

APPROVAL PAGE

This is to certify that the *Sarjana's* Thesis of Vera Dina Salsabella has been approved by thesis Advisors for further approval by the board examiners.

THE EFFECTIVENESS OF STORY MAPPING TECHNIQUE IN TEACHING READING COMPREHENSION

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in Teaching Reading Comprehension**

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MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ﴿٧﴾

“So whoever does an atom’s weight of good will see it.”

(Qs. Az – Zalzalah, 99:7)

DECLARATION OF AUTHENTICITY

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I herewith declare that I wrote this thesis on my own and did not use any unnamed sources or aid. Thus, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person except where due reference is made by correct citation. This includes any thoughts taken over directly or indirectly from printed books and articles as well as all kinds of online material. It also includes my own translations from sources in a different language.

This thesis is to fulfill the requirement for the degree of *Sarjana* (S1) in English Study Program, State Islamic Institute of Kediri.

Kediri, June 24th, 2022

The researcher,



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ABSTRACT

Salsabella, Vera Dina. 2022. *The Effectiveness of Story Mapping Technique in Teaching Reading Comprehension*. Thesis. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisor: (I) Dr. Sri Wahyuni, M.Pd. and (II) Nurul Aini, M.Pd.

Keywords: Reading, teaching reading, story mapping, KWL, recount text

Reading is gathering information to understand the meaning or origin of the text being read. In reading, the reader involves the skill of recognizing words. Students must be able to interpret what they have read. Some problems appear in teaching and learning reading. One of them is the teaching technique used by the teacher. Teachers can use many techniques to make it easier for students to read comprehensively. In this study, the researcher used a story mapping technique to teach reading. Story mapping is a technique that uses a graphic organizer to help students learn the elements of a book or story. The objective of this study is to find out whether story mapping technique is effective or not in teaching reading comprehension.

This study used a quasi-experimental design that focuses on non-equivalent group pretest-posttest results. The researcher used story mapping technique in experimental group and in control group used KWL technique to teach the students on reading recount text. The sample in this research was the students of X MIPA 3 and X MIPA 4 class of SMAN 1 Plosoklaten. There were 72 students, 36 students of experimental group, and 36 students of the control group. The data was collected by using a test which included a reading pre-test and post-test. The data from the pretest and posttest were analyzed using ANCOVA with the SPSS program.

The result of this study was calculated by using ANCOVA, the mean of the experimental class was 83.11, while the mean of the control class was 81.33. The group significance value was 0.426, which was higher than 0.05 ($0.426 > 0.05$). The researcher concludes that the null hypothesis was accepted, and the alternative hypothesis was rejected. Therefore, the research hypothesis which stated, "There is no significant difference between students taught by story mapping technique and students taught by KWL technique on reading comprehension skills", was accepted. The researcher concluded that there was no significant difference between students who were taught using Story Mapping and students who were taught using the KWL technique.

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Kediri, June 2022

The Writer

DEDICATION

With strongly thanks to ALLAH subhana wata'ala

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