reading comprehension in narrative texts.

However, story map has the weaknesses or disadvantages such as it can be applied only for certain text that has sequence of events such as narrative text. It takes time to prepare the stuffs to make an interactive story map. The more interactive and unique story map you want to make, the longer time you have to take. A crowded atmosphere in classroom is also disadvantage of this medium. It is caused students are being active in group and sometimes they can't control their voice while doing the assignment through story map.

4. Teaching Narrative Text Using Story Map

Teachers are supposed to know well how to apply and use story map before they give it to the students. The following steps are the general procedure to prepare a story map:

- a. Read the story, then write a sequenced summary of the main ideas, key events and characters that make up the plot of the story.
- b. Place the title, theme or topic of the story in the center of the graphic story map in a predominant box or at the top of the semantic chart.
- c. Draw enough ties projecting out symmetrically from the center of the map to accommodate the major events of the story's plot. Attach related pieces or second level information from the summary list to these ties in chronological order, moving clockwise around the center. The semantically organized chart is simply arranged by story elements, so information is transferred to it accordingly.
- d. Review the final story map for completeness.

Those steps are preview of procedure how to apply the story map theoretically. The writer will make the graphic of story mapping to draw the steps above.

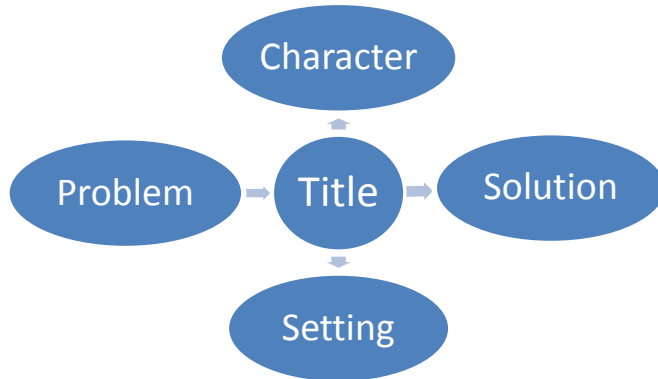


Figure 2.1
Story Map

Using story map to teach narrative text, according to Jeane M. Stone she suggests to give the students an idea of what is expected before the students begin creating their own maps.³¹

On the other side, Pamela told clearly some steps should be done by the teacher systematically.³²

a. Step 1

Introduce to the students the concept of story map and the benefits of it. Tell the students that story map would be helpful to develop their reading comprehension of a story. Make them sure using story map will give more understanding about narrative text.

³¹ Jeanne M.Stone, *Cooperative Learning Reading Activities*, (San Clemente: Kagan Publishing, 2000), p.160

³² Pamela J Farris, *Teaching Reading*.....p.346

b. Step 2

Explain the major components of story map through identifying a story first concerning to figure out the title, the theme of the story, the important characters and personality traits of specific participants of a story. After that, identifying the orientation or significant plot developments. It leads to sequence of action to note characters' attempts in overcoming problems, then evoke to get the solution.

A teacher needs to give the interactive instruction for each story component clearly. Build questioning to the students before or after reading the story to construct their motivation or to check their comprehension. After students read a story, let them fill out section of the story map worksheet. Make sure that all the components of story map form are defined.

c. Step 3

Direct them when the students commit errors to reread the story using guidance question even modeling to help them come up with an appropriate response, to make the students get the focus on the target of reading.

d. Step 4

Ask students to read independently. Encourage them to write the answers using key words only while the teacher is still questioning such as "*Who is the main*

character? What is he like? Where does the story take a place? What problem does happen mostly? How is the end of the story?"

After that, give some comments to the students for appropriately identifying story map elements. And then evaluate the answers to make sure them fix to the appropriate questions.

e. Step 5

Have students through selected stories and complete the story map worksheet after they read the story. And then, check the students' responses and share individually with those students requiring additional guidance and support them.

f. Step 6

Prepare some exercises and give them to the students to evaluate. It will measure the students' comprehension of the story. It is done individually through to take students' daily score.

By using a story map as a medium, teacher can help students to comprehend the text easier. Beside it, students can increase their responsibility in a teamwork or individually.

5. Assessing Reading Comprehension

Reading comprehension assessment is currently a topic of debate and some concern (Paris & Stahl, 2005). Reading comprehension, as we have already learned, is

composed of several essential components: the reader, the text, the activity, and the social context. Reading comprehension assessments relating to two of these categories: assessing factors within the reader that affect comprehension and assessing students' knowledge of text features and structure.

In this research, the researcher concerned in assessing the students' knowledge of text features and structure. There are two ways that can be used to assess students' knowledge of text features and structure.³³

a. Story Grammar

Story grammar is the rule system or necessary elements that make a story as well as the expected sequence for these elements. Researchers generally agree on the following elements and sequence in a story grammar: setting that includes the characters, problem, goal, events, and resolution. It almost same with the story mapping technique. The components of the story are mapped in the unique package and illustrations in order to make the students easier to understand the content of the story. In story grammar, it provides the questions related to the text that will be answered by the students.

³³ Reutzel and Cooter, *Teaching Reading Comprehension*,(Cambridge: Cambridge University Press, 2011), p.278

b. Retell the story

One of the most effective processes for finding out whether student understand what they read is to ask them to retell it (e.g., Brown & Cambourne, 1987). To retell a story or information text, students must reconstruct the entire text, including the major elements, details, and sequence. In stories, students need to understand story structure, the story sequence, and important elements of the plot. Ask students to retell the story can be one way to measure their understanding of the text.

The researcher used the story grammar as a technique in assessing students' work. That is the most appropriate because it supports the story map as a medium that has been used by the researcher to facilitate students in teaching reading comprehension.

B. Previous Research

1. Thesis entitled "*The Effectiveness of Contextual Teaching and Learning to teach Reading Comprehension*" by Muhlison (Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang, 2011).

The objective of the research is to know the influence of optimizing of Contextual Teaching and Learning in student's reading improvement. This previous research was experimental research using quantitative approach. Subject of

this previous research are 40 students that are divided into two classes, namely control class (20) and experimental class (20). This research used cluster random sampling technique to determine the sample, and collected the data using test and observation. Furthermore, the data was analyzed by using descriptive statistical analysis technique and the hypothesis used T-Test. Hypothesis test showed that Contextual Teaching and Learning is more effective to improve student's reading comprehension. This research showed that the experimental class which was given treatment using contextual teaching and learning got higher score than control class without Contextual Teaching and Learning.³⁴

The similarity between the researcher's study and this research are about teaching reading comprehension. And the differences are this previous research using experimental research and this study of learning using Contextual Teaching and Learning to improve students' reading comprehension. Whereas researcher's study is using Classroom Action Research (CAR) and the study of learning using Story Map to improve student's reading comprehension.

2. Thesis entitled "*The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text (A Case of the Eighth Grade Students of SMP Negeri 6*

³⁴ Muhlison (6411028), *The Effectiveness of Contextual Teaching and Learning to Teach Reading Comprehension* (Semarang :Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang, 2011), Unpublished thesis.

Semarang in the Academic Year of 2012/2013)” by: Suci Kumala Sari (Faculty of Languages and Arts of Semarang State University, 2013).

This research was aimed to investigate the effectiveness of using semantic mapping strategy in teaching reading comprehension of narrative text and the significant difference on reading comprehension of narrative text between two groups: who were taught using semantic mapping strategy and those who were taught using quick reading method.

The design of this study was experimental study. The population of this study was the eighth grade students of SMP Negeri 6 Semarang in the academic year of 2012/2013. The number of the subjects was 60 students. The data were obtained by administering reading test to the VIII B as control group and VIII C as experimental group. The research was started by giving pre-test, treatments, and post-test to both experimental and control groups. The data of the test were analyzed by using *t*-test formula to know the difference of the students’ comprehension in reading narrative text between two groups.³⁵

³⁵ Kumala Sari, Suci (2201409008), *The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text (A Case of the Eighth Grade Students of SMP Negeri 6 Semarang in the Academic Year of 2012/2013)*, (Semarang: Faculty of Languages and Arts Semarang State University, 2013), Unpublished Thesis.

The similarity of the writer's research to the previous research is the focus on the student's reading comprehension of narrative text. And the differences are this previous research using experimental research and this study of learning using Semantic Mapping to improve students' reading comprehension. Whereas researcher's study is using Classroom Action Research (CAR) and the study of learning using Story Map to improve student's reading comprehension.

C. Action Hypotheses

The action hypotheses that proposed in this research are:

1. The implementation of story map as a medium to teach narrative texts can improve students' reading comprehension in narrative text at the eight grade of SMP Nurul Islam Semarang in the academic year 2015/2016.
2. By using story map in teaching narrative texts, it can give positive impact to the students' reading comprehension (skill and score) in learning reading narrative text at the eight grade of SMP Nurul Islam Semarang in the academic year of 2015/2016.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This study was classroom action research at the eighth grade of SMP Nurul Islam Semarang in the academic year of 2015/2016. The term “Classroom Action Research” is coming from the term “Action Research”. According to Kemmis that citted by Anas Salahudin, “Action Research is the name given to a reflective and collective research undertaken by a researcher in a social situation to improve the rationality in their own social or educational practices.”¹ “Burns describes ‘action research as a movement that has been doing in education that related to the ideas of reflective practice and the teacher as a researcher. It involves a self reflective, critical, and systematic approach to exploring the teacher teacing contexts. The central idea of the action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and improvements in practice’.”²

From some of the definitions above, it can be concluded that classroom action research is a kind of research that has

¹ Anas Salahudin, *Penelitian Tindakan Kelas*, (Bandung: Pustaka Setia), p.19

² Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practicioners*, (New York: Routledge) 1st ed, p.

purpose to solve the problem that faced in teaching learning process and to improve teaching learning process itself.

Based on Kemmis and Mc Taggart, there are four steps in doing classroom action research³, they are:

1. Planning

In this phase the researcher identified a problem or issue and develops a plan of action in order to solve the problem that faced and bring about improvements in teaching learning process. “The plan is aimed at trialing a particular course of action and collecting data on the outcomes of this action”⁴ in this phase, the researcher should prepare lesson plan, teaching material and instrument before doing the research.

2. Action

The plan is a carefully considered one which involves some deliberate interventions into the teaching situation that the researcher put into action over an agreed period of time. The interventions are ‘critically informed’ as the researcher’s question and assumptions about the current situation and plan new and alternative ways of doing things. It means that the researcher carried out the plan which is made in previous phase, the lesson plan which has been made will be applied.

³ Quoted in Burns, “*Doing Action Research ...*”, p.8

⁴ Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge University Press, 1999), p.37

3. Observation

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where the researcher use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

4. Reflection

At this point, the researcher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue that have explored more clearly. In this phase, the result can be used to determine what the researcher has to do in the further cycles of action research.

In general, the cycle of action research could be seen from the figure below:

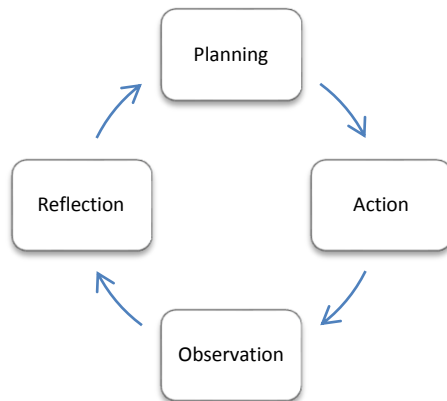


Figure 3.1
Action Research Cycle

Action research is different from other research. It has its own characteristics. According to Anne Burns, there are four characteristics of action research:

1. Action research is contextual, small scale and localized, it identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus change. ⁵

B. Setting of the Research

1. Place of the Research

This research has been conducted at the eighth grade students of SMP Nurul Islam Semarang. It is located in Jl. Siliwangi No. 574 Semarang.

