

## ABSTRACT

Ai Siti Nuryanah : The Influence of Teaching EFL Using Story Mapping on Students' Achievement in Reading Comprehension.

In English teaching learning process, reading skill is one of four fundamental skills students have to master and Reading comprehension is higher level of reading skills itself. Reading comprehension is does not just know the meaning of a text, but also students have to know what is the writer tried to inform and connecting it with their prior knowledge. By reading, the students can get some more information. However, the students did not really interested to read so that they get difficulties and hesitation especially in reading narrative texts. Based on preliminary research the data showed that 85 percent of students did not prefer to learn reading comprehension. Story Mapping technique is one of the techniques that can increase students' achievement and can improve reading skills in reading comprehension. The purpose of this research is to find out the influence of teaching using story mapping technique on the students' achievement in reading comprehension for the experimental class and see the differences of their score from pre-test and post-test result.

In administering the research, the population of this study was all the students of SMA Miftahul Ulum Cianjur. This research chooses one class as sample that was the XI<sup>th</sup> grade. The amount of students in the class was 25 students. The data collection in this research was using one class pre-test and post-test. To gain the data of the students' achievement in reading comprehension, it was used Story Mapping Technique in the Experimental class. The class received treatment in three meetings by teaching reading comprehension using Story Mapping Technique. The data of this research was analyzed using statistical procedure.

The statistical result shows that  $t_{\text{count}}$  is 14.68 while  $t_{\text{table}}$  is 2.07 in the level significance 5%. It means that  $t_{\text{count}}$  higher than  $t_{\text{table}}$ . Therefore, the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It means that there is significant influence of teaching using Story Mapping in improving students' achievement in reading comprehension.

Story Mapping technique can help students to improve their reading comprehension skills and make the teaching learning process more interesting especially in narrative text. Therefore, it is necessary for the teacher to provide story mapping which is appropriate with the students' situation and class condition, in order to make students more interested in learning English.