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Pengaruh Penggunaan Teknik Pemetaan Cerita Terhadap Pemahaman Membaca Siswa Terhadap Narasi Teks Di Sma Muhammadyah Bangkinang

Syarifa Aini [1], Putri Asilestari[2], Wida Rianti[3]
[1,2,3] Universitas Pahlawan Tuanku Tambusai
Author: Syarifah Aini E-mail: syarifaaini@gmail.com

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ABSTRAK

Penelitian eksperimen ini dilaksanakan pada siswa di SMA Muhammadyah Bangkinang Penelitian ini bertujuan untuk pengaruh penggunaan teknik pemetaan cerita terhadap pemahaman membaca siswa terhadap narasi teks di sma muhammadyah bangkinang. Metodologi penelitian ini menggunakan metode kuantitatif dengan desain pre-test dan post test kuasi-eksperimental Populasi dalam penelitian ini berjumlah 42 siswa dari total dua kelas. Sampel diperoleh dengan menggunakan purposive sampling yang menghasilkan dua kelas dengan jumlah 23 dan 19 siswa di tiap kelas Kedua kelas tersebut kemudian ditempatkan secara acak ke dalam kelas eksperimental dan kontrol Penelitian ini dilakukan dengan melaksanakan prosedur pemberian pre-test dan post-test. Pre test diberikan untuk melihat kemampuan dasar siswa dalam membaca sebelum penerapan metode Diskusi pemetaan cerita dilakukan. Posttest akan mengukur efektivitas penerapan metode Diskusi pemetaan cerita terhadap prestasi membaca siswa. Data dikumpulkan darı 30 item tes yang diuji kepada siswa sebelum dan sesudah penerapan metode Diskusi pemetaan cerita. Data dianalisis menggunakan program SPSS 22.0. Berdasarkan hasil penelitian, rata-rata tulas mahasiswa pada Pretest adalah 52.91 dan 58.84 pada Posttest Data analisis menunjukkan signifikansi (2-tailed) 0.004 <0.05 itu berarti Ha diterima. Dapat disimpulkan bahwa terdapat pengaruh penggunaan teknik pemetaan cerita terhadap pemahaman membaca siswa terhadap narasi teks di sma muhammadyah bangkinang.

Kata Kunci: Pembelajaran Kooperatif, Diskusi pemetaan cerita, Pemahaman Membaca.

PENDAHULUAN

According to Khotimah et al. (2016, p. 342) "Reading is the activity of verbalizing or reading only silently by looking at the writing in a reading text." Reading subjects that are important in the teaching and learning process. The ultimate goal of teaching reading in secondary schools is to enable students to understand reading texts in narrative, recount, or descriptive form. Reading is also an important skill that students need. In addition, to achieve student understanding in reading, students must be able to read meaningfully.

At the time of my last update, in 2022, the Merdeka Curriculum program had been introduced in Indonesia. However, for details on the implementation of Merdeka Curriculum at boarding school sma muhammdyah in Bangkinang Kota, I do not have specific information as it is a recent development beyond the limits of my knowledge.

However, in general, Merdeka Curriculum is designed to give more flexibility to schools, including SMA, in designing their own curriculum that better suits the local needs, culture and conditions of the students. This could include an emphasis on religious education, localculture, or an emphasis on specific skills according to the needs of the local community.

For the latest information on the implementation of Merdeka Curriculum at in Bangkinang Kota, it is recommended to contact the relevant parties at the SMA or local education agencies directly.

Based on a preliminary study at the SMA several problems were found that students faced in learning English, especially in reading comprehension. Students still have difficulty understanding reading texts. Most students are unable to find the meaning of foreign words in narrative text. In this case, students still lack vocabulary. Most students are unable to find the main idea in the narrative text. They have difficulty in identifying communicative goals and general structure in Narrative texts.

It will be a big problem if it is not supported by effective strategies in the learning process, especially reading. The teacher explained that students' reading comprehension of narrative texts in classes at the SMA boarding school was still low. This can be seen from the average reading comprehension score of students at the SMA boarding school.

Apart from that, the teacher only uses the same technique at every meeting. The teacher asks students to read the text and answer questions. This means that there are no various techniques in the learning process.

This makes students not interested in reading and understanding narrative texts. This condition causes students to become bored in learning and lose enthusiasm for the learning process. The worst possibility will be a decrease in the ability to understand narrative text. Meanwhile, according to Dalman in Meliyawati (2013, p. 7) "Is of the opinion that reading is an activity that aims to find various information contained in a piece of writing.

Students have difficulty understanding the text they read. Most of them only read the text, but they don't understand what they read. Students are able to read aloud, but cannot grasp the meaning or message of the text.

