CHAPTER I

INTRODUCTION

This chapter would like to describe the background of research, the research questions and purposes of research, the significances of research, rationale and the general hypothesis, methodology, technique of collecting data, data analysis, and the general formulation.

1.1 BACKGROUND OF THE RESEARCH

Reading as one of four basic skills in language mastery of Indonesian students still shows alow in students' achievement. A research conducted by Program for International Students Assessment (PISA) 2000 and 2003 showed Indonesian students' rank among the lowestachievement in basic reading skills compared to their peers in other countries.High school Indonesians students placed in 51st position among 57 countries on five continents. In foreign language class, reading is one of the main sources of the input for the learners (Hasbun, 2006), when the learners mastering reading skillsthey will be able to develop another skill.

According to Cline et.al (2006:2), reading is decoding and understanding written text. Decoding means requires translating the symbol of a language into the spoken word and understanding means knowing the message of the text. Comprehension is a process that including thinking, teaching, past experiences, and knowledge.

There are many possible reasons why reading is a difficult activity in EFL class. In the process of understanding text, students should be able to recognize the word rapidly, know the meaning of almost all of the words and connect the meaning of each sentence orderly (Westwood, 2008). Based on the preliminary research of interviewing some students in SMA Miftahul Ulum Cianjur, it is showed that more than 85% students prefer to answer the questions in English final exam with tenses form or conversation form rather than reading text.

To fix problems with reading comprehension, Story Mappingtechnique is a tool to recall students' knowledge. Story Mapping is a technique which can increase reading comprehension and instructional strategy to increase comprehension by creating a graphic representation of a story that includes story elements and how they are connected (Klingender, 2007).It can be stated that Story Mapping is a tool to organize a text with a diagram to develop students' reading comprehension.

There are many previous studies on reading comprehension using Story Mappingtechniqueto develop students' reading comprehension. A research for students with Language Disorder (LD) found that Story Mapping is effective in developing students' story grammar; it is showed distinctive score after using Story Mapping intervention (Marks, 2013). The result of the research at school in the western part of Tamil Nadu, the researcher was satisfied with Story Mapping techniquein helping students' awareness of comprehension questions categorized in

five different types text in the pre-test and post-test model (Sam and Rajan, 2013: 167). Another research, has also showed the results of Story Mapping effectiveness to improve students' the reading comprehension skills of middle and high school students with LD have positive result too (Boon et.al, 2015). From those researches we know that the researcher focused on analyzing story mapping on specific object but there is no specific research focusing on high school only, so it is better to start a research in high school with no any reading disabilities to know how the difference effect of using story mapping in learning reading comprehension is.

Based on several reasons above and the importance of using Story Mapping technique in reading comprehension, the researcher has interest to implement the strategy in order to improve students' achievement in reading comprehension. The title of this paper is"The Influence of Teaching EFL UsingStory Mapping on the Students' Achievement in Reading Comprehension (A Pre-Experimental research at the XIth grade students of SMA Miftahul Ulum Cianjur Academic Year 2017/2018)".

1.2 RESEARCH QUESTIONS

The research question is used to frame problems of the research that would be conducted, it is necessary to frame the research problems to make sure the research is not too broad. Research problems are the educational issues, controversies, or concerns that give guidance the need for conducting a study (Creswell, 2012). In this relation to the background, the questions formulated in this research are as follows:

1. What is students' score of reading comprehension before using Story Mapping technique?

2. What is the students' score in reading comprehension after using Story Mapping technique?

3. How significant is theinfluenceof teaching using Story Mappingtechniquein EFL class towards students' achievement in reading comprehension?

1.3   PURPOSES OF RESEARCH

Based on the questions above, the purposes of the research are:

1. To discover what is students' score of reading comprehension before using Story Mapping Technique.

2. To identify what is students' score of reading comprehension after using Story Mapping Technique.

3. To find out the influence of teaching EFL Using Story Mappingtechnique towards students' achievement in reading comprehension.

1.4   SIGNIFICANCES OF RESEARCH

The result of this research is hopefully useful theoretically and practically. Theoretically, the findings of this research are expected to contribute in developing complex ways in rebuilding English comprehension package to enhance students' achievement in reading comprehension test of EFL class. Furthermore, it hopes can help on preparing the effective technique in developing students' reading interest and their comprehension while reading activity itself.

Practically, it helps English teacher in providing a proper technique to developing students' reading comprehension. Moreover, the result of the study can provide valuable information for English teachers in high school degree, especially for the teachers at the school which are investigated. Also for students participated in this research are expected to enhance their reading comprehension skill for their EFL class.