2. Time of the Research

The research was done on 18th-26th May 2016. This research was conducted in 2nd semester in the academic year of 2015/2016.

⁵ Anne Burns, *Collaborative Action Research*, p.30

C. Subject and Collaborator of the Research

1. Subject of the Research

The classroom action research was been held of eighth grade students of SMP Nurul Islam Semarang. the researcher used class VIII A as subject of the research. There are 33 students in the class, consist of 17 male students and 16 female students. Based on the students' score of reading comprehension in the last semester and based on the students observation, many students of VIII A were weak in comprehending a text. It can be shown from the students' score in the last semester; there are many students who didn't pass the standard minimum score (KKM). The students' attention to the teacher and the lesson were low, they also didn't know the meaning of some vocabullary on the text. Only few of them who have a good vocabullary mastery. In addition, it may be a challange for students to learn English through Story Map as they never had before.

2. Collaborator of the Research

The role of collaborator in Classroom Action Research was very important. A collaborator was a partner in Classroom Action Research who helped the researcher in collecting the data. The Collaborator in this research was the English teacher of VIII A, Mr. Aji Heru Pambudi, S.Pd.

D. Procedures of the Research

This classroom action research was conducted in two cycles. Before the researcher did the cycle, the researcher conducted the preliminary research.

1. Preliminary Research

The preliminary research was going on Monday, April 18th 2016. The researcher conducted the preliminary research by doing observation during teaching learning process and interviewed the English teacher about the problem faced when teaching English, from the students side and from the internal teacher's problem itself. In this phase, the researcher also asked the students' score of reading comprehension in the last semester as a reference for the researcher to know the students' reading ability.

2. The First Cycle

The first cycle conducted on Wednesday, May 18th 2016 and Thursday, May 19th 2016. In this cycle the teacher used story map in teaching narrative text. The procedure as follow:

a. Planning

The researcher identified the teaching and learning design, such as: arranging lesson plan which used story map to teach narrative text. The researcher prepared the teaching material, test, observation checklist, questionnaire and story map.

b. Acting

In this phase, the researcher did the teaching and learning activity based on the lesson plan which has been arranged. The researcher also introduced story map in teaching reading comprehension in narrative text. The procedures of teaching and learning process were as follow:

- 1) Teacher greeted students and guided the students to pray together, then checked the students' attendance.
- 2) Teacher tells the topic that will be learn and the goal of the lesson.
- 3) Teacher gave example of narrative text
- 4) Students read the text that given by the teacher
- 5) Students identified the social function, generic structure and language features of the text.
- 6) Teacher introduced a story map and explained how to use it
- 7) Students answered the questions based on the text given in a form of story map
- 8) Teacher gave feedback to the students' work
- 9) Teacher explained the whole material of narrative text.
- 10) Students revised their work.
- 11) In the second meeting, teacher gave a test to find out the students' achievement in cycle one.

c. Observation

In this phase, the researcher observed students' activities in teaching and learning process by using observation checklist which has been arranged. The researcher observed students' activities, such as students' enthusiasm, participation and teamwork.

d. Reflection

The researcher with the English teacher reflected, evaluated and discussed all the activities that have been done in teaching and learning process. The result from observation was prepared to make a plan for the next cycle.

3. The Second Cycle

After conducted the first cycle, the researcher did the second cycle because based on the final test result of cycle one, the students' reading skill were still low. The aims of cycle two was overcome the weakness in cycle one. The second cycle conducted on Wednesday – Thursday, May 25th – 26th 2016. The procedures of teaching and learning process as follow:

a. Planning

The researcher found a problem in first cycle and identified to repair it, arranged lesson plan, prepared the media and teaching material, observation checklist and test.

b. Action

Teacher did the teaching and learning process based on lesson plan which has been arranged. The procedures of teaching and learning process were as follow:

- 1) Teacher greeted students and guided the students to pray together, then checked the students' attendance.
- 2) Teacher reviewed the material of narrative text.
- 3) Teacher gave an example of narrative text
- 4) Students read the text that given by the teacher
- 5) Teacher divided students into 8 groups consist of 4-5 students.
- 6) Students identified the social function, generic structure and language features of the text in a group.
- 7) Students wrote the elements of narrative text based on the text given in a form of story map
- 8) Teacher gave feedback to the students' work
- 9) Students revised their work.
- 10) In the second meeting, teacher gave a test to find out the students' achievement in cycle two.

c. Observation

In this phase, the researcher observed students' activeness during the teaching and learning process and students' understanding toward the material given.

d. Reflection

In this phase, the researcher and the collaborator discussed about the teaching and learning process in second cycle and made an evaluation and conclusion from the teaching and learning process in second cycle.

E. Technique of Data Collection

1. Observation

The researcher conducted the observation directly toward English teaching and learning process in the eighth grade of SMP Nurul Islam Semarang in the academic year of 2015/2016 before and during the action. The researcher observed the students' activities and problems that faced by them in learning reading narrative text.

2. Test

“Test is a tool or procedure that used to know and measure something in a situation by the way and rule that have been determined before.”⁶ This method has been applied by the researcher to measure the students' achievement in reading narrative text after being taught by using story map.

⁶ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2007), p.53

F. Techniques of Data Analysis

After collected the data, the researcher will analyze the data. It used to answer the question of research or to examine the hypothesis that has been formulated.

1. Observation

Data from the observation included list of the observation teacher's activities and students' activities in during the research will be analyzed by using this formula:

$$P = \frac{x}{xi} \times 100\%$$

Explanation:

P = Percentage Of Score

x = Total Score

xi = Score Maximum⁷

After that to know the criteria of observation result, it can be classified into the category as follows:

Table 3.1
The Interpretation of Oservation Result

Percentage Of Score	Criterion
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Average
61% - 80%	Good
81% - 100%	Excellent

⁷ Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), p.94

2. Test

The reading test is in the form of short answer and essay types. There are a certain score, in which 2 for the right answer and 0 for the wrong answer. To obtain the total score, the researcher used the following formula:

$$S = \frac{R}{N} \times 100$$

Explanation:

S = Score

R = Total number of right answer

N = Total number of item

To measure the average or mean of students' reading score in every test, the formula as follow:

$$X = \frac{\sum X}{N}$$

Explanation:

X = the average of students' score

$\sum X$ = the sum of score

N = the number of the students.⁸

After that, to get the class percentage which pass the minimum standard score (KKM), the researcher use the formula:

⁸ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2007), p.264

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = the class percentage

F = the number of students who passed KKM

N = the number of the students⁹

G. Indicators of Achievement

In this research, indicators of achievement are stated as follow:

1. There is an improvement of students' mean score on reading narrative text
2. The percentage students who achieve the minimum standard score (72) are equal to or higher than 80% of total students in the research.

⁹ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Press, 2008), P.43

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding and Analysis

This research was used classroom action research. Its purpose is to find solutions to problem and to enable teachers to improve aspect of teaching-learning reading comprehension in narrative text to the students of the Eighth grade of SMP Nurul Islam Semarang by using Story Map and to know the students' responses after being taught using Story Map. In these findings, the researcher presents the result of the research and the analysis of the data collected which are conducted through preliminary research, cycle one, and cycle two. Those were explained as follows:

1. The Analysis of Preliminary Research

Preliminary research was conducted on April 18th 2016. It was done by interviewed the English teacher and observed the classroom activity. The researcher began the preliminary research by interviewing the English teacher. Here, the English teacher faced some problems in teaching reading comprehension. He said that the students' interest and ability toward English were low. Moreover, the students' reading comprehension in English was also low. He also said that the students' vocabulary were limited. So it made them difficult to understand a text. This might be caused of some

reasons, such as there is no interest and no strategy in teaching reading comprehension.

The researcher also told about her last experience while doing teaching internship at the same school with the different grade. When did the teaching internship in class VII, the almost same problems were faced by the researcher. The students' ability in reading and comprehending a text were low, they also have a limited vocabulary, their attention and motivation in learning English especially in reading were unstable. Sometimes they looked enthusiastic, sometimes they looked bored and unmotivated.

After interviewed the English teacher, the researcher observed the classroom activity. Observation checklist was used in this activity. From the observation, researcher found some facts that happened in the class during the English class. It could be describe as follow: the English teacher still used the conventional method by giving slide presentations to explain the material, and then asked the students to do the exercises on the students' worksheet (LKS). The teacher did not use an interesting strategy or any kinds of media to deliver the material. When teacher explained the material there were students who made a noise, chatted to their friends and even slept in the class. Only few of them paid attention to the teacher' explanation. The students were not being active during the teaching-learning process like asked question etc.

In this section, the researcher used the students' past score in reading comprehension as a reference to know how far their ability in reading comprehension. The students' score were not satisfying yet. The researcher thought that the students of VIII A still have difficulties in reading comprehension. Then, the researcher hopes that the use of story map can improve the students' reading comprehension in narrative text.

Table 4.1
Form of Students' Observation in Pre-Research

No	Indicators	Percentage					Score
		None (0%)	Few Students (25%)	Many Students (26%-50%)	Half of the class (51%-75%)	Most of Students (76%-100%)	
		1	2	3	4	5	
1.	Students' enthusiasm						
	a. Students are enthusiastic in listening teacher's explanation of narrative text.		√				2
	b. Students are enthusiastic in asking question about the material.		√				2

No	Indicators	Percentage					Score
		None (0%)	Few Students (25%)	Many Students (26%-50%)	Half of the class (51%-75%)	Most of Students (76%-100%)	
		1	2	3	4	5	
	c. Students are enthusiastic in giving opinion about the material.			√			3
2.	Students' participation			√			3
	a. Students are active in doing the assignment						3
	b. Students have responsibility in a team		√				2
	c. Students care their teammates		√				2

The score of this observation as below:

$$\text{Percentage of the score } P = \frac{x}{xi} \times 100\%$$

$$= \frac{\text{Total Score}}{\text{Score Maximum}} \times 100\%$$

$$= \frac{14}{30} \times 100\%$$

$$= 47 \%$$

From the result of the observation above, it can be seen that the activity of teaching-learning process of English lesson was still need to be improved. There were only 43% students that participated active on the teaching-learning process. Therefore, the researcher hopes that story map can attract students' activeness during English lesson especially in reading comprehension.

Table 4.2
Teacher's Performance in Pre-Research

No.	Indicators	Criteria					Score
		Poor	Fair	Average	Good	Excellent	
		1	2	3	4	5	
1.	Presentation						
	a. Teacher's explanation is easy to be understood, explicit, and logic.				√		4
	b. Teacher gives students chance to ask some questions about the material.				√		4
	c. Teacher can involve students to make a conclusion.			√			3
2.	Implementation of Technique						
	a. Teacher can apply the			√			3

No.	Indicators	Criteria					Score
		Poor	Fair	Average	Good	Excellent	
		1	2	3	4	5	
	technique appropriate with lesson planning.						
	b. Teacher can give explicit and easy to be understood instructions.				√		4
	c. Teacher can use the technique and media effectively.			√			3
3.	Performance						
	a. Teacher has clear voice during teaching and learning process.				√		4
	b. Teacher can manage students in the class.			√			3
	c. Teacher gives fair and respect treatment for students.				√		4
Total Score							32

The score of observation as follow:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{32}{45} \times 100\% \\
 &= 71\%
 \end{aligned}$$

From the result of the observation above, it can be seen that the activity of teaching-learning process of English lesson was still need to be improved. There was 71% teacher's performance on the teaching-learning process. In this activity, teacher explained the material and gave instruction clearly, but the media that used is textbook and students' worksheet (LKS). Teacher responded students' question, because few students asked questions and always asked to know the students' understanding about the material.

From the observation, the researcher got the data of students' reading skill of the first semester from the English teacher Here is the score of students' reading comprehension in the last semester.

Table 4.3
Students' Score in Pre-Research

No.	NAME	GENDER	SCORE
1	ABBYUDHA DAFFA SETIADI	M	58
2	ADHY TRY SAPUTRA	M	62
3	ADRIAN ANGGI SETYAWAN	M	54
4	ANGGUN PERTIWI	F	72*
5	ARMELIA NIRMALA SARI	F	72*
6	AWANDA DHEA SASMITA	F	62
7	DAVIA RAHMA W.	F	76*
8	DHAFIN NAUFAL SUTANTO	M	62
9	DIMAS RISKI NUGRAHA	M	60
10	ELSA MUTIARA DEWI	F	58
11	FAHTA HANDINSA M. P.	M	74*

No.	NAME	GENDER	SCORE
12	GILANG ADYATMA A.	M	60
13	ILHAM FAHRURRUDIN	M	58
14	IQBAL EKA RAHMANI	M	64
15	IVAN AKBAR AUROZI	M	62
16	KHALIMATUS SA'DIYAH	F	64
17	LILY IFA NURHAYATI	F	74*
18	MAYLANI SAPUTRI	F	72*
19	MISWAMARA ZULFIKA C.	M	68
20	MUHAMMAD ARKAN A.	M	70
21	MUHAMMAD SUBHI A.	M	54
22	NAUFAL DWIKA PERMANA	M	52
23	NAZLA IFTINAN ARIYANTO	F	72*
24	NOER PAJRIE YULIANTO	M	62
25	RAFI ADE NOVIAN	M	54
26	ROOZAN NAUFAL ABID	M	72*
27	SEKARAYU ASMARA K.	F	76*
28	SEPTIANA PRASTIKA JATI	F	72*
29	SOFITA SYAHLA NAURA	F	70
30	TANIA CHYNTIA HARTONO	F	72*
31	TEGUH SANTOSO	M	72*
32	YUDHA BRAHMANTIYO	M	56
33	DHEVA PRAMESTIKA R.W.	F	54
TOTAL			2140
STUDENTS' MEAN SCORE			64,84

* *The student who passed the minimum standard score (KKM)*

The average score of the class:

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{2140}{33} \\ &= 65 \end{aligned}$$

From the result above, it can be concluded that students' reading comprehension still need to be improved. The result above showed that the average of the students' score was 65, there were only 36% students who passed the KKM. It means that the students' reading ability was not reached the target yet. From the problem found in preliminary research, the researcher planned to implement the story map in teaching reading comprehension in order to make the students easier to understand the text.

2. The Analysis of The First Cycle

a. Planning

The first cycle conducted on Wednesday, May 18th 2016 and Thursday, May 19th 2016. In this phase, the researcher and the teacher made planning for the action based on the problem faced by students in reading comprehension of a text. From the preliminary research, the result was unsatisfied. Teacher didn't use any strategy or media in teaching reading comprehension, so the students were not giving attention to the teacher. From the

learning activity before, the researcher and the teacher decided to use story map in teaching reading comprehension. In planning, before applying the media, the researcher and the teacher had to prepare everything which needed in learning process, such as lesson plan, teaching material, slide presentation, story map, students' worksheets, observation checklist and questionnaire.

b. Action

The first cycle was conducted on Wednesday, May 18th 2016 and Thursday, May 19th 2016. It had been done during one week in one cycle which consisted of two meetings.

1) First meeting

The first meeting in the cycle one was conducted on Wednesday, May 18th 2016. It was followed by 33 students. The teacher began the class by greeting, reciting basmallah together and checked the students' attendance and explain the aim of the lesson. After that, the researcher gave the example of a narrative text in a slide presentation and the students were asked to read the text randomly. The teacher involved the students to identify the social purpose, generic structure and language feature of the text. The researcher gave a guiding questions to the students related to the text. Then, the researcher showed a

story map and explained the way to use it in order to help the students comprehend the text.

The teacher divided students into 8 groups consists of 4-5 members each group. Each group got a narrative text and a form of story map. After that the student are asked to break down the text into an elements of narrative text such as characters, setting, orientation, complication and resolution in a form of story map given. They have 10 minutes to finish their work. After all group finished their work, the researcher invited one group (for example group “two”) to share their work in front of the class. Then, students are asked to revise together. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material. Teacher also explained the planning for the next meeting.

2) Second Meeting

The second meeting was conducted on Thursday, May 19th 2016 and followed by 33 students. In this learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. They were assigned to answer the two types of questions: point A and point B. In point A, they were asked to identify the

characters, setting, orientation, complication and resolution of the text. Then, in point B, students were asked to answer the questions related to the text.

After the students finished the test, the researcher gave a questionnaire to them to know their responses during reading class by using story map. In the end of the lesson, the researcher involved the students to make a conclusion about the material.

c. Observation

In this phase, the researcher observed the class during the teaching learning process. The observation was done in order to know the teaching and learning activities, students' enthusiasm, students' interaction to others and students' activeness during the teaching and learning process. The researcher used the students' observation checklist in observing the class.

Table 4.4
Form of Students' Interaction in Cycle 1

No	Indicators	Percentage					Score
		None (0%)	Few Students (25%)	Many Students (26%-50%)	Half of the class	Most of Students (76%-100%)	
		1	2	3	4	5	
1.	Students' enthusiasm						
	a. Students are enthusiastic in listening teacher's explanation of narrative text.				√		4
	b. Students are enthusiastic in asking question about the material.			√			3
	c. Students are enthusiastic in giving opinion about the material.			√			3
2.	Students' participation						
	a. Students are active in doing the assignment				√		4
	b. Students have responsibility in a team			√			3
	c. Students care their teammates			√			3
Total Score							20

The score of this observation as below:

$$\begin{aligned}
 \text{Percentage of the score } P &= \frac{x}{xi} \times 100\% \\
 &= \frac{\text{Total Score}}{\text{Score Maximum}} \times 100\% \\
 &= \frac{20}{30} \times 100\% \\
 &= 67\%
 \end{aligned}$$

The result of the observation in cycle 1 was average, it was 67 %. There was an improvement of students' enthusiasm and participation. They paid attention to the lesson, although some students still felt difficult in asking and answering the question and also to build up their responsibility in a team.

Table 4.5
Teacher's Performance in Cycle 1

No.	Indicators	Criteria					Score
		Poor	Fair	Average	Good	Excellent	
		1	2	3	4	5	
1.	a. Teacher's explanation is easy to be understood, explicit, and logic.				√		4
	b. Teacher gives students chance to ask some				√		4

No.	Indicators	Criteria					Score
		Poor	Fair	Average	Good	Excellent	
		1	2	3	4	5	
	questions about the material. c. Teacher can involve students to make a conclusion.				√		4
2.	Implementation of Technique a. Teacher can apply the technique appropriate with lesson planning. b. Teacher can give explicit and easy to be understood instructions. c. Teacher can use the media effectively.				√		4
					√		4
					√		4
3.	Performance d. Teacher has clear voice during teaching and learning process. e. Teacher can manage students in the class. f. Teacher gives fair and respect treatment for students.			√			3
					√		4
Total Score							35

The score of observation as follow:

$$\begin{aligned} \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\ &= \frac{35}{45} \times 100\% \\ &= 78\% \end{aligned}$$

From the result of the observation above, it can be seen that the activity of teaching-learning process of English lesson was good. There was 78% teacher's performance on the teaching-learning process. In this activity, teacher explained the material and gave instruction clearly. Teacher could apply the technique and the media effectively, but there was still a difficulty to manage the class.

Table 4.6
Students' Score in Cycle 1

No.	Code	Score
1	S-01	45
2	S-02	45
3	S-03	45
4	S-04	90*
5	S-05	90*
6	S-06	45
7	S-07	90*
8	S-08	45
9	S-09	45
10	S-10	45
11	S-11	90*
12	S-12	65
13	S-13	45

No.	Code	Score
14	S-14	50
15	S-15	55
16	S-16	45
17	S-17	90*
18	S-18	95*
19	S-19	70
20	S-20	55
21	S-21	45
22	S-22	45
23	S-23	95*
24	S-24	80*
25	S-25	45
26	S-26	80*
27	S-27	90*
28	S-28	85*
29	S-29	95*
30	S-30	95*
31	S-31	70
32	S-32	45
33	S-33	90*
Total		2205
Students' Mean Score		66,81

* *The student who passed the minimum standard score (KKM)*

The average score of the class:

$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{2205}{33} \\
 &= 67
 \end{aligned}$$

From the result above, it can be concluded that students' reading comprehension still need to be improved. The result above showed that the average of the students' score was 67, there were only 42% students who passed the KKM. It means that the students' reading ability was improved but stil need to be improved, especially the students who didn't passed the KKM.

d. Reflection

The researcher as the teacher reflected about the conclusion of implementing the action. In this cycle, the students' average score was 69. This analysis showed that the result of the first cycle was better than previous one. There was improvement in this cycle although it was step by step. And it showed that were 14 students who passed the KKM. It means there were under 80% students achieved the KKM.

The result of observation showed that the students' activeness was better than the preliminary. Some of the students were still not enthusiastic in listening teacher's explanations even the teacher did use clear enough voice during teaching learning process, and the teacher could not manage the students in the class well. The students also felt difficult in asking and giving their opinion about the material because the teacher did not

gave many chances to the students in giving and asking opinion about the material.

Based on the result of cycle 1, the researcher decided to continue the action to next cycle. The researcher decided to conduct the next cycle and intended to give a better explanation.

3. The Analysis of The Second Cycle

This activity was conducted on Wednesday, May 25th 2016 and Thursday, May 26th 2016. Knowing the result of cycle 1, the researcher did the next cycle in order to improve students' reading comprehension in narrative text.

a. Revised Planning

The planning phase of the second cycle was implemented into a lesson plan. In this phase the researcher modified the previous lesson plan into the new lesson plan which had related with using Story Map in teaching narrative text. There were some modifications which were accomplished, such as the use of different story and exercises. Besides it, the researcher also prepared observation checklist which consist of teacher's and students' activities in teaching and learning process.

b. Action

This phase was accomplished during one week in one cycle which consisted of two meeting. The implementation of this cycle was done as same as in the

first cycle, it is about pre-activities, main-activities, and post-activities, here they are the explanation:

1) First Meeting

The first meeting in the second cycle was conducted on Tuesday, May 25th 2016. It was followed by 33 students. The teacher began the class by greeting, reciting basmallah together and checked the students' attendance and explain the aim of the lesson.

After that, the researcher gave the example of a narrative text in a slide presentation and the students were asked to read the text randomly. The teacher involved the students to identify the social purpose, generic structure and language feature of the text. Then, teacher explained the material of narrative text in a simpler and deeper explanation.

The researcher divided students into 8 groups consists of 4-5 members each group, the member of the group were different with the group in the cycle one. Each group got a narrative text and a form of story map. Students are asked to identify the social function, generic structure and language features of the text in a group. Students write down their work on the available story map worksheet in 10 minutes. After that, the students presented their group work in

front of the class one by one. The rest of students with the teacher guidance checked and discussed the group work. Teacher gave a confirmation to the students' work. In the end of the lesson, teacher reviewed the material and explained the next planning for the next meeting.

2) Second Meeting

The second meeting was conducted on Thursday, May 26th 2016 and followed by 32 students. In this learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The test which was given by the teacher was different from the first cycle. They were assigned to answer some questions related to the text given.

c. Observation

In the cycle 2, generally the students' activeness, participation, and enthusiasm in learning process was better than previous cycle. It can be seen from the students' observation as follow:

Table 4.7
Form of Students' Interaction in Cycle 2

No.	Indicators	Percentage					Score
		None (0%)	Few Students (25%)	Many Students (26%-50%)	Half of the class (51%-75%)	Most of Students (76%-100%)	
		1	2	3	4	5	
1.	Students' enthusiasm						
	a. Students are enthusiastic in listening teacher's explanation of narrative text.					√	5
	b. Students are enthusiastic in asking question about the material.				√		4
	c. Students are enthusiastic in giving opinion about the material.					√	5
2.	Students' participation						
	a. Students are active in doing the assignment				√		4
	b. Students have responsibility in a team				√		4
	c. Students care their teammates				√		4
Total Score							26

The score of this observation as below:

$$\begin{aligned}
 \text{Percentage of the score } P &= \frac{x}{xi} \times 100\% \\
 &= \frac{\text{TotalScore}}{\text{ScoreMaximum}} \times 100\% \\
 &= \frac{26}{30} \times 100\% \\
 &= 87\%
 \end{aligned}$$

The result of the observation in cycle 2 was good, it was 87 %. There was an improvement of students' enthusiasm and participation. They paid attention to the lesson, they also enthusiastic in giving opinion about the material, although half of students still felt difficult in asking and answering the question. The students' participation in a team was got better than the previous cycle. They were active in doing the assignment and care to their teammate.

Table 4.8
Teacher's Performance in Cycle 2

No.	Indicators	Criteria					Score
		Poor	Fair	Average	Good	Excellent	
		1	2	3	4	5	
1.	Presentation a. Teacher's explanation is easy to be understood, explicit, and logic.					√	5

No.	Indicators	Criteria					Score
		Poor	Fair	Average	Good	Excellent	
		1	2	3	4	5	
	b. Teacher gives students chance to ask some questions about the material.					√	5
	c. Teacher can involve students to make a conclusion.					√	5
2.	Implementation of Technique						
	a. Teacher can apply the technique appropriate with lesson planning.					√	4
	b. Teacher can give explicit and easy to be understood instructions.					√	4
	c. Teacher can use the media effectively.					√	4
3.	Performance						
	a. Teacher has clear voice during teaching and learning process.					√	5
	b. Teacher can manage students in the class.					√	4
	c. Teacher gives fair and respect treatment for students.					√	4
Total Score							40

The score of observation as follow:

$$\begin{aligned} \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\ &= \frac{40}{45} \times 100\% \\ &= 89\% \end{aligned}$$

From the result of the observation above, it can be seen that the activity of teaching-learning process of English lesson was good and satisfied. There was 89% teacher's performance on the teaching-learning process. In this activity, both of the teacher performance in delivered the material also the way the teacher involved the students during teaching and learning process were good. Teacher explained the material and gave instruction clearly. Teacher also can manage the class better.

Based on the observations result of students activeness and teacher performance during teaching and learning process in cycle 2, the researcher and the English teacher have a good perception that the second cycle was better from the first cycle. It proven by the result that show the students' activeness in this cycle were 87% and the teacher' performance was 89 %.

Table 4.9
Students' Score in Cycle 2

No.	Code	Score
1	S-01	60
2	S-02	95*
3	S-03	100*
4	S-04	95*
5	S-05	-
6	S-06	100*
7	S-07	100*
8	S-08	75*
9	S-09	100*
10	S-10	100*
11	S-11	95*
12	S-12	95*
13	S-13	80*
14	S-14	95*
15	S-15	100*
16	S-16	95*
17	S-17	100*
18	S-18	100*
19	S-19	100*
20	S-20	70
21	S-21	100*
22	S-22	50
23	S-23	100*
24	S-24	100*
25	S-25	90*
26	S-26	60
27	S-27	100*
28	S-28	95*
29	S-29	95*

No.	Code	Score
30	S-30	100*
31	S-31	100*
32	S-32	100*
33	S-33	95*
Total		2940
Students' Mean Score		89,09

* *The student who passed the minimum standard score (KKM)*

The average score of the class:

$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{2940}{33} \\
 &= 89
 \end{aligned}$$

From the result above, it can be concluded that students' reading comprehension was good. The result above showed that the average of the students' mean score was 89, there were only 4 students or 12.5 % who didn't passed the KKM and there were 28 students or 87.5 % students who passed the KKM. It means that the students' reading ability was improved.

d. Reflection

After finishing each phase in cycle 2, the teacher and the researcher discussed the action of cycle 2. The students' reading comprehension in the cycle 2 was better than cycle 1. Based on the students' score in the cycle 2,

there was a good achievement that was achieved by the students. The students' mean score was 89, there were only 4 students or 12.5 % who didn't passed the KKM and there were 28 students or 87.5 % students who passed the KKM.

The researcher and the English teacher were satisfied because of the students' score was good. Furthermore, the students could comprehend a text well and they were enthusiastic and actived during the teaching and learning process. In addition, the teacher also has used the the media effectively. After knowing the result of cycle 2 and achieving the target research that minimaly 80 % who passed the KKM, so that the researcher and the teacher decided to stop this classroom action research (CAR).

B. Discussion

From the research finding and analysis above, the use of Story Map can improve the students' reading comprehension in narrative text. So, it can be concluded that this CAR was successfull. The score from the observations and students' test on each cycle can be seen on the previous description. The students' improvement of reading comprehension in narrative text after being taught by using Story Map can be seen as follow:

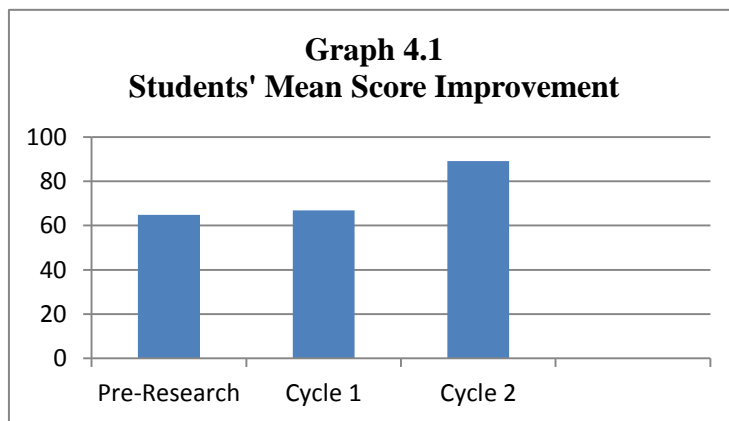
Table 4.9
The Score of Students' Improvement

No.	CODE	PRE-RESEARCH	CYCLE 1	CYCLE 2
1	S-2	58	45	60
2	S-3	62	45	95*
3	S-4	54	45	100*
4	S-5	72*	90*	95*
5	S-6	72*	90*	0
6	S-7	62	45	100*
7	S-8	76*	90*	100*
8	S-9	62	45	75*
9	S-10	60	45	100*
10	S-11	58	45	100*
11	S-12	74*	90*	95*
12	S-13	60	65	95*
13	S-14	58	45	80*
14	S-15	64	50	95*
15	S-16	62	55	100*
16	S-17	64	45	95*
17	S-18	74*	90*	100*
18	S-19	72*	95*	100*
19	S-20	68	70	100*
20	S-21	70	55	70
21	S-22	54	45	100*
22	S-23	52	45	50
23	S-24	72*	95*	100*
24	S-25	62	80*	100*
25	S-26	54	45	90*
26	S-27	72*	80*	60
27	S-28	76*	90*	100*

No.	CODE	PRE-RESEARCH	CYCLE 1	CYCLE 2
28	S-29	72*	85*	95*
29	S-30	70	95*	95*
30	S-31	72*	95*	100*
31	S-32	72*	70	100*
32	S-33	56	45	100*
33	S-2	54	90*	95*
Total		2140	2205	2940
Students' Mean Score		64,84	66,81	89,09

* The student who passed the minimum standard score (KKM)

The improvement of the students' score from pre-research to cycle 2 can be served as follow:



Note :

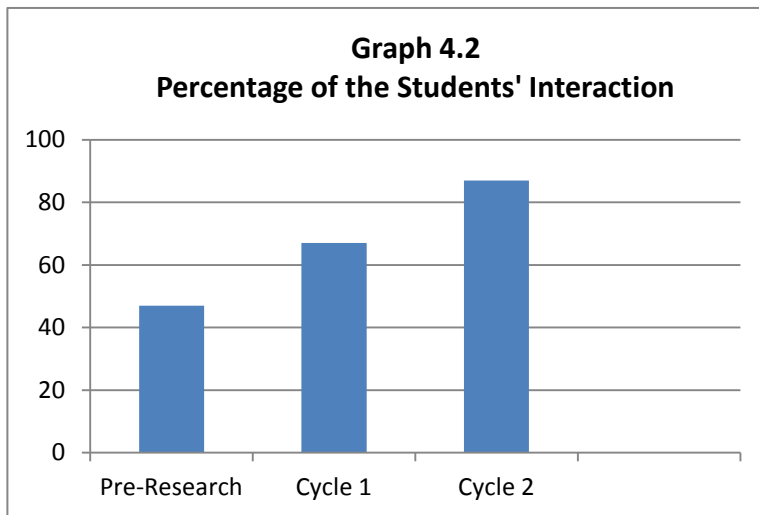
Pre-Research : 65

Cycle 1 : 67

Cycle 2 : 89

From the chart above, it can be seen that All the meetings ran well, there were some significant improvements from cycle 1 to cycle 2. In the pre-research, the students' mean score was 65. In the cycle 1, the students' mean score was 67 and the students' mean score in cycle two was 89. There was a significant improvement from cycle 1 to cycle 2.

The percentage of the students' responses from pre-research to cycle 2 can be served as follow:



Note :

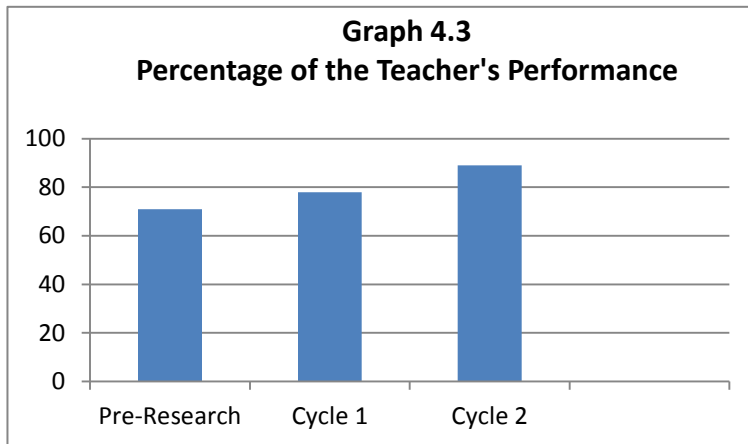
Pre-Research : 47 %

Cycle 1 : 67 %

Cycle 2 : 89 %

From the chart above, it can be seen that all the meetings ran well. From the observations from pre-research to cycle 2 there were some significant improvements of the students' responses such as the students' activeness and participation during the reading class. In the pre-research, the students' activeness was 47%. In the cycle 1, the students' activeness was 67% and the students' activeness in cycle two was 87%.

The percentage of the teacher's performance from pre-research to cycle 2 can be served as follow:



Note :

Pre-Research : 71 %

Cycle 1 : 78 %

Cycle 2 : 89 %

From the chart above, it can be seen that all the meetings ran well. From the observations from pre-research to cycle 2 there were some significant improvements of the teacher's performance. In the pre-research, the teacher's performance was 71%. In the

cycle 1, the teacher's performance was 78% and the teacher's performance in cycle two was 89%.

From all the data above, it can be concluded that the indicators of achievement was reached. There was an improvement of the students' mean score on reading narrative text. The percentage of the students who achieved the minimum standard score or KKM (72) are equal to or higher than 80% of total students in the research. There were students' positive responses in learning reading narrative text.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

A. Conclusions

Based on the result and analysis in the previous chapters, the researcher draws some conclusions of the study as follow:

1. The implementation of story map as a medium to teach narrative texts can improve students' reading comprehension. Whereas in each cycle consist of four steps, they were: planning, action, observation and reflection. In observation step there were two aspects of monitoring, there were about students' score on the tests result and students' interaction to the teacher in learning process in the class.
2. The students' improvement of reading comprehension in narrative texts can be seen from their achievements in tests. The students' mean score in the pre-research was 65 or 36% students achieved the minimum standard score (KKM). The students' mean score in the cycle 1 was 67 or 42% students achieved the minimum standard score (KKM) and the students' mean score in the cycle 2 was 89 or 87% students achieved the minimum standard score (KKM). It showed that story map could improve students' reading comprehension in narrative texts.

Related to the observation result of the students' interaction and teacher performances showed that there were positive

responses and impacts from the students and the teacher during reading class in material of narrative texts using a medium of story map. The positive responses are the students are more enthusiastic in learning narrative texts and in doing the assignments. The students also can build their responsibility and good cooperation in team. The students can understand the material and comprehend the narrative texts better. Beside it, the teacher can make an innovation and gave variation in their way to deliver the material especially in reading narrative texts.

The research has found out the improvement of students' ability in reading narrative text after being taught by using a story map at the eighth grade of SMP Nurul Islam Semarang in the academic year of 2015/2016.

B. Suggestion

In this study, the writer would like to offer some suggestions to improve the students' reading comprehension in narrative texts in order to get the better result.

1. For English teacher

English teacher should be able to develop their technique and media to teach the students in order to make them interest in learning English especially in reading skill. The use of technique and media in teaching and learning process can attract the students' interest and motivation. The researcher suggests to English teachers to use story map as

one of media in language classroom to teach reading skills in narrative text or other genres.

2. For the students

Reading is important subject to be learnt, but most of students have difficulties in comprehending a text. Therefore, students have to be serious and pay attention to the teacher's explanation in teaching and learning process. To improve reading skill, students have to develop their vocabulary mastery and do many exercises in order to get a better achievement in comprehending a text.

3. For the next researcher

The writer hopes that the next researchers can use this study as a reference to conduct their research on the same field. It is really possible that there will be another research design which use story map as a media in teaching reading comprehension in narrative text or the other genres.

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Appendix 1

THE RESEARCH SCHEDULE

Teacher : Aji Heru Pambudi, S.Pd
Researcher : Novia Uswatun Hasanah
Class : VIII A of SMP Nurul Islam Semarang

No.	Activities	Date
1.	Preliminary research: - Meet the English teacher to interview what's the problem that faced in teaching and learning process. - Meet the administration officer to ask whether the school possibly become the setting of the research or not by describing the researcher's intention.	April 18 th 2016
2.	Meet the headmaster to ask permission to do research by giving the permission letter.	May 12 th 2016
3.	Doing cycle 1	May 18 th 2016
4.	Giving Test in cycle 1 and questionnaire	May 19 th 2016
5.	Doing cycle	May 25 th 2016
6.	Giving test in cycle 2	May 26 th 2016

Appendix 2**STUDENTS' NAME LIST
VIII A SMP NURUL ISLAM SEMARANG**

No.	NAMA	GENDER
1	ABBYUDHA DAFFA SETIADI	M
2	ADHY TRY SAPUTRA	M
3	ADRIAN ANGGI SETYAWAN	M
4	ANGGUN PERTIWI	F
5	ARMELIA NIRMALA SARI	F
6	AWANDA DHEA SASMITA	F
7	DAVIA RAHMA WULANDARI	F
8	DHAFIN NAUFAL SUTANTO	M
9	DIMAS RISKI NUGRAHA	M
10	ELSA MUTIARA DEWI	F
11	FAHTA HANDINSA MAULANA PUTRA	M
12	GILANG ADYATMA ARYASATYA	M
13	ILHAM FAHRURRUDIN	M
14	IQBAL EKA RAHMANI	M
15	IVAN AKBAR AUROZI	M
16	KHALIMATUS SA'DIYAH	F
17	LILY IFA NURHAYATI	F
18	MAYLANI SAPUTRI	F
19	MISWAMARA ZULFIKA CANDRA	M
20	MUHAMMAD ARKAN ABYASA	M
21	MUHAMMAD SUBHI ALYAQQOI	M
22	NAUFAL DWIKA PERMANA	M
23	NAZLA IFTINAN ARIYANTO	F
24	NOER PAJRIE YULIANTO	M

No.	NAMA	GENDER
25	RAFI ADE NOVIAN	M
26	ROOZAN NAUFAL ABID	M
27	SEKARAYU ASMARA KUNTHI	F
28	SEPTIANA PRASTIKA JATI	F
29	SOFITA SYAHLA NAURA	F
30	TANIA CHYNTIA HARTONO	F
31	TEGUH SANTOSO	M
32	YUDHA BRAHMANTIYO	M
33	DHEVA PRAMESTIKA R.W.	F

Appendix 3

LESSON PLAN

(CYCLE 1)

School	:	SMP Nurul Islam Semarang
Subject	:	English
Class/Semester	:	VIII/ II
Material	:	Narrative Text
Skill Focus	:	Reading
Time Allocation	:	4 x 40 minutes
Standard of Competence	:	11. Respond the meaning in functional written text and simple short essay in form of recount and narrative text for interaction in daily life context.
Basic Competence	:	11.1 Reading aloud the short functional text and essay written in narrative through acceptable utterance, stressing, and intonation that related to the closest environment.
Indicators	:	11.1.1 Reading aloud and meaningful narrative text 11.1.2 Identifying the meaning of narrative text 11.1.3 text Identifying the communicative aim of 11.1.4 narrative text.

Identifying retorical steps and language features of recount and narrative text

- A. Learning Aim** : By the end of the lesson, students will have been able to identify the meaning, social function, generic structures and language features of narrative text through story map.

B. Material

Narrative Text

1. Definition

A narrative is a text 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.

2. Social Function

The main purposes of narrative text are to tell a story about something or someone and to amuse or entertain the readers or listeners.

3. Generic Structures

a. Orientation

It sets the scene and introduces the participants of the story.

b. Complication

It tells the beginning of the problem which leads to the crisis or climax of the main participants.

c. Resolution

It provides solution to the problem either in happy ending or in sad ending.

d. Language Features

- Focus on specific and usually individually participant.
- Use of material (action) processes
- Use of relational and mental processes
- Use of temporal conjunctions and temporal circumstances
- Use of past tense

4. Example

The Smart Monkey and The Dull Crocodile

Orientation

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

Complication

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

the monkey was in dangerous situation and he had to think hard. Then, he had a good idea. He told the crocodile to swim back to the river bank. “What’s for? Asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under atree, near some coconuts in the river bank.”

Resolution

The crocodile agreed and turned back around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree. “where is your heart?” asked the crocodile. “You are foolish. Now I am free and I have my heart,” said the monkey to the crocodile.

C. Teaching Method

- Approach : Cooperative Learning
- Method : Numbered Heads Together
- Technique : Story Mapping

D. Teaching Media

- Power Point Presentation
- Story Map
- Worksheet

E. Learning Activities

First Meeting

Activity	Description	Time Allotment
	Pre Activity	
Apperception	<ul style="list-style-type: none">- Teacher greets students- Teacher leads the students to pray together- Teacher checks the students' attendance- Teacher tells the topic that will be learn- Teacher tells the goal of the lesson	5 minutes
	Main Activity	
Exploration	<ul style="list-style-type: none">- Teacher gives example of narrative text- Students read the text that given by the teacher- Students identify the social function, generic structure and language features of narrative text.- Teacher gives the guiding questions to students- Students answer the guiding question based on the text given in a form of story map- Teacher gives feedback to the students' work- Teacher explains the whole material of narrative text.- Students revise their work.	30 minutes
Elaboration	<ul style="list-style-type: none">- Students are divided into some groups consist of 6-8 students.- Each member of the group is given numbers of 1, 2, 3, 4, 5, 6,	20 minutes

Activity	Description	Time Allotment
	7, and 8. - Teacher gives a narrative text to each group. - Students identify the social function, generic structure and language features of the text in a group. - Students write down their work on the available story map worksheet in 10 minutes.	
Confirmation	- Students present their group work in front of the class. - The rest of students with the teacher' guidance check and discuss the group work. - Teacher gives confirmation to the students' work.	20 minutes
	Post Activity	
	- Teacher and students review the material that has been taught. - Teacher motivates students. - Teacher closes the class and leads students to pray together.	5 minutes

Second Meeting

Activity	Description	Time Allotment
Pre Activity	- Teacher greets students - Teacher leads the students to pray together - Teacher checks the students' attendance - Teacher reviews the material in the previous meeting. - Teacher tells the goal of the	20 minutes

Activity	Description	Time Allotment
	lesson.	
Main Activity	<ul style="list-style-type: none"> - Teacher gives a test of narrative text to the students to measure the students' reading comprehension after being taught using story map. 	50 minutes
Post Activity	<ul style="list-style-type: none"> - Teacher and students review the material that has been taught. - Teacher motivates students. - Teacher closes the class and leads students to pray together. 	10 minutes

F. Sources

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G. Instrument

- I. Write down the elements of the narrative text above!
- II. Answers the questions based on the story above!
 1. What kind of person was Prince Jonathan?
 2. Who were Prince Jonathan's friends?
 3. What happened when the Prince and his two friends were walking in the forest?
 4. Why did Franklin try to persuade the Prince to surrender?

5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?

H. Assessment

Technique : students answer essay questions

Form : written test

Scoring guidance :

- Point I

Each right answer is scored = 2

Score maximum : $5 \times 2 = 10$

- Point III

Each right answer is scored = 2

Score maximum : $5 \times 2 = 10$

$$\text{Total score} = \frac{\text{Scorepoint I} + \text{Scorepoint II}}{2} \times 10$$

$$= \frac{20}{2} \times 10$$

$$= 100$$

$$\text{Student score} = \frac{\text{Total right answer}}{2} \times 10$$

Semarang, 18th May 2016

English Teacher,



Aji Heru Pambudi, S.Pd

Researcher,



Novia Uswatun H.

Headmaster

of SMP Nurul Islam Semarang



Mashadi, S.Ag

Appendix 4

STUDENTS' WORKSHEET (CYCLE 1)

Instructions :

1. Read the paragraphs below carefully!
2. Answer the following questions correctly!
3. You have 20 minutes to do the exercises.

THE PRINCE AND HIS BEST FRIENDS

Once upon a time, there lived a kind young Prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping,

no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going bac to the Capital.

Good Luck!

Name :

Class :

I. Write down the elements of the narrative text above!

a. Characters :

b. Setting :

c. Orientation:

d. Complication:

e. Resolution:

II. Answers the questions based on the story!

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?

**** Good Luck!****

Appendix 5

LESSON PLAN

(CYCLE 2)

School : SMP Nurul Islam Semarang

Subject : English

Class/Semester : VIII/ II

Material : Narrative Text

Skill Focus: Reading

Time Allocation : 4 x 40 minutes

Standard of Competence : 11. Respond the meaning in functional written text and simple short essay in form of recount and narrative text for interaction in daily life context.

Basic Competence : 11.1 Reading aloud the short functional text and essay written in narrative through acceptable utterance, stressing, and intonation that related to the closest environment.

Indicators : 11.1.1 Reading aloud and meaningful
11.1.2 narrative text
11.1.3 Identifying the meaning of
11.1.4 narrative text
Identifying the communicative aim

of narrative text.

Identifying retorical steps and language features of recount and narrative text

- A. Learning Aim** : By the end of the lesson, students will have been able to identify the meaning, social function, generic structures and language features of narrative text through story map.

B. Material

Narrative Text

1. Definition

A narrative is a text 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.

2. Social Function

The main purposes of narrative text are to tell a story about something or someone and to amuse or entertain the readers or listeners.

3. Generic Structures

a. Orientation

It sets the scene and introduces the participants of the story.

b. Complication

It tells the beginning of the problem which leads to the crisis or climax of the main participants.

c. Resolution

It provides solution to the problem either in happy ending or in sad ending.

d. Language Features

- Focus on specific and usually individually participant.
- Use of material (action) processes
- Use of relational and mental processes
- Use of temporal conjunctions and temporal circumstances
- Use of past tense

1. Example

Little Red Riding Hood

Orientation

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother.

Complication

A wolf wanted to eat her but was afraid to do so in public. The wolf approach the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it. In the meantime, he went to the grandmother's house and gained entry

by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

Resolution

However a hunter came to rescue and cut the wolf open. Little Red Riding and her grandmother emerged unharmed. They filled the wolf's body with heavy stones, which killed him.

III. Teaching

Method

- Approach : Cooperative Learning
- Method : Group Discussion
- Technique : Story Mapping

C. Teaching Media

- Power Point Presentation
- Story Map
- Worksheet

D. Learning Activities

First Meeting

Activity	Description	Time Allotment
	Pre Activity	
Apperception	<ul style="list-style-type: none">- Teacher greets students- Teacher leads the students to pray together- Teacher checks the students' attendance- Teacher tells the topic that will be learn- Teacher tells the goal of the lesson	5 minutes
	Main Activity	
Exploration	<ul style="list-style-type: none">- Teacher gives example of narrative text- Students read the text that given by the teacher- Teacher involves the students to identify the social function, generic structure and language features of narrative text.- Teacher explains the teaching material of narrative text.	15 minutes
Elaboration	<ul style="list-style-type: none">- Students are devided into some groups consist of 6-8 students.- Each group is given a narrative text and a story map by the teacher.- Students are asked to identify the social function, generic structure and language features of the text in a group.- Students write down their	30 minutes

Activity	Description	Time Allotment
	work on the available story map worksheet in 10 minutes.	
Confirmation	<ul style="list-style-type: none"> - Students present their group work in front of the class. - The rest of students with the teacher' guidance check and discuss the group work. - Teacher gives confirmation to the students' work. 	20 minutes
	Post Activity	
	<ul style="list-style-type: none"> - Teacher and students review the material that has been taught. - Teacher motivates students. - Teacher closes the class and leads students to pray together. 	10 minutes

Second Meeting

Activity	Description	Time Allotment
Pre Activity	<ul style="list-style-type: none"> - Teacher greets students - Teacher leads the students to pray together - Teacher checks the students' attendance - Teacher reviews the material in the previous meeting. - Teacher tells the goal of the lesson. 	20 minutes
Main Activity	<ul style="list-style-type: none"> - Teacher gives a test of narrative text to the students to measure the students' reading comprehension 	50 minutes

Activity	Description	Time Allotment
	after being taught using story map.	
Post Activity	<ul style="list-style-type: none"> - Teacher and students review the material that has been taught. - Teacher motivates students. - Teacher closes the class. 	10 minutes

E. Sources

- Wardiman, Artono dkk., 2008, *English in Focus 2 for Grade VIII Junior High School (SMP/MTs)*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Mustriana, Bachtiar Bima and Cicik Kurniawati, *Let's Talk for Grade VIII Junior High School (SMP/MTs)*, Bandung: Pakar Raya.

F. Instrument

Answer the following questions based on the story above!

- a. Who is the main character of the text ?
- b. Who lived with Cinderella?
- c. What kind of person were the Cinderella's stepmother and stepsisters?
- d. What did the Cinderella's stepsisters do to her when the invitation came?
- e. Where the story took a place?
- f. What did the fairy godmother do to help Cinderella?
- g. What did Cinderella do in the ball with the Prince?
- h. What happened when the clock began strike to twelve?
- i. What is the communicative purpose of the text?
- j. Write down the resolution of the text!

G. Assessment

Technique : students answer essay questions

Form : written test

Scoring guidance :

Each right answer is scored = 20

Score maximum : $5 \times 20 = 100$

Students' score : *total right answer x 20*

Semarang, 25th May 2016

English Teacher,



Aji Heru Pambudi, S.Pd

Researcher,



Novia Uswatun H.

Headmaster

of SMP Nurul Islam Semarang



Mashadi, S.Ag

Appendix 6

STUDENTS' WORKSHEET

CYCLE 2

Read the passage carefully!

CINDERELLA

Once upon a time there was a beautiful girl named Cinderella who lived with her stepmother and two stepsisters. They were very bossy. They made her do all the housework.

One day an invitation to the ball came to the family. Her stepsisters did not let her go, and left her alone. Cinderella was very sad and couldn't help crying. Fortunately, the fairy godmother came and helped her to get to the ball. Magically she could change a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. She said, "Now Cinderella, you must leave before midnight." Then, away she drove in her beautiful coach.

At the ball, Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly, the clock began to strike twelve. She ran towards the door as quickly as she could. In her hurry, one of her glass slippers came off and was left behind.

A few days later the king's son proclaimed he would marry the girl whose foot fitted the glass slipper. The king's page came to Cinderella's house. Her stepsisters tried on the slipper but it was too

small. The king's page then let Cinderella try on the slipper and it fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and lived happily ever after.

Name :

Class :

Student Number :

Answer the following questions correctly!

1. Who is the main character of the text ?
2. Who lived with Cinderella?
3. What kind of person were the Cinderella's stepmother and stepsisters?
4. What did the Cinderella's stepsisters do to her when the invitation came?
5. Where the story took a place?
6. What did the fairy godmother do to help Cinderella ?
7. What did Cinderella do in the ball with the Prince ?
8. What happened when the clock began strike to twelve?
9. What is the communicative purpose of the text ?
10. Write down the resolution of the text!

*****GOOD LUCK!*****

Appendix 7

STUDENTS' OBSERVATION CHECKLIST

No	Indicators	Responses' Percentage					Score
		None	Few Students (25%)	Many Students (26-50%)	Half of the class (51%-75%)	Most of Students (76%-100%)	
		1	2	3	4	5	
1.	<p>Students' enthusiasm</p> <p>a. Students are enthusiastic in listening teacher's explanation of narrative text.</p> <p>b. Students are enthusiastic in asking question about the material.</p> <p>c. Students are enthusiastic in giving opinion about the material.</p>						
2.	<p>Students' participation</p> <p>a. Students are active in doing the assignment</p> <p>b. Students have responsibility in a team</p> <p>c. Students care their teammates</p>						

Appendix 8

TEACHER OBSERVATION CHECKLIST

No	Indicators	Criteria					Score
		Poor	Fair	Average	Good	Excellent	
		1	2	3	4	5	
1.	<p>Presentation</p> <p>a. Teacher's explanation is easy to be understood, explicit, and logic.</p> <p>b. Teacher gives students chance to ask some questions about the material.</p> <p>c. Teacher can involve students to make a conclusion.</p>						
2.	<p>Implementation of Technique</p> <p>a. Teacher can apply the technique appropriate with lesson planning.</p> <p>b. Teacher can give explicit and easy to be understood</p>						

	<p>instructions.</p> <p>c. Teacher can use the technique and media effectively.</p>						
3.	<p>Performance</p> <p>a. Teacher has clear voice during teaching and learning process.</p> <p>b. Teacher can manage students in the class.</p> <p>c. Teacher gives fair and respect treatment for students.</p>						

Appendix 09**Students' Score in Pre-Research**

No.	NAME	GENDER	SCORE
1	ABBYUDHA DAFFA SETIADI	M	58
2	ADHY TRY SAPUTRA	M	62
3	ADRIAN ANGGI SETYAWAN	M	54
4	ANGGUN PERTIWI	F	72*
5	ARMELIA NIRMALA SARI	F	72*
6	AWANDA DHEA SASMITA	F	62
7	DAVIA RAHMA W.	F	76*
8	DHAFIN NAUFAL SUTANTO	M	62
9	DIMAS RISKI NUGRAHA	M	60
10	ELSA MUTIARA DEWI	F	58
11	FAHTA HANDINSA M. P.	M	74*
12	GILANG ADYATMA A.	M	60
13	ILHAM FAHRURRUDIN	M	58
14	IQBAL EKA RAHMANI	M	64
15	IVAN AKBAR AUROZI	M	62
16	KHALIMATUS SA'DIYAH	F	64
17	LILY IFA NURHAYATI	F	74*
18	MAYLANI SAPUTRI	F	72*
19	MISWAMARA ZULFIKA C.	M	68
20	MUHAMMAD ARKAN A.	M	70
21	MUHAMMAD SUBHI A.	M	54
22	NAUFAL DWIKA PERMANA	M	52
23	NAZLA IFTINAN ARIYANTO	F	72*
24	NOER PAJRIE YULIANTO	M	62
25	RAFI ADE NOVIAN	M	54
26	ROOZAN NAUFAL ABID	M	72*
27	SEKARAYU ASMARA K.	F	76*

No.	NAME	GENDER	SCORE
28	SEPTIANA PRASTIKA JATI	F	72*
29	SOFITA SYAHLA NAURA	F	70
30	TANIA CHYNTIA HARTONO	F	72*
31	TEGUH SANTOSO	M	72*
32	YUDHA BRAHMANTIYO	M	56
33	DHEVA PRAMESTIKA R.W.	F	54
TOTAL			2140
STUDENTS' MEAN SCORE			64,848