Actually, there are many techniques that can be used in reading comprehension. Effective techniques will help students understand narrative texts. Teachers can apply these techniques in the classroom which can be used to help students transfer knowledge. One technique is the Story Mapping Technique . The Story Mapping technique is cooperative learning. Story Mapping is a cooperative learning technique that provides the opportunity to convey work information to other groups. Sharing activities familiarize students with respecting each other's opinions. Students can learn to express their opinions to others. Therefore, students can increase their self-confidence and motivate students to express their ideas or opinions.

In addition, the presence of friends in a group can lead to mutual learning; They can help each other to overcome difficulties, respect each other's ideas or opinions, make students ready to face assignments, and be attentive during learning. By using this learning model, students not only become more independent, not dependent on the teacher, but this model also encourages students to dare to ask questions and have opinions, so it is hoped that the physics learning process will become more meaningful and able to foster students' critical thinking abilities. In this case, the Story Mapping Technique provides activities for understanding text cooperatively.

Students can find out the main idea, general information and special information. This technique provides an opportunity to share results and information with other groups.

Based on the explanation above, it is important to know the effect of using story mapping techniques On students' reading comprehension of Narative texts at SMA Muhammadyah Bangkinang

METODE PENELITIAN

The purpose of this research to find out what Story Mapping is This technique significantly influences students' reading comprehension in understanding narrative texts in the Muammadyah Bangkinang Boarding School class . This research uses an experimental method with a post-test control group design . This relates to two variables that use Story Mapping as the independent variable and students' reading comprehension as the dependent variable. The experimental group wiil taught using the Story Mapping technique, the control group was taught using conventional techniques (using textbooks).

This research wiil conducted by comparing the experimental group (Y) and the control group (X). The control group was a class that was not taught reading comprehension of Narrative Text using the Story Mapping technique. The class taught using Story Mapping is indicated as the experimental group. Both the experimental group and control group in this study were taken from different students or classes.

Tablel.1

Research design

Group	Treatment	Reading comprehension
Experimental (Y)	Using the Story Mapping technique	Post Test
Control (X)	Without using the Story Mapping technique (Using Textbook)	Post Test

Researchers took two classes for research. This research uses two classes as an experimental group and a control group. For the experimental class, researchers provided treatment and post-test. Researchers gave treatment to students and then gave a post test. The post-test was given to measure student achievement scores after being taught using story mapping. For the control class, only a post-test was given.

RESULTS / HASIL DAN PEMBAHASAN

The implementation of this research was conducted on September, September 28 2024 until September, 14 2024 at eleventh grade. The names of class are XI IPA I and XI IPA II in SMA Muhammdyah bangkinang. This research uses two classes XI Science as experiment class by using Story Mapping Technique and XI Social as control class by using conventional learning technique.

The purpose of this researcher to obtain the data of student’s reading comprehension after learning in the classroom by using Story Mapping technique in material narrative text.

There were two classes which were taken as sample by using total sampling technique. It was found that class XI Science as an experimental class and XI Social as control class. Then the researcher gave treatments to experimental class in three meetings.

Description of Experimental Class and Control Class Pretest Data

Based on the results of the research that has been done, the results of the pretest scores show that there is no significant difference between the experimental class and the control class. The results of calculating the pretest score data for the experimental class program. The results can be seen in table 4.1 below.

Table 4.1
Pre test Score of Experimental Class Data and Control Class

Data	Pretest	
	Experimental	Control
Total Score	1.216	1.118
Highest Score	60	70
Lowest Score	43	43
Mean	52.91	58.84
Median	53	56
Modus	53	70
Standard Deviasi	3.53	9.02
The Number of Students	23	19

Source: result of research data processing 2024

given treatment using story mapping group discussions, the pretest scores were obtained in the experimental class, the total student scores were 1,216 with the highest score being 60 and the lowest score being 43, the average pretest score in the experimental class was 52.91, median 53, mode 53 and standard deviation 3.53 Meanwhile, in the control class, the total pretest score for the control class was 1.118, the highest score was 70 and the lowest score was 43, the mean pretest score for the control class was 58.84, the median was 56, the mode was 70, and the standard deviation was 9.02. Based on the table above, it can be concluded that in the experimental class and control class there is no significant difference in average values.

Based on the pretest data obtained, it can be seen that the reading comprehension skills of class XI students at SMA Muhammadyah Bangkinang are still in the low category. The results of the students' pre-test reading comprehension can be seen in table 4.2 below:

Tabel 4.2
Category of Reading Comprehension skills

Class	**Avarge**	**Categories**
Experiment	52.91	poor
control	58.84	poor

Source: result of research data processing 2024

Based on the table above, it can be seen that the pretest score for the experimental class is in the poor category and the control class is in the poor category. However, the experimental class and control class were not significantly different. It can be interpreted that the initial ability of The experimental class and control class were almost the same before treatment, but the average of the control class was higher.