1.5   FRAMEWORK OF THINKING

Reading activity is a fundamental skill which leads everybody into many knowledge around the world, beside that students can also increase vocabulary, and for enjoyment during one activity in the same time. Reading activity is not just about ability of reading and understanding the meaning of the written text, furthermore students need to comprehend what they have read (Gillet and Temple, 1990). Comprehension is the interaction among word identification, prior knowledge, comprehension strategies, and engagement (Prado &Plourde, 2005: 33). Based on the theory above, reading activity can be considered as the way of connecting the previous knowledge students have and new knowledge that comes from the text.

Further, reading activity is to comprehend the written text.Students should have to know what the information of the text they have read is. In higher education, especially high school students are required to understand the text generic structure or other important parts of a text. Reading is comprehension. "Comprehension involves what the reader knows as well as the nature of the text itself. the type of text to be

read is narrative, expository, poetry, and etcetera. It is involved the purpose for reading" (Rasinski et al. 2000: 1). It can be concluded that reading comprehension is the action of the reader when they could understand overall the text information not only understand what is the text tells about.

Learning technique is an implementation which actually takes place in classroom; it is an action process of steps from method and it more specific for achieving goals of a certain material of one subject. A technique is a trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques have to consistent with a method, and therefore it is harmony with an approach as well (Anthony, 1963).

There are many ways to enhance students' reading comprehension skill but as an educator, it is better to provide the appropriate one. Teaching English has different strategy for each skill. Based on many previous types of research on reading comprehension there is a technique called story map. A story map is part of graphic organizer which focused on narrative text; Story Mapping is focused on the cognitive development process and highlighted the importance of developing new ideas with the help of prior knowledge and relationships in mind (Ausbel, 1963). Story Mapping helps students perceive the sequence of story development (Li, 2000) in addition, he says that "Story Mapping is particularly useful to help the students to develop a sense of story and realize that the setting, events, and character of a story are interrelated".Darefinko et.al (2015: 4) emphasized that "the map provides readers

with a space to record important story grammar categories including setting, characters, problem, goals, actions, outcome, and conclusion of the story".

From the explanation above it can be concluded, a story map leads the students to form a mental picture of story's structure and to understand the related story part in narrative text. The purpose of instruction with a story map is to improve narrative comprehension by helping students to understand the structure of a coherent story representation, with emphasis on the causal connections between characters' goals, their attempts to achieve goals, and the outcomes of those attempts (Boulineau et al., 2004).To investigate the research uses the framework as follows:
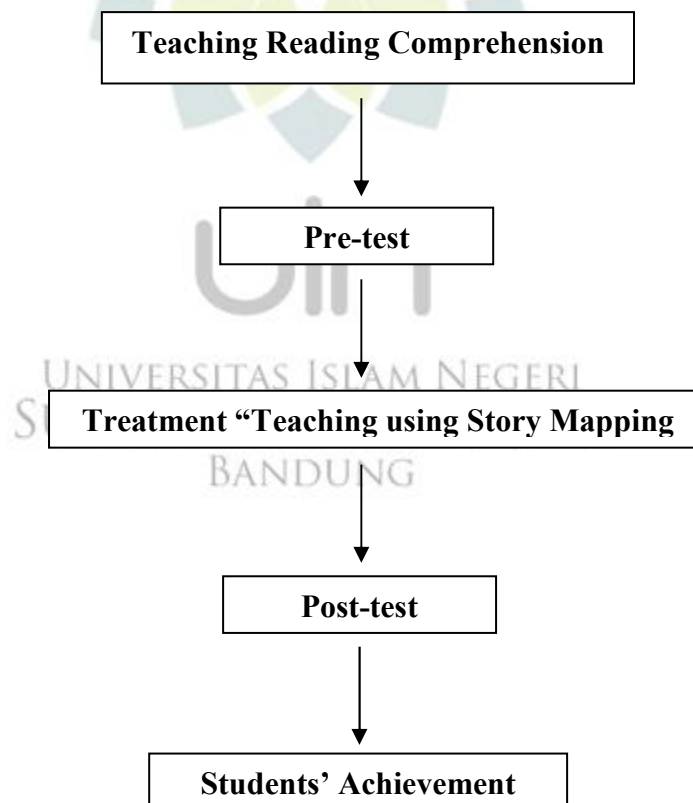
Teaching Reading Comprehension

Pre-test

Treatment "Teaching using Story Mapping

Post-test

Students' Achievement

Figure1.1
The research framework

It is established An Experimental Research. First of all it is testing students' score in reading comprehension before treatments using pre-test and after that testing students' score in reading comprehension after treatments using post-test. English learning at high school is targeted in order to know the students' development in reading comprehension. The variable X on this research is usingStory Mapping technique in teaching EFL and the variable Y in this research is students' achievement in reading comprehension skills.

1.6 HYPOTHESES

A hypothesis is a presumption of the result of the research, the outcome of the hypotheses is necessary to be discovered whether it works or not. Creswell (2014: 188) stated "Hypotheses are predictions the researcher makes about the expected outcomes of relationships among variables". The explanation above can be conducted hypotheses of the correlation between teachings EFL with Story Mappingtechnique towards students' achievement in reading comprehension test. The hypotheses can be elaborated, as follows:

1. **Ha**   = If r_{xy}>r_{table} means there is significant influence of teaching using Story Mapping in EFL class to improve students' achievement in reading comprehension

2. **Ho**   = If r_{xy}<r_{table} means there is no significant influence of teaching using Story Mapping EFL classto improve students' achievement in reading comprehension.

1.7 METHODOLOGY

1.7.1 METHOD OF RESEARCH

In relation to the title of this research, it is used Quantitative Experimental research design. An experimental research is used when a research need to analyze the cause and effect between dependent and independent variable and the outcome of the research is controlled by the researcher using treatments (Creswell, 2008: 295). The kind of research used in this investigation is quantitative research. The data which collected in this investigation is in terms of score to compare the result of students' score before given a certain treatments and after given treatments.

Type of experimental research used in this research is Pre-experimental research (one group pretest and post test). In this design the research measured one group of student by giving pretest before treatments in three meetings and at the end of it the students were measured by posttes. The researcher chooses this type of reseach because the school only have one class each grade. The table below showed the design of pre experimental research:

Table 1.1

Pre-experimental design (Creswell, 2008)

0	X	0
Pre test	Treatment	Post test

1.7.2 SOURCE OF DATA

a. Research Site

The first stage in data collection is deciding at what level (e.g., individual, family, school, and school district) the data collected (Creswell, 2012: 141). Carried out the explanation of Creswell, The research is conducted in SMA MiftahulUlumCianjur, because of the preliminary research has showed that 85% of students do not get good achievement at reading comprehension skills. Another reason why that school is chosen because the students have been taught about reading comprehension about narrative text but the teacher didn't use certain strategy, so it is useful to help developing teachers' skills. Specifically it helps teachers in finding appropriate strategy for teaching EFL especially in reading comprehension skills.

b. Population

According to Arikunto (2006: 130) "population is the whole subject of the research". So it can be concluded the phenomenon of entire students of SMA MiftahulUlum Cianjur are the population of the research.

c. Samples

The technique of sampling in this research used cluster sampling technique. A population of school students is grouped into a number of classrooms or it can be called as a cluster. A researcher selected the subject of the research by selecting clusters of students rather than selecting individually (Ros, 2005). Sample of the

research are students of the XI[th]grade that consist of 25 students. The participants are entire students of the XIth because the school only have one class each grade.

1.7.3 RESEARCH INSTRUMENTS

In obtaining data of the research, it is used some instruments to collect the data of writing test. Kumar (2011: 41) stated, "Anything that becomes a means of collecting information for your study is called a 'research tool' or a 'research instrument'". There are instruments used in analyzing the data such as:

A. Administering Pilot Project

Pilot project aimed to analyze the capability of research instruments itself. It is analyzing the validity, reliability and difficulty of test questions. The result of pilot project can be seen in the appendix.

B. Conducting Test

The test is conducted in order to know the result of teaching with Story Mapping in EFL class. It would be based on scoring. The test is conducted in this research is consisting of two types, such as:

1. Pre - test

Pretest conducted before the teaching learning process in order to know the basic knowledge of students itself and to know students' skills before treatments. The implementation of pre-test will be conducted in class. The result of pretest can be seen in the appendix.

2. Treatment

In treatments process the students are taught using Story Mapping Technique. The treatments process is done in three meetings regarding to the material itself.

Table 1.2
Steps of treatment

Meeting	Activity
First Meeting	Treatment 1 Checking students' prior knowledge and giving general information about narrative text
Second Meeting	Treatment 2 Teaching the key ideas for Story map "title, topic, characterization, main idea, plot, setting and conflict"
Third Meeting	Treatment 3 Introduced what is Story Map and analyzing narrative text using story mapping "Cinderella"

3. Post - test

Post test conducted to measure students' achievement after obtaining some materials from treatment meetings. It is measured students' skills in reading comprehension in narrative text and it is conducted in the classroom with the material have been taught by the teacher in treatment meetings. The result of post test can be seen in the appendix.

1.8 DATA ANALYSIS

In analyzing the data involves confirming the way how to relocate Numeric scores to the data, assessing the kinds of scores, selecting a statistical program, and placing input for the data into a program, and then cleaning up the database for analysis (Crewell, 2012: 175). The data gathered from the each test is analyzed in order to know the students' Reading Comprehension skill and the effect of using Story Mapping in teaching EFL. It used description analysis to describe the data statistically.

1.8.1 Steps of Data Analysis

a. Validity Instrument

Validation of instrument is conducted to see whether the instrument is capable to collect the data or not. The instrument is given to certain correspondent (it could be the class from XI grade is not selected to be the subject of research) and the result of it isanalyzed manually. An item can be considered as valid item if its r value is 0.3 or higher than 0.3 (Sugiyono, 2011). In addition a high value of r item shows a high level of validity. The instruments are assessed by Anates V4.

b. Reliability Test

Reliability test is conducted in order to analyze the consistency of a question. Therefore, the instruments are assessed by Anates V4 in order to know if it is a good instrument or not. An instrument must be accurate consistently as a too to measure students skill and also for reliability test.

c. Difficulty Test

The difficulty test is used to analyze the degree whether the instruments considered as easy or difficult. It is useful to randomize the type of question used in pretest and post-test. The formula below is used to analyze the level of instruments as follows:

$$P = \frac{B}{Js}$$

Means:

P = index of difficulty

B = the number of students can answer the item correctly

Js = the number of all students

d. Analyzing Data of Pre-test and Post-test

In analyzing Pre-test and Post-test is conducted by comparing its means through dependent t-test to find out whether the difference of the result Pre-test and Post-test mean are significant or not. The dependent t-test is used to determine the degree of relationship between pairs two or more variables (Hatch and Farhady, 1982).The dependent t_{test} is calculated manually.

1. Determining average score of each test.

$$\bar{X} = \frac{\Sigma X}{n}$$

$\bar{X}$: mean or average.

Σx : total score of all students.

n   : number of students.

<div align="right">Sudjana (2008: 67)</div>

2. **Making the frequency of table distribution, by the steps as follows:**

a. Determining range of data (R), by using the formula:

R = (H- L) +1

In which:

H= *the highest score*

L = *the lowest score*

<div align="right">(Subana, 2005:38)</div>

b. Determining the class interval (k) with the formula :

$$K= 1 + 3.3 \log n$$

In which:

K = Interval class

N = Total data

<div align="right">(Subana, 2005:39)</div>

c. Determining the length of interval class (p), by using the formula:

$$P = \frac{R}{k}$$

In which:

P =length of internal class

R = Range

K = Total grade of interval class

(Subana, 2005:40)

3. **Determining the central tendency, by the steps as follows:**

Determining means (Me), by using the formula:

$$\widetilde{x} = \sum \frac{Fixi}{Fi}$$

In which:

Fi = Frequency

X = Sum of all scores

(Subana, 2005:65)

4. **Determiningstandard deviation normality, by steps:**

$$Sd = \sqrt{\frac{\sum fi(xi-x)^2}{(n-1)}}$$

(Subana, 2005:95)

5. **Examining the distribution normality, by steps:**

   a. Making the table of observation frequency

   b. Testing the distribution normality by using the formula:

$$X^2 = \sum \frac{(oi-ei)}{Ei}$$

In which:

Oi = Observation Frequency

Ei = Expectation Frequency

(Sudjana, 2005:273)

c. Determining the degree of freedom by using the formula:

$$Df = K - 3$$

(Sudjana, 2005:27)

d. Determining Chi square table (X^2 table)

e. Determining the degree of distribution normality with the following

criteria:

- If the score of chi square count (X^2_{count}) is less than the score of chi

square table (X^2_{table}), the distribution is normal.

- If the score of chi square count (X^2_{count}) is more than the score of

chi square table (X^2_{table}), the distribution is not normal.

6. **Analyzing the Improvement of Pre-test and Post-test.**

$$P = \frac{y1 - y}{y} x\ 100\%$$

P   : Percentage of students' improvement.

y1 : Average of post-test 1.

y   : Mean of pre-test

Sudjana (2008: 43)

7. **Class percentage of which passed the minimal mastery level criterion**

(KKM) considering English subject gains score 75, the formula is:

$$P = \frac{F}{n} \; x \; 100\%$$

P   : the pretest percentage

F   : total student who get score ≥ 75

n   : number of student

8. **Examining Hypothesis**

In examining hypothesis if the result of $t_{obtaining}$is less than $c_{ritical}$ value at the 0.05 level of significance, the null hypothesis (H_0) is not rejected and it can be concluded there is no significance between two variables itself. If $t_{obtaining}$is higher than $t_{critical}$at the 0.05 level of significant the null hypothesis (H_0) is rejected and it can be concluded that there is significant difference between two variables (field, 2005).

1. Determining t $_{count}$

2. $s2 = \dfrac{(n1-1)s_1^2 + (n_2-1)s_2^2}{n_{1+n_2-2}}$

$t = \dfrac{x1 - x2}{Sd\sqrt{\dfrac{1}{n1} + \dfrac{1}{n2}}}$

In which:

T = Test

X_1 = Mean of pretest

X_2 = Mean of posttest

N_1 = Total number data for pretest

N_2 = Total number data for posttest

S_2 = Cumulative standard deviation of both test

(Sudjana, 2005:239)

3. Looking t $_{\text{table with}}$ significance level 5%.