* *The student who passed the minimum standard score (KKM)*

Appendix 10**The Score of Students' Improvement from Cycle 1- Cycle 2**

No.	CODE	CYCLE 1	CYCLE 2
1	S-2	45	60
2	S-3	45	95*
3	S-4	45	100*
4	S-5	90*	95*
5	S-6	90*	0
6	S-7	45	100*
7	S-8	90*	100*
8	S-9	45	75
9	S-10	45	100*
10	S-11	45	100*
11	S-12	90*	95*
12	S-13	65	95*
13	S-14	45	80*
14	S-15	50	95*
15	S-16	55	100*
16	S-17	45	95*
17	S-18	90*	100*
18	S-19	95*	100*
19	S-20	70	100*
20	S-21	55	70
21	S-22	45	100*
22	S-23	45	50
23	S-24	95*	100*
24	S-25	80*	100*

No.	CODE	CYCLE 1	CYCLE 2
25	S-26	45	90*
26	S-27	80*	60
27	S-28	90*	100*
28	S-29	85*	95*
29	S-30	95*	95*
30	S-31	95*	100*
31	S-32	70	100*
32	S-33	45	100*
33	S-2	90*	95*
Total		2205	2940
Students' Mean Score		66,818	89,090

* *The student who passed the minimum standard score (KKM)*

Appendix 11

The Result of Students' Interaction

No.	Indicators	Result		
		Pre-Research	Cycle 1	Cycle 2
1	Students are enthusiastic in listening teacher's explanation of narrative text.	2	4	5
2	Students are enthusiastic in asking question about the material.	2	3	4
3	Students are enthusiastic in giving opinion about the material.	3	3	5
4	Students are active in doing the assignment.	3	4	4
5	Students have responsibility in a team.	2	3	4
6	Students care their teammates.	2	3	4
Total		14	20	26
Percentage		47%	67%	87%

Appendix 12

The Result of Teacher' Performance

No.	Indicators	Result		
		Pre-Research	Cycle 1	Cycle 2
1	Teacher's explanation is easy to be understood, explicit, and logic.	4	4	5
2	Teacher gives students chance to ask some questions about the material.	4	4	5
3	Teacher can involve students to make a conclusion.	3	4	5
4	Teacher can apply the technique appropriate with lesson planning.	3	4	4
5	Teacher can give explicit and easy to be understood instructions.	4	4	4
6	Teacher can use the technique and media effectively.	3	4	4
7	Teacher has clear voice during teaching and learning process.	4	4	5
8	Teacher can manage students in the class.	3	3	4
9	Teacher gives fair and respect treatment for students.	4	4	4
Total		32	35	40
Percentage		71%	78%	89%

Appendix 13

TRANSCRIPT OF INTERVIEW

Teacher : Aji Heru Pambudi, S.Pd

Researcher : Novia Uswatun Hasanah

Date : April 18th 2016

Researcher	Assalamu'alaikum Mr.Aji..
Teacher	Wa'alaikumsalam warahmatullah..
Researcher	How are you, Sir.. long time no see. It's good to see you again.
Teacher	Alhamdulillah.. everything's runs well. Yaa.. it's been a long time since you finished the teaching internship here. I hope the same good things on you.
Researcher	Alhamdulillah.. I am good, Sir. Yes, it's been a long way and know I am back with another mission, I need your help Sir.
Teacher	Yes, sure.. So, what can I help you?
Research	Well, I remember when I am in teaching internship programe a couple of months here and then I realized that I still have difficulties to manage the class and make the students catched the material that I tried to deliver to them. Do you feel the same way too, Sir?
Teacher	Yes, off course.. As a teacher I have the same challanges in handle the class and the students.
Researcher	Then, in your opinion what are the factors that influence that condition?
Teacher	Actually, there are many factors that related each other that influence the teaching learning processes.
Researcher	Hmm.. what are they?

Teacher	I think that it could be seen from the 4 majors factors, teacher as the facilitator, the students, the setting of the curriculum and the environment.
Researcher	Well, would you please explain further?
Teacher	<p>Okay.. I will explain them one by one.</p> <p><i>First</i>, the role of the teacher in the class is crucial because he/she leads the students in the teaching-learning process. As a teacher, you can never just give a material then ask your students to do the assignment then finally you got the score. Not such a simple!</p> <p>You have to be their friend to find the way to understand the material. You have to take their trust in you. After you got it, it will be easier to deliver something new, something they haven't got before. Besides, as a teacher you should prepare everything well. But, in the end.. that's not easy at all. Even for myself, sometimes it was hard to gave my best effort in teaching.</p>
Researcher	Yes.. we all keep learning, Sir.. Hehe
Teacher	<p>Yaa.. you're right. Not even because we are a teacher then we stop learning.</p> <p>You know laah.. when we have another schedule, another work in the office there is a visitation from supervisor but in the same time I have a class. In this case, sometimes I feel like couldn't handle myself.</p>
Researcher	What do you mean, Sir?
Teacher	Yaa.. in that crowded time, I feel like working underpressure, then finally I should sacrificze one of them. When I feel "mentok" usually I just come in to the class, deliver material in a short time and as quick as possible then I give them a practice then while they do their practice I do my work. Haha.. that's not good.
Researcher	Yes, Sir.. I understand what are you feeling. Then, how about the ather factors?

Teacher	<p>Okay..</p> <p>Second is about the students. All we know that the students come with the different abilities, in this case in English. It may caused by the background of the school, we don't know the implementation of strategies that the teacher use when they were elementary. Some students have a good abilities because of they took a course outside the school maybe. Then the rest of students wo just got English in the class withaout any addition.</p> <p>Finally, it influenced their learning styles. It's good when students practice English not only from the school, like maybe they realized that they can learn or practice English from something they like, from movies that they're watching.. the songs that they're singing etc. That really help them in mastering vocabullary, increase their reading and listening abilities.. or even their speaking.</p> <p>But in another hand, we should know there must be a students who didn't interest in learning English because they couldn't make it become a habit. Almost students just come to the class with an empty brain (sorry), they don't prepare theirself to be ready to get something new. So, as the teacher we could't force them to understand. We need to give special treatment to them in order to increase their motivation and selfconfidance in learning English.</p>
Researcher	<p>And then,based on your experiences.. did you do the special treatment to them?</p> <p>Or, I mean.. what kind of the special treatment that you gave to them?</p>
Teacher	<p>Yaa.. I did it sometimes.</p> <p>Special thing here is I usually gave them an intermezzo to break the boredome or unconductive situation.. like.. I gave them videos, I asked them to sing etc. Yaa you know they're really good in make</p>

	a noise right?
Researcher	Ah yaaa.. off course I know. But how often you gave them that special things, Sir?
Teacher	To be honest.. it's rare. I can count with my hand.
Researcher	No problem, at least you've try! Then what are their responses?
Teacher	Off course they're happy and excited. But when the videos or songs are finish, I usually ask them to review and retell the story or the content they have no idea.. they close their mouth. Ckckck..
Researcher	Maybe we should find another way, Sir.
Teacher	<p>Yes, we should.</p> <p>Then for the 2 more factors, the curriculum and the environment.</p> <p>We realized or not, that our curriculum still has an old method even they gave a teacher authority to set the teaching learning process as what they like. Most of teacher are still use a dull strategic like "ceramah" and the system of reading for example, we still use a rote learning.</p> <p>Then from the environment, you see that this school is near the street with lots of vehicles with sounds of auto-horns non-stop all day long. And now you're sitting in the class that not representative at all, there's no good vantilation even we have an air conditioner, bad lighting because there's no windows, and also the small class with lots of students inside. Can you imagine when we're in the teaching learning process then there's something problem with the electricity.. no light, no AC then noises from the street?</p> <p>Environment is also has the important role in teaching and learning process. When we feel comfort with the environment then it can influence our mood</p>

	in learning.
Researcher	Okay.. I get the point, Sir. Now, let's talk about the skills that students have to master. Between four skills in English, based on your explanation before I noticed that students better to start prepare theirself by mastering vocabulary, build a good habit related to their learning style and so on.. then, my question is which one of the skills should be mastered first of the students?
Teacher	Well, actually all of them are important and should be balance each other. But, when we talk about students' needs we know that the first thing they meet everyday is a book.. it means that the material served in written, so it's better to start with improve their reading skill first.
Researcher	Okay, I agree with you. They need to understand what they get from the book, they need a good skill in reading. At least they know the meaning of word by word then finally they're understand the content.
Teacher	Yes, that's right.
Researcher	Then, can you tell me your reading class activity Sir?
Teacher	Because of the materials of eighth and ninth grade students.. I handle both of them.. the materials are about genre or kind of text, and we have a worksheets book (LKS) I usually mix the subject from the handbook and the worksheets book. I explaind step by step, and then asked words they did't understand, after all clear.. I asked them to do the assignment on the worksheets book.
Researcher	How about the special things like you said before?
Teacher	Yaa.. I've told you, not always happened each time I come to the class.
Researcher	So, don't you mind if I say that it not implement maximally?
Teacher	Yes, that's a fact. I keep trying.
Researcher	Well, and then how about the material?

	I will make it specific.. what is the text the students like the most and the other way?
Teacher	I think they like a story that can build their imagination, like a descriptive text, narrative, recount.. yaa.. they don't like something flat like a news, and certain kind.
Researcher	Then did you find a difficulties in deliver material of reading?
Teacher	Yes, there must be a difficulty. But the most I can't do and I keep trying till now is I want to set a fun and effective learning. I can make them learning without they realize. I want they're learning by doing something they like, "bermain sambil belajar"
Researcher	In that material of the text?
Teacher	Yes, it's included.
Researcher	Okay, Sir.. through our discussion actually I have an idea to solve the problem and maybe we can make a good collaboration in supporting students in their learning process.
Teacher	It sounds interesting. Then, what's your idea?
Researcher	<p>Yaa, based on my experienced in teaching internship before and the same problems that we faced.. also some literatures that I've read. I have an idea to make or use an effective media to facilitate the students especially in learning reading.</p> <p>It called a story map, it is a set of schemes or pattern that would help the students to identify the elements of the text. For example in narrative text, it would help students to identify the title, the generic structures and also the language features of the text. It served in a fun and interesting media, we can make it from the recycle stuff like a paper.. we can decorate it with the things that they like, make it full of colors and put some unique characters on it.</p> <p>I think it could facilitate students in their learning reading through fun and</p>

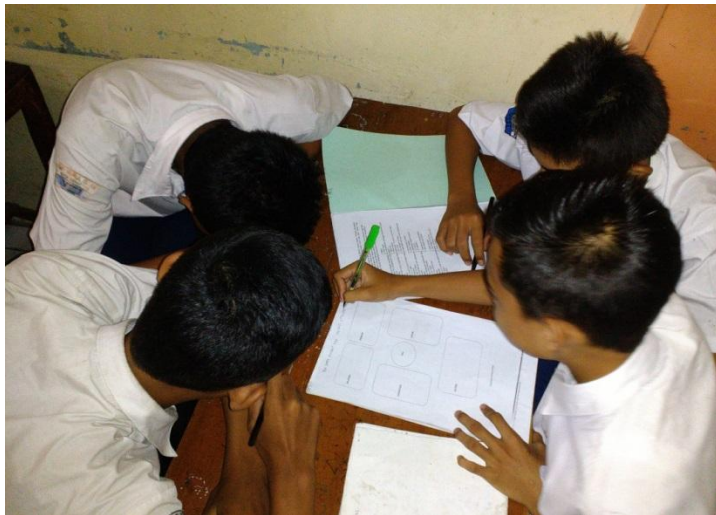
	effective media. Like you said before, “bermain sambil belajar”
Teacher	That’s sounds great! I like your idea, then when we can start?
Researcher	I’m glad to hear that, Sir. Before we apply it, I need some data to support my plan Sir. Would you please help me?
Teacher	Sure.. I will help you. Hope that our plan make a good impact to the students.
Researcher	In shaa Allah, Sir.. Once again thank you for your sharing and discussion. I will call you again later. Now, you can continue your activity Sir. I am so sorry for disturbing you.
Teacher	Never mind.. well, so I will back to office now. Assalamu’alaikum
Researcher	Wa’alaikumsalam, Sir..

Appendix 14

DOCUMENTATION



Students paid attention to the teacher's explanation



Students worked in team



Teacher gave guidance to the students



Students worked the assignment

Name : Khalimatus sa'Diah
Class : VIII A

45

I. Write down the elements of the narrative text above!

a. Characters:

~~Pengeram, Jonathan, dan suitor~~
Prince, Peter Piper, and Franklin

b. Setting :

In the Franklin

c. Orientation:

once upon a time, there lived a King young Prince named Jonathan. he was loved and adored by his people. his two close friends were Peter Piper, the servant of the Palace and Franklin greedy, the son of an aristocrat

d. Complication:

suddenly a group of bandits attacked the three boys near an old house.

e. Resolution:

Prince Jonathan and

II. Answers the questions based on the story!

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?

1- loved and adored

2- Peter Piper and Franklin greedy

3- the water attacked by the bends

4- early at dawn

5- scared and wanted to make a deal if made Peter suspicious.

suddenly they heard a horse running outside the house.

$$\frac{5+4}{2} \times 10 = 45$$

Name : Gilang Adgama, A
Class : VII A

65

I. Write down the elements of the narrative text above!

a. Characters :

Jonathan
Franklyn Greedy
Peter Piper

b. Setting :

Old house

~~1x~~ Orientation:

Once upon a time, there lived a kind young prince named Jonathan
who was loved and adored by his people his subjects on this

d. Complication:

Suddenly a group of bandits attacked the tree boys

e. Resolution:

Prince Jonathan and Peter go separately out of the
house

II. Answers the questions based on the story!

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?

1. loved and adored by his people
2. Franklyn Greedy and Peter Piper

3. because Franklin was so
so subtly made up a plain turn and Peter escaped

$$\frac{9+4}{2} \times 10 = 65$$

Name : Teguh Santoso
Class : 8A (VIII A)

70

I. Write down the elements of the narrative text above!

a. Characters:

Jonathan, Franklin Greedy and Peter Piper

b. Setting:

In the house and the forest

c. Orientation:

once upon a time there lived a kind young Prince named Jonathan. He was loved and adored by his people - his two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an aristocrat.

d. Complication:

suddenly a group of bandits attacked the three boys near an old house

e. Resolution:

Prince Jonathan and Peter go ~~sneak~~ sneaked out of the house by ~~reaching~~ reaching

II. Answers the questions based on the story!

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?

1. loved and adored by his people

2. Franklin Greedy and Peter Piper

3. because Franklin was ~~scary~~ scary
suddenly they heard a noise
ranging outside the house and saw
over the window the

4. so he quietly made up a plan for him
and prince to escape

$$\frac{8+6}{2} \times 10 = 70$$

70

Name : Muhammad Arkan Abi Yasa

Class : BA

Student Number : 20

Answer the following questions correctly!

1. Who is the main character of the text ?
2. Who lived with Cinderella?
3. What kind of person were the Cinderella's stepmother and stepsisters?
4. What did the Cinderella's stepsisters do to her when the invitation came?
5. Where the story took a place?
6. What did the fairy godmother do to help Cinderella ?
7. What did Cinderella do in the ball with the Prince ?
8. What happened when the clock began strike to twelve?
9. What is the communicative purpose of the text ?
10. Write down the resolution of the text!

ap's

GOOD LUCK!

answer :

1. Cinderella
2. her stepmother and two stepsister
3. very bossy
4. her step sister did not let her go, and left her alone
5. house and castle
6. the fairy help Cinderella to get to the ball
7. she danced
8. she changed in a normaly
9. dont be so bossy
10. have a good Rest

80

Name : Ilham Fohrurudin

Class : VIII A

Student Number : 13

Answer the following questions correctly!

1. Who is the main character of the text ?
2. Who lived with Cinderella?
3. What kind of person were the Cinderella's stepmother and stepsisters?
4. What did the Cinderella's stepsisters do to her when the invitation came?
5. Where the story took a place?
6. What did the fairy godmother do to help Cinderella ?
7. What did Cinderella do in the ball with the Prince ?
8. What happened when the clock began strike to twelve?
9. What is the communicative purpose of the text ?
10. Write down the resolution of the text!

GOOD LUCK!

1. Cinderella

2. step mother and two step sisters

3. they ~~are~~ were very busy

4. Her step sisters did not let her go and left her alone in castle

6. magically she ~~set~~ could change a pumpkin into a coach and mice into a coachman.

7. Danced

8. she ran and one of her glass slippers came off and was left behind

9. To entertain or amuse the reader

10. Cinderella try on the slipper



100

Name : Nazla Iftinan A.

Class : VIII^A

Student Number : 23

Answer the following questions correctly!

1. Who is the main character of the text ?
2. Who lived with Cinderella?
3. What kind of person were the Cinderella's stepmother and stepsisters?
4. What did the Cinderella's stepsisters do to her when the invitation came?
5. Where the story took a place?
6. What did the fairy godmother do to help Cinderella ?
7. What did Cinderella do in the ball with the Prince ?
8. What happened when the clock began strike to twelve?
9. What is the communicative purpose of the text ?
10. Write down the resolution of the text!

* Answer :

GOOD LUCK!

1. Cinderella.
2. Step mother and two spepsisters.
3. They were very bossy, they made her do all the house work.
4. Her stepsisters did not let her go, and left her alone.
5. At the ball in the palace.
6. Magically she could change a pumpkin into a fine coach and mice into a coachman and two footmen. Her god mother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown.
7. Danced.
8. She ran and one of her glass slippers came off and was left behind.
9. To entertain or amuse the reader.
10. Cinderella try on the slipper and it fitted perfectly. then, Cinderella married to the prince.

SOLUTION

He told the crocodile to swim back to the river bank.

PROBLEM

The crocodile was very hungry, he stopped in the middle of the river and said to the monkey "My Father is very sick. He has to eat the heart of the monkey."

CHARACTERS

- monkey and
- crocodile

Title
The smart monkey and the dull crocodile

ACTION

1. Cross
2. Saw
3. Asked
4. told
5. swam
6. Stopped
7. Said
8. left
9. reached
10. jumped
11. Climbed

SETTING

* On the river *

Nama anggota kelompok:

1. Anggun pertiwi
2. Nazla Iptinan A.
3. Septiana Prastika J.
4. Sopita Syahla N.

Example of Story Map

SOLUTION
He told the crocodile to swim
back to the river bank

PROBLEM
The Crocodile was very hungry, he
stopped in the middle of the river and
said to the monkey "My father is very
sick, He has to eat the heart of the
monkey."

CHARACTERS
- Monkey
- Crocodile

Title
The smart monkey
and the dull
Crocodile

ACTION
1. Cross
2. saw
3. asked
4. told
5. swam
6. Stopped
7. Said
8. Left
9. Reached
10. Jumped
11. Climbed

Nama Anggota :

- Maylani S
- Tania C
- Sekarayu A
- Lily Ifa N

SETTING
* On the river

Example of Story Map

SOLUTION

He told the crocodile to swim back to the river bank.

PROBLEM

The crocodile was very hungry, he stopped in the middle of the river and said, to the monkey "My father is very sick. He has to eat the heart of the monkey."

CHARACTERS

monkey and crocodile

Title
The smart monkey and the dull crocodile

ACTION

- 1. Cross
- 2. Saw
- 3. ~~asked~~
- 4. told
- 5. Swam
- 6. Stopped
- 7. Said
- 8. left
- 9. Reached
- 10. Jumped
- 11. Climbed.

SETTING on the river

Nama:
Dimas
Oky
wanda
Elsa

Example of Story Map



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang Telp. 024-7601295 Fax. 7615387

No : In.06.3 / 34/ PP.00.9/ 1770/ 2015 Semarang, 01 April 2015
Lampiran : -
Hal : Penunjukan Pembimbing Skripsi

Kepada Yth.:
Siti Tarwiyah, S.S, M.Hum

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan, maka disetujui judul skripsi mahasiswa:

Nama : Novia Uşwaton Hasanah
NIM : 113411087
Judul : "Improving Students' Reading Comprehension in Narrative Text Through Story Map (A Classroom Action Research At The Eight Grade of SMP Nurul Islam Semarang)."

Dan menunjuk:
Siti Tarwiyah, S.S., M.Hum sebagai pembimbing

Demikian penunjukan pembimbing skripsi ini disampaikan, atas perhatian yang diberikan kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

An Dekan
Jurusan Pendidikan Bahasa Inggris,
Siti Tarwiyah, S.S., M.Hum
021108 199903 2001

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
3. Arsip



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Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp.7601295 Fax. 7615987 Semarang 50185

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Semarang, 12 Mei 2016

Lamp : 1 bendel naskah proposal

Hal : **Mohon Izin Riset**

A.n. : Novia Uswatun Hasanah

NIM : 113411087

Kepada Yth. :

Kepala SMP Nurul Islam Semarang

Di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Novia Uswatun Hasanah

NIM : 113411087

Alamat : Dusun Tegalsari RT 01/05 Desa Kawunganten Lor, Kecamatan Kawunganten, Kabupaten Cilacap.

Judul Skripsi : Improving Students' Reading Comprehension in Narrative Text trough Story Map (A Classroom Action Research at Eighth Grade of SMP Nurul Islam Semarang in the Academic Year of 2015/2016)

Pembimbing : Siti Tarwiyah, S.S., M.Hum.

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu mohon diizinkan melaksanakan riset selama 30 hari (satu bulan) terhitung mulai tanggal 12 Mei s/d 12 Juni 2016.

Demikian atas perhatian dan kerjasama Bapak/ Ibu disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.



Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



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No : 221 / 4.c / KET / VI / 2016

Yang bertanda tangan di bawah ini :

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Jabatan : Kepala SMP Nurul Islam
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Menerangkan bahwa:

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Jurusan : Pendidikan Bahasa Inggris

Telah mengadakan penelitian dalam rangka penulisan Skripsi dengan judul "Improving Student's Reading Comprehension in Narrative Text through Story Map (A Classroom Action Research at Eight Grade of SMP Nurul Islam Semarang in the Academic Year of 2015/2016)" yang telah dilaksanakan dari tanggal 13 - 26 Mei 2016

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 4 Juni 2016

Kepala SMP Nurul Islam



Mashadi, S.Ag

CURICULUM VITAE

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B. Educational Background

1. TK Masyitoh Al-Hikmah Kawunganten, Cilacap graduated in 1998
2. MI Al Hikmah 02 Kawunganten, Cilacap graduated in 2004
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4. MA Negeri Purwokerto 01 graduated in 2010
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