Description of Post test Data for Experimental and Control Classes

The experimental class and control class were given treatment in 3 meetings and resulted in an increase in reading comprehension skills in both classes. The posttest score data between the experimental class and the control class showed a significant difference. Calculation of students' posttest scores in the experimental class and control class using Microsoft Excel can be seen in Table 4.3 Below :

Table 4.3
Posttest Score of Experimental Class Data and Control Class

Data	**Posttest**	
	Experimental	**Control**
Total Score	1.873	1.595
Highest Score	90	90
Lowest Score	74	66
Mean	81.43	84.15
Median	80	56
Modus	80	70
Standard Deviasi	5.05	5.61
The Number of Students	23	19

Source : result of research data processing 2024

Based on the table above, it can be seen that there is a significant difference between the average post test scores for the experimental class and the control class. In the experimental class, after being given treatment using small group discussions, post test scores were obtained with the highest score being 90 and the lowest score being 66. The average score for the experimental class is 81.43, the median is 80, the mode is 80, and the standard deviation is 5.05. Meanwhile, in the control class, after being treated with the conventional model, posttest scores were obtained with the highest control class score being 90, the lowest score being 66, the median being 84, the mode being 84, and the standard deviation being 5.61. The results of the post test reading comprehension skills of Muhammdyah Bangkinang High School students can be seen in the table 4.4 below.

Table 4.4
Category of Reading Comprehension skills

Class	Avarge	Categories
Experiment	81.43	good
control	84.15	good

Source : result of research data processing 2024

Based on the posttest score acquisition data in table 4.4 above, it can be concluded that there is a significant difference between the experimental class and the control class. Both classes experienced improvement, however, in the experimental class, the scores for students' reading comprehension skills were higher when compared to the scores in the control class. The reading comprehension skills of the experimental class students belong to the good category, while the control class students' reading comprehension skills also the good category.

Comparison of Experimental Class and Control Class Score

The increace in students' reading comprehension skills in the experimental calss and control class can be seen in the acquisition of pretest and posttest in table 4.5 below

Table 4.5
Comparison of Experimental Class and Control Experimental Class and the Control Class

Class	Category	Interval	Pre test		Post test	
			frekuensi	mean	frekuensi	mean
Experiment	Excellent	86-100	0	52.91	6	81.43
	Very good	76-85	0		13	
	Good	65-75	0		4	
	Fair	55-64	6		0	
	Poor	<55	17		0	
			23		23	
Control	Excellen	86-100	0	58.84	8	84.15
	Very good	76-85	0		10	
	Good	65-75	5		1	
	Fair	55-64	7		0	
	Poor	<55	7		0	
			19		19	

Based on table 4.5, it can be seen that from the experimental class pretest score results, an average score of 52.91 was obtained in the poor category. In class XI science 1, the experiment was a class with 23 students. Of the total 23 students in the experimental class, 0 students were in the very good category, 0 students were in the very good category, 0 students were in the very good category, 0 students were in the very good category to the good category, 6 students belong to the fair category, and 17 students belong to the poor.

The posttest scores for the experimental class in general also increased with an average score of 81.43 and were in the good category. The experimental class had 23 students, 6 students in the very good category, and 13 students in the very good category, 4 students in the good category, 0 students in the fair category, and 0 students in the poor category. Of the 23 students who took the posttest in the experimental class, 19 students got a score above or reached the KKM or completed. Based on calculations, it can be seen that the difference between the pretest and posttest averages is 26.91%. This data shows an increase in the average before being given treatment and after being given treatment using the story mapping group discussion method.

The control class's reading comprehension skills obtained a pretest score with an average of 58.84 in the poor category. In the control class, namely class XI Science 2, the number of students was 19 people. Of the total 19 students in the control class, 0 students were in the very good category, 0 students were in the very good category, 0 students were in the good category, 5 students were in the fair category and 14 students were in the poor category.

The control class posttest scores in general also increased with an average score of 84.15 which was in the sufficient category. Of the 19 students who took the posttest, 19 students were in the very good category, 8

students were in the good category, 10 students were in the fair category and 1 student was poor. Based on calculations, it can be seen that the average difference between the pretest and posttest is 19.17%. This data shows an increase in the average before being given treatment and after being given treatment with the conventional model.

The difference in pretest and posttest scores in the experimental class was 26.91%, while the difference in pretest and posttest scores in the control class was 19.17%. Thus, it can be concluded that the reading comprehension skills of students in the experimental class are higher than the reading comprehension skills of students in the control class. So it can be concluded that the story mapping group discussion method has an influence compared to the conventional model.

Test Requirements Analysis

Categorization of Experimental Class Pretest Scores

Based on 23 students, only 1 student got a score of 73 which is the highest score in the class. On the other hand, the lowest score was 43 and 1 student got this score. There were 7 students who got a score of 50, 12 students who got a score of 53, and 7 students who got a score of 56. There were 4 students who got a score of 47, then there were 7 students who got a score of 50. There were 12 students who got a score of 53, then there were 7 students who got a score of 56, there were 4 students who got a score of 60, there were 2 students students got a score of 66, 4 students got a score of 70 and 1 student got a score of 73.

