

CHAPTER I

INTRODUCTION

I.1 Background of the problem

There is no doubt that English is a means of communication throughout the globe and has become a prominent language that plays a key role in developing the relationships among countries. The importance of English is noticeable in all aspects of international issues including in educational setting. In Indonesia, for example, English is taught formally from elementary level until university. It becomes one of the compulsory subjects that should be learnt by the students through four language skills, that is; listening, speaking, reading and writing. This means that after learning English, the students are expected to possess the four skills in their daily lives (Haycraft, 1987:18).

Of the four language skills, reading is the most important skill especially for secondary school students to have in order to get success in learning English as it is the most important skill in language learning (Gu, 2010, in Hu, 2010). According to Nunan (2003: 69), reading is an essential skill for learners of English. Besides, Pang (2003:14) states that reading is a skill that will empower everyone who learns it. They will be able to get benefit from the store of knowledge through printed materials and to contribute to that knowledge. So, reading itself is an activity to obtain information through texts whereby the readers can enrich their knowledge, inspire new ideas and get pleasure. Reading comprehension deals the ability to construct and extract meaning from a written

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- text (Mastropieri & Scruggs, 1997). In addition, Woolley (2011, p.15) states that reading comprehension is the process of making meaning from the text in order to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Understanding the reading text well with good reading skill, the learners not only perform better in reading tests, but also develop a broader vocabulary, increase their general knowledge, inspire new ideas, give pleasure and a better understanding of other cultures. Learners with good reading skill are able to understand sentences and comprehend the ideas or topic of a reading text. A good reading skill provides good reading comprehension. So, all of the English learners are expected to possess reading skills in order to be easy to comprehend various written texts.

According to the Ministry of National Education *Regulation no. 22 / 2006* about the standard of content, the standard competencies in teaching reading at Junior High School are to understand the meaning of functional written texts as well as simple and short essays in the form of genres (descriptive, recount, narrative, procedure and report), and to be able to interact in daily contexts. The basic competencies in teaching reading at high schools are to respond to meaning and rhetorical steps in simple short essays accurately, and acceptably to be able to interact in daily context. That is to say, the students are expected to understand and respond to the meaning of simple and short essays in the form of various types of reading texts (descriptive, recount, narrative, procedure and report). In line with the statement above, Nail (2003:68) also states that the goal of reading is comprehension.

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- In line with the data above, international results in reading comprehension which measure the aspects of understanding, using, and reflecting reading written

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text; PIRLS (Progress in International Reading Literacy Study) 2011 being held once in every five year, Indonesia was ranked 45th out of 48 participating countries with a score of 428 on the average score of 500 in IEA (International Association for the Evaluation of Educational Achievement); 2012. Meanwhile, in the of test literacy reading of PISA (Programme for International Student Assessment) of the year 2009 showed that Indonesian students ranked 57th with a score of 396 (average score of 493), while the PISA 2012 showed Indonesian learners ranked 64th with a score of 396 (average score of 496) (OECD; Organization for Economic Cooperation and Development, 2013). A total of 65 countries participated in PISA 2009 and 2012. PIRLS and PISA data, especially in reading comprehension skills suggested that the competence of Indonesia students was very low. In conclusion, it has been proven that Indonesian students have low interest and poor reading skill in comprehending a written text.

In conjunction with the low interest and poor skill of reading among Indonesian students, the government through *Permendikbud No. 23/2015*) developed a program called school literacy which aims to invest and habituate a culture of reading, and to increase the reading interest. One example of the activity that has been applied to develop the students' interest is through 15 minutes reading texts at school everyday.

Islamic Junior High School Darel Hikmah Pekanbaru is one of the Islamic Junior Boarding schools in Pekanbaru. It is a private school, which is located on Manyar Sakti Street, KM 12, Simpang Baru Tampan, Pekanbaru. This school has some classrooms, laboratories, a library, dormitories and other facilities. All of the

students live in the dormitory and they are obligated to practice not only Arabic but also English in their daily conversation. English is one of the main subjects taught at Islamic Junior High School Darel Hikmah because it is one of the core subjects tested in the National Final Exam. The curriculum practiced at this school is KTSP 2006 (The 2006 School Curriculum). According to the curriculum, the students who learn English are expected to be able to communicate in English both written and spoken by using correct language fluently and accurately. In Islamic Junior High School Darel Hikmah, English is taught twice a week with two meetings. Each meeting lasts 90 minutes (2 x 45 minutes). Totally, it is 180 minutes in a week.

Based on preliminary study at Islamic Junior High School Darel Hikmah Pekanbaru, the teacher showed the writer the teaching and learning process in the classroom, and she also told the writer about the students' achievement and the factors related to students' condition in learning English. The teacher also said that the criteria of minimum achievement standard (KKM) of English at Islamic Junior High School Darel Hikmah was 75. When the teacher gave a test after presenting the materials, most of the students got the scores under the KKM. They were not able to reach the KKM even though the teacher reviewed the material tested before doing test. The teacher also said that the dominant problem of the students in the English test was reading comprehension. Most of the students had difficulties in finding the topic and identifying the main ideas of the paragraphs, mentioning or retelling the details of information and explaining some expressions in the text, even some students had known the vocabulary but they tended to be

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confused about the meaning of the text. Consequently, these difficulties became the barrier for the students in reading comprehension and caused their reading test scores low; whereas, in teaching and learning process, the teacher already tried to give brainstorming before reading, checked and helped the students if they had some difficult words in the text being discussed and also motivated them to comprehend the text well.

In addition, the teacher also said that the reading materials were not only taken from the text book provided by the school but also from magazines and internet. Unfortunately, there was no much change in the teaching and learning process. In fact, the students often practiced English in their dormitory and might have had more vocabulary. This situation is contradictory to what Mikulecky, (2008) says that the more vocabulary the students have, the better they can read. However, the students still got difficulties to comprehend a reading text such as knowing the topic of paragraph, finding main ideas, retelling detailed information and explaining some expressions within the paragraph.

The above problems needed to be settled down by applying appropriate teaching strategies of reading to make them successful in comprehending any reading text. Brown (1994:190) states strategy is, in essence, learners' techniques for capitalizing on the principles of successful learning. Related to strategy in reading comprehension, According to McNamara (2007), there is a great deal of evidence for the important of reading strategies. One source of evidence is that successful readers know when and how to use deliberate startegies to repair comprehension. One implication from that finding is that teaching reading

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- strategies to struggling readers may be a key toward helping them to improve comprehension. Thus, the use of reading strategies is an integral part of normal comprehension. In the other word, strategy can help the students to get a deep understanding to comprehend a text and have to think critically the text given and to figure it out. It can be said that by using appropriate reading strategies in learning process, it will be easier for the students to comprehend a text

Story Maps strategy is a graphic organizer that helps the students understand and interpret stories. The students identify the important parts of a story and view them from the perspectives of different characters. This strategy encourage the students to think about the ‘problem’, ‘event’, and ‘ending’ from each characters point of view and then to compare each character’s interpretation. Previous research suggests that graphic organizers like story maps are particularly helpful for students with rather low general intellectual abilities and low comprehension skills, but with a sound proficiency in reading fluently (Grünke, 2011). Children with these characteristics often times struggle to find the main idea in a text or to grasp its overall theme. Then, another strategy is Two Coloum-Notes strategy. This strategy helps students to think critically about the text. There are several variations of Two-Coloum notes; Opinion-Proof. The left column should be labeled opinion and the right column proof. The students write

an opinion about the topic of the study, character, or plot of a story and look for the proof of their opinion in the text. This can be used with both narrative and expository text. The next, Questions-Answer, label the left column question and the right column answer(s). Write four questions in the left column to help identify and study the problem. Read in the text to find the answer (s) to the questions and write each answer in the answer (s) column. Both of these strategies can be effective alternatives for teachers to solve the students' problems and weaknesses in reading comprehension, especially for narrative text. Besides, these strategies are also able to engage the students to participate in reading activities and ease them comprehend narrative text in detail.

On the basis of the above descriptions, it is assumed that reading strategies could give significant effects to students' reading comprehension. Therefore, it was necessary to conduct a research entitled **"A Comparative Study Between The Effect of using Story Map and Two-Column Notes Strategies On The Students' Reading Comprehension at Islamic Junior High School Darel Hikmah Pekanbaru"**. The two strategies would be compared which one would be more effective to improve the students' reading comprehension.

I.2 Statement of the Problem

As stated above, most of the students at Islamic Junior High School Darel Hikmah Pekanbaru still had some problems and difficulties in reading comprehension, particularly in answering and responding to questions in reading tests. Thus, the problems in this research were identified as follows: some of the

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students still had difficulties to comprehend a reading text such as determining the topic of paragraph, finding main ideas, retelling detailed information and explaining some expressions within paragraphs. Then, the students also had difficulties to answer and respond to the questions related to reading materials.

Based on the problems above, some questions need to be addressed. Why did the students still have difficulties in determining the topic of paragraph? Why did the students still have difficulties to find main ideas of the text? What factors caused the students' difficulties to mention or retell the detailed information of a text? What made the students have difficulties to explain some expressions within a paragraph? Was Story Map Strategy or Two-Column Notes Strategy able to help overcome the students' problems and difficulties in reading comprehension? Which of these strategies provided more benefits or effect to the students in reading comprehension?

The strategy used by the teacher in teaching and learning process in the classroom did not really improve and maximize the students' reading comprehension and helped the students to overcome their difficulties. The previous research suggests that graphic organizers like story map is an effective strategy to be applied in teaching reading in the classroom. Story Map is one of visual learning strategies that makes the structure of concepts as well as help students to create an organized schema and to connect the content of a text that a learner is reading (Shanahan, Callison, Carriere, Duke, Pearson, Schatschneider, & Torgesen, 2010). With this strategy, the teacher can become a model for the students on how to locate the elements (settings, characters, problems, events,

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solutions, and conclusions) of a narrative text. He or she writes the relevant information into a visual depiction while thinking aloud. Besides, story map strategy particularly is also very helpful for the students with rather low general intellectual abilities and low comprehension skills, but with a sound proficiency in reading fluently (Grünke, 2011). Children with these characteristics often struggle to find the main idea in a text or to grasp its overall theme.

While, Winehern (2006:1430) explains that Two Column Notes strategy is the strategy that helps the students to organize the information they have read. Two Column Note strategy is a new technique in teaching reading comprehension of narrative text in which the students are encouraged to be more active. Through this strategy, the students learn how to develop information in reading materials and support arguments with evidence (Santa, Dailey, Nelson, 1985). The Two-Column notes strategy also allows the students to glean the main points and details from the reading text, organize information better, and students who understand the main idea and details are able to think critically about the reading materials.

1.3 Limitation of the Problem

Based on the background and statement of problems, the study was limited to the comparison between the use of Story Map strategy and Two-Column Notes strategy towards students' reading comprehension, particularly in narrative text as one of genres learned by the students of junior high school.

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I.4. The Aim and Objectives of the Study

The aim of this study was to compare between the use of Story Map strategy and Two-Column Notes Strategy towards students' reading comprehension at Islamic Junior High School Darel Hikmah Pekanbaru. While the objectives of the study are:

1. To find out any significant difference of the pre-test scores of students' reading comprehension between the experimental group 1 and the experimental group 2 at Islamic Junior High School Darel Hikmah Pