



**THE EFFECT OF USING STORY MAPPING TECHNIQUE ON
READING COMPREHENSION ACHIEVEMENT OF THE EIGHTH
YEAR STUDENTS AT MTs. NEGERI BANGSALSARI
IN THE 2012/2013 ACADEMIC YEAR**

THESIS

By

**Riza Kisfinata
NIM 070210491118**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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THESIS

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Language Education Study Program, Language and Arts Education Department
Faculty of Teacher Training and Education, Jember University

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2013**

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Jember, December 20th 2012

Riza Kisfinata
NIM 070210491118

DEDICATION

This thesis is especially dedicated to:

1. My beloved parents, M. Suhaefi Muchtar and Kismianah.
2. My beloved young brother, Firman Ardhiansyah.
3. My beloved little sister, Cyntia Tri Arrifiana.
4. My Hero, Ahmad Taufik Rohmanu.

MOTTO

**“The more you read, the more things will you know.
The more that you learn, the more places will you go”
(Dr. Seuss)**

**“Not all readers are leaders but all leaders are readers”
(Harry S. Truman)**

**“To teach is to learn twice”
(Joseph Joubert)**

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By

Riza Kisfinata
NIM 070210491118

Consultant

The First Consultant : Dra. Musli Ariani, M.App.Ling

The Second Consultant : Drs. I Putu Sukmaantara, M.Ed.

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education, Jember University on:

day, date : Monday, January 14th, 2013

place : The Faculty of Teacher Training and Education, Jember University

The Committee

The Chairperson

The Secretary

Dra. Zakiyah Tasnim., M.A.
NIP 19620110 198702 2 001

Drs. I Putu Sukmaantara, M.Ed.
NIP 19640424 199002 1 003

Member I,

Member II,

Dra. Musli Ariani, M.App.Ling.
NIP 19680602 199403 2 001

Drs. Sugeng Ariyanto, M.A.
NIP 19590412 198702 1 001

The Dean,
Faculty of Teacher Training and Education

Prof. Dr. Sunardi, MPd
NIP 1954051 198003 1 005

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I do realize that this thesis would not be finished without the people whom I owe a great deal of support, motivation, and suggestion. I would like to express my deepest appreciation and sincerest thanks to the following people:

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, December 20th 2012

The writer

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SUMMARY

The Effect of Using Story Mapping Technique on Reading Comprehension Achievement of the Eighth Year Students at MTs. Negeri Bangsalsari in the 2012/2013 Academic Year; Riza Kisfinata; 070210491118; 2012; 43 pages; English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education Jember University.

This experimental research was intended to investigate whether or not there was a significant effect of using Story Mapping Technique on reading comprehension achievement on the Eighth year students at MTs. Negeri Bangsalsari in the 2012/2013 academic year. The research populations were the eighth year students who were determined purposely by consulting to the eighth year English teacher. The area of this research was MTs. Negeri Bangsalsari that was chosen purposely because Story Mapping Technique had never been applied in teaching reading comprehension in this school. In addition, it was possible to get permission to conduct the research in MTs. Negeri Bangsalsari.

The eighth year students in MTs. Negeri Bangsalsari were homogeneous so the researcher did the lottery to choose the classes which were experimental group and control group. The result showed that the class of VIII C was treated as experimental class and VIII B was the control class. Both classes were taught by the researcher as the teacher two times. The activity in both classes had different treatment. The experimental class (VIII C) taught by using Story Mapping Technique. And the other hand, the control group which (VIII B) taught by using Three Phase Technique in teaching reading comprehension.

Before giving post test, try out was conducted to know the reliability, validity and the difficulty index of the test items. In this research, the analysis of the try out scores proved that the test items were reliable since the result of the whole score of the test reliability was 0.66. It was considered reliable since the standard

reliability coefficient of teacher made test ≥ 0.50 . So, the researcher did not have to make any revision of the test items. After giving different treatment in both classes; the experimental and the control group; the researcher administered post test. Therefore, the post test result called as a primary data and the supporting data were documentation and interview.

The primary data of this research were collected from the students' post test score of reading comprehension. Otherwise, documentation and interview with the English teacher were used to get the supporting data. The primary data were analyzed by using t-test formula with 5% significant level. The results of the degree of freedom (Df) was 71 then it was known that t-table was 2.00. The statistical computation in reading comprehension achievement indicated that the statistical value of t-test was 3.7. So, the comparison of the result of t-test and t-table was $3.7 > 2.00$ (t-test was higher than t-table), it meant that the null hypothesis was rejected, while the alternate hypothesis was accepted. In conclusion, there was a significant effect of using Story Mapping Technique on reading comprehension achievement on the eighth year students at MTs. Negeri Bangsalsari in the 2012/2013 academic year.