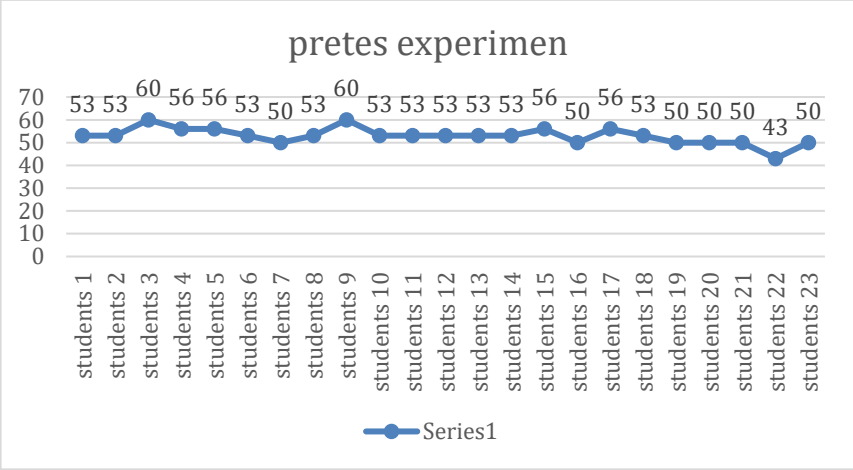

Figure 4.1
The Student` fo Experimental Pre-test Result

Based on the picture above, it can be seen in the graph of the experimental class students' pretest results. Only 1 student has the highest pretest graph results. Another 19 students scored 43-60. Student score data is grouped into several categories.

Table 4.6
Pre-test Categorization result

Categori	Frequency	Percent
Fair	6	27
Poor	17	73
Total	23	100

Source : result of research data processing 2024

There are 23 students in the experimental class, 11% or 6 students are in the sufficient category. Meanwhile, 89% or 17 students received the poor category.

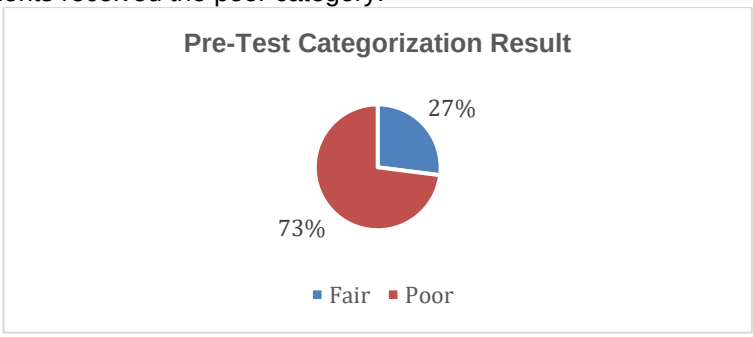

Figure 4.2
Pretest Categorization Result in Expeerimental Class

In the pretest, not a single student was included in the good category, very good category, and very good category. This means that in the good category, very good category, and very good there are 0 students or 0%. Based on the explanation above, it can be concluded that almost all students have low reading comprehension.

The Categorization of Experiment Group's Post Test Scores

Based on table 4.5, student 4's post-test results obtained a score of 74, which is the lowest score in his class. There were 3 students who got a score of 77. There were 5 students who got a score of 80. 1 student got a score of 82, and 4 students got a score of 84, then 1 student got a score of 87. There were 3 students who got a score of 83, then 2 students who got a score of 90, and in the experimental class the post test score The highest score was 90, and there were 2 students who got the highest score.

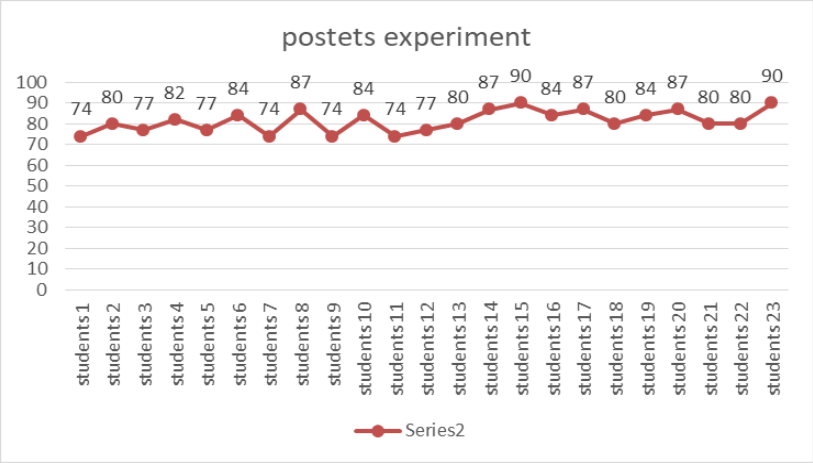

Figure 4.3
The Student` Posttest

Based on the picture above, you can see a graph of the post-test results of students in the experimental class. Students have a graph of post-test results that are higher than the pretest. There was 1 student who got the highest score. Only 1 student got the lowest score. A total of 19 other students obtained post-test results graphs with scores of 70-90.

Table 4.7
Post-test Categorization result

Categori	Frequency	Percent
Excellent	6	27
Very good	13	56
Good	4	17
Total	23	100

Source : result of research data processing 2024

The experimental class consisted of 23 students, 11% or 6 students in the very good category, 26% or 13 students in the very good category. Meanwhile, 15% or 4 students got the good category and 3% or 4 students got the fair category.

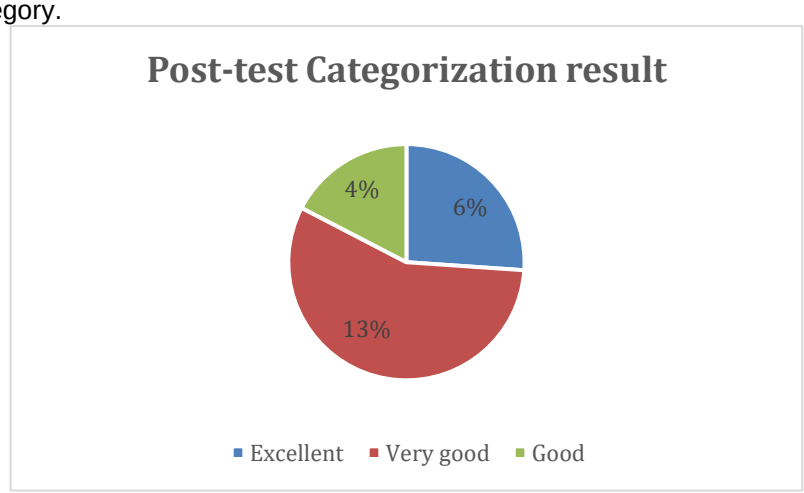

Figure 4.4
Posttest Categorization Result in Expeerimental Class

In the posttest there were 23 students who were in the very good, very good, good and fair categories. This means that in the very good, very good, good and fair categories there are 23 students or 100%. Based on the explanation above, it can be concluded that the majority of students are able to understand reading comprehension.

The Chategorization of Control Group's Pretest Scores

The categorization of the pret test scores of the control group shows that 1 student got a score of 43 which is the lowest score in his class and 3 students got a score of 50. A total of 2 students got a score of 53, 3 students got a score of 56. and 2 students got a score of 60, 2 students got a score of 66, 4 students got a score of 70, 1 student got a score of 73. In the experimental class the pret-test score got the highest score of 73 and there was only 1 student who got the highest score.

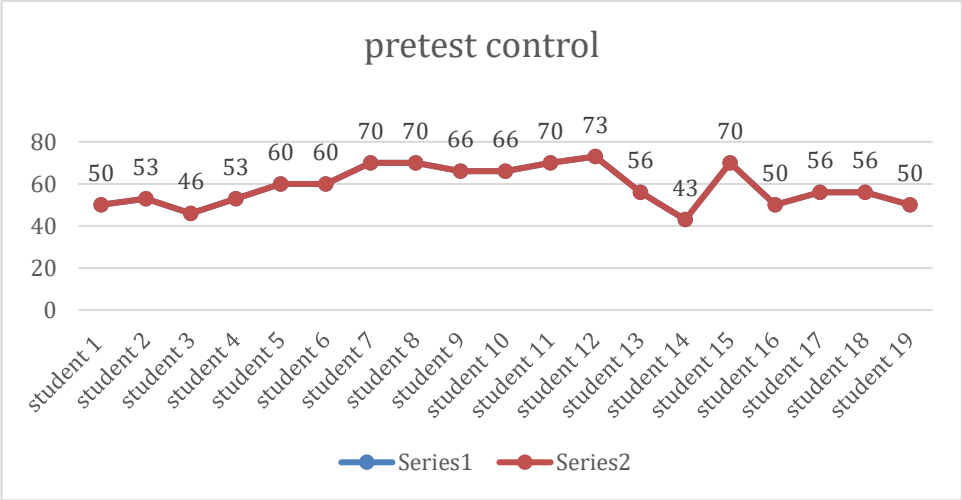

Figure 4.5
The Studen` prestest result

Based on the picture above, it can be seen in the graph of the students' pretest results in the control class. Only 1 student had the highest pretest result graph. A total of 19 other students got scores of 43-70. Student score data is grouped into several categories.

Table 4.8
Pret-test Categorization result

Categori	Frequency	Percent
good	5	27
Fair	7	37
Poor	7	38
Total	19	100

Source : result of research data processing 2024

The pretest results of students in the control class showed that out of 19 students, 25% or 5 students obtained the good category. 37% or 7 students received the poor category. This means that 37% or 7 students received the adequate category.

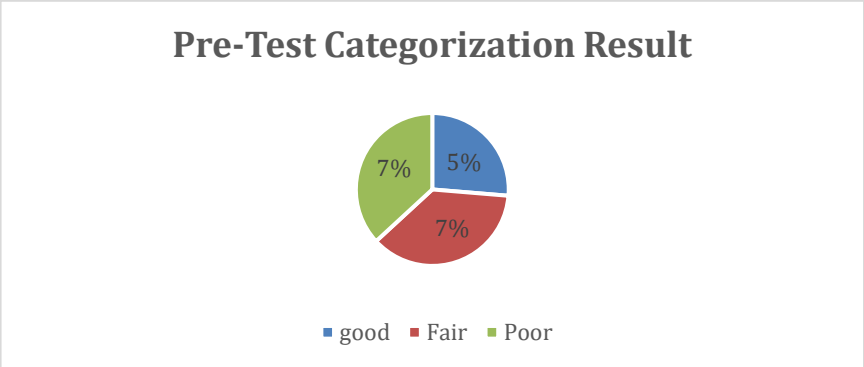

Figure 4.6
Posttest Categorization Result in Control Class

In the pretest, not a single student got into the good category, very good and excellent category. It means, in the good category, very good and excellent category is 0 students or 0%. Based on the explanation above, it can be concluded that the students' reading comprehension is poor to fair categories.

The Chategorization of Control Group's Posttest Scores

The control class consisted of 19 students, 1 student got a score of 90 which was the highest score in the class. On the other hand, the lowest score was 66 and there were 4 students who got this score. There is 1 student who got a score of 66, 4 students got a score of 80, 1 student got a score of 82 and 5 students got a score of 84, and 3 students got a score of 87, and 5 other students got a score of 90.

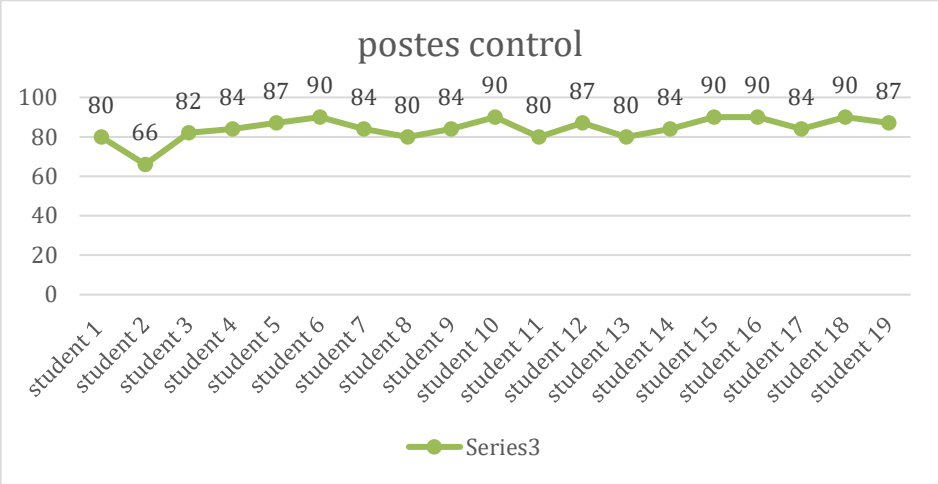

Figure 4.7
The Studen` prosttest result

Based on the picture above, it can be seen in the graph of the posttest results of students in the control class. Only 5 students had the highest pretest result graph. A total of 19 other students got scores of 66-87. Student score data is grouped into several categories.

Table 4.9
Post-test Categorization result

Categori	Frequency	Percent
Excellent	8	43
Very good	10	52
Good	1	5
Total	19	100

Source : result of research data processing 2024

There were 19 students in the experimental class, 18% or 8 students in the very good category, 60% or 10 students in the good category, 11% or 1 student in the fair category. Meanwhile, 18% or 8 students received the poor category.

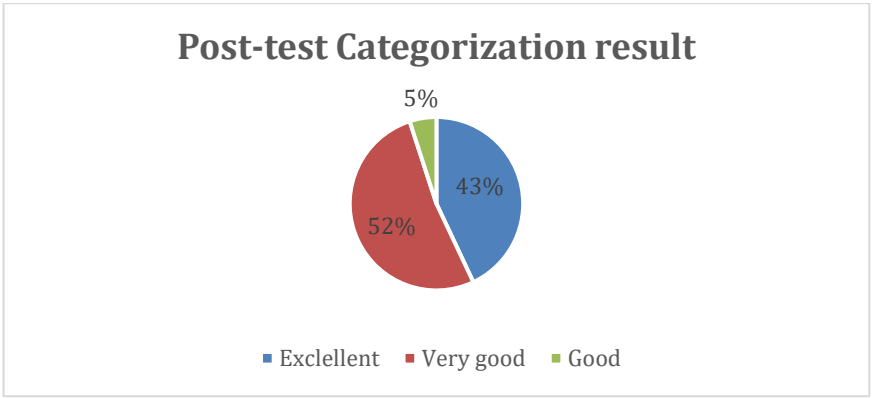

Figure 4.8
Posttest Categorization Result in Control Class

In the posttest there were 19 students who were in the very good, good, fair and poor categories. This means that in the very good, good, fair and not so good categories there are 19 students or 100%. Based on the explanation above, it can be concluded that the majority of students are not yet able to understand reading comprehension.

Analysis Requirement Test

Data analysis was carried out using the help of the Statistical Product and Service Solution Program (SPSS 20.0) to carry out normality tests, homogeneity tests and hypothesis tests which will be explained as follows.

Normality test

a. Result of The Pretest Normality Test For Experimental Class and Control

The normality test is carried out with the aim of knowing whether the data from each class is normally distributed or not. The data analyzed in this normality test are experimental and control class pretest value data. The normality test uses the Kolmogro-Smirnov test. The testing criterion is if the results of the normality test have reached or above the significance level > 0.05, then it can be said that the data is normally distributed and vice versa. The hypothesis used

1) Ho: Data is not normally distributed if A-Simp.Sig (2-tailed) < 0.05
2) Ha: Data is normally distributed if Asimp.Sig (2-tailed) > 0.05

The following is the data from the pretest normality test results in class Experiment and control in the following table 4.10

Table 4.10
Pre-test Normality Tes Results Experimental Class and Control Class

		Eksperimen class	Control class
N		23	19
Normal Parameters[a,b]	Mean	52.80	59.71
	Std. Deviation	3.512	9.426
		.237	.160
Most Extreme Differences	Absolute	.237	.123
	Positive	-.203	-.160
	Negative	.237	.160
		<.001	.004[e]
Test Statistic			
Asymp. Sig. (2-tailed)[c]			

Source : result of research data processing 2024

Based on table 4.10 above it can be seen that the test results normality of the pretest data in the experimental class obtained Sig = 0.001 > 0.05. Whereas in the control class the value Sig = 0.004 > 0.05 means that the data is normally distributed. So, it can be concluded that the data from the pretest results in both the experimental class and the control class were both normally distributed.

b. Posttest Normality Test Results for Experimental Class and Control Class

The normality test is carried out with the aim of knowing whether the data from each class is normally distributed or not. The data analyzed in this normality test are experimental and control class pretest value data. The normality test uses the Kolmogrov-Smirnov test. The testing criterion is if the results of the normality test have reached or above the significance level > 0.05, then it can be said that the data is normally distributed and vice versa. The hypothesis used:

1) Ho: Data is not normally distributed if Asimp.Sig (2-tailed) <0.05
2) Ha: Data is normally distributed if Asimp Sig (2-tailed) > 0.05

The following is the data from the pretest normality test results in class.

Table 4.11
Post-test Normality Tes Results Experimental Class and Control Class

		Eksperimen class	Control class
N		23	19
Normal Parameters[a,b]	Mean	81.43	84.16
	Std. Deviation	5.168	5.766
		.131	.183
Most Extreme Differences	Absolute	.131	.155
	Positive	-.125	-.183
	Negative	.131	.183
		<..002[d]	.003
Test Statistic			
Asymp. Sig. (2-tailed)[c]			

Source : result of research data processing 2024

Based on table 4.11 above it can be seen that the test results normality of the pretest data in the experimental class obtained Sig = 0.002 > 0.05. Whereas in the control class the value Sig = 0.003> 0.05 means that the data is normally distributed. So, it can be concluded that the data from the posttest results in both the experimental class and the control class were both normally distributed.

Tes The Homogeneity of Variance Pretest and posttes in the Experimental Class and Control Class.

The homogeneity test was carried out to find out whether the data from each class had the same variance (homogeneous) or not the same (heterogenous) before receiving different treatments. This analysis uses the SPSS 20.0 program, namely One Way Anova using the Levene Test. If the results of the homogeneity test show that the significant level is > 0.05, it can be said that the variance of the samples concerned is not much different, then the samples are homogeneous. The hypothesis that used:

1) Ho: Data is not homogeneous if Asimp Sig (2-tailed) <0.05
2) Ha: The data is homogeneous if Asimp Sig (2-tailed) > 0.05

The following is the data from the pretest normality test results in class experiment and control in the following table 4.12.

Table 4.12
The Result of Homogeneity Test

Test	Levene Tsatistic	Df1	Df2	Sig
Pre-test	6.030	1	40	.019
Post-test	2.409	1	40	.129

Source : result of research data processing 2024

Based on table 4.12 above, pre-test and post-test data obtained from experimental and control classes with pre-test significance 0.019 and post-test 0.029 > 0.05. So it can be concluded that the pre-test and post-test data for the experimental class and the control class have the same variance (homogeneous).

Hypotesis testing

a. Pre-Test Hypotesis Testing Result

Ho: There was no effect of **Story Mapping** discussion on students' reading comprehension skills in class experiment.

Ha. There is an influence of the **Story Mapping** discussion model on students' high-level thinking skills in the experimental class.

The conclusion criteria for the test are:

1) If the value of Sig (2-tailed) <0.05 then Ho is rejected and Ha accepted.
2) If the value of Sig (2-tailed > 0.05 then Ha is rejected and Ho is accepted

The results of pretest data acquisition from the experimental class and control class can be seen in the complete data can be seen in table 4.13 below.

Table 4.13
The Results of the pre-test t test for tes for the experiment class and the control calss.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance		Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Difference	Difference	Lower	Upper
re est	Equal variances assumed	25.385	<.001	-2.824	40	.004	.007	-5.929	2.099	-10.172	-1.686
	Equal variances not assumed			-2.628	22.522	.008	.015	-5.929	2.256	-10.602	-1.256

Source : result of research data processing 2024

Based on table 4.13 it can be seen that the sig (2-tailed) value > 0.05, which is 0.331. Based on the research hypothesis, if the sig (2-tailed) value > 0.05 then Ha, is rejected and Ho is accepted. This means that there is no influence **Story Mapping** discussion model on students' reading comprehension skills in the experimental class and control class students.

b. Post-test Hypothesis Testing Results

Based on the posttest data analysis requirements test, it was found that the experimental class and control class were normally distributed and homogeneous. If the data is stated to be normally distributed and homogeneous, then the next step is to test the hypothesis. The hypothesis testing carried out in this study was using the t-test with a significance level of 0.05 Hypothesis testing was carried out to find out whether the two classes had the same initial ability or not before being given treatment.

To test the level of significance of differences in scores of students conceptual understanding abilities, it was statistically carried out using independent parametric statistical tests of text samples if the distribution of data is normally distributed and homogeneous. The hypothesis for testing students' reading comprehension skills tests is:

Ho There was no effect of the **Story Mapping** discussion model on students' reading comprehension skills in the experimental class.

Ha There is an influence of the **Story Mapping** discussion model on students' reading comprehension skills in class experiment.

The conclusion criteria for the test are

1) If the value of Sig (2-tailed) <0.05 then Ho is rejected and Ha is accepted

2) If the value of Sig (2-tailed > 0.05 then Ha is rejected and Ho is accepted.

The Postest data acquisition result from the experiment class and control class can be seen in table 4.14 below.

Table 4.14

The result of the posttes t tes for the experimental class and the control

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance			Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference		Lower	Upper
ostte st	Equal variances assumed	.145	.706	-1.613	40	.057	.115	-2.723	1.688	-6.135	.689
	Equal variances not assumed			-1.596	36.622	.060	.119	-2.723	1.706	-6.182	.735

Source : result of research data processing 2024

Based on table 4.14 it can be seen that the sig value (2-tailed) <0.05. which is 0.665. Based on the research hypothesis, if the sig value (2-tailed) <0.05 then Ho is rejected and Ha is accepted This means that there is an effect on students in the experimental class and students in the control class. So, it can be concluded that the use of the **Story Mapping** model discussion has an effect on tenth grade students' reading comprehension skills at SMA Muhammadiyah Bangkinang.

KESIMPULAN

For theoretically, the researcher conclude that there are three conclusion in this research.

1. Teaching reading by using story mapping as a technique make students feel happy when learning process and enjoyable in studying, so that they become easier in understanding the text, especially in narrative text. The score of post test students in experimental class learning by using story mapping technique was higher that the students learning without story mapping technique.
2. The students reading comprehension of control has low understanding in learning English. Because the teacher only use conventional technique in teaching English especially in reading of narrative text. The students become boring and losing their spirit when learning process. The result of teaching learning process by conventional technique is lower than the score of students that taught by using story mapping technique.

3. Story Mapping technique will help the students in learning. They study in group and discuss the problem together. When learning process, the students have to understand about the text, because they will share their opinion to the other. The situation of class becomes more life. They only work by themselves or not in group. so they become lazy and losing their motivation in learning. Teaching reading by using story mapping techniques is more effective than teaching reading without using story mapping technique. It was proven by the score of post test students between experimental class by using story mapping technique and the score of students in control class by using conventional technique (used text books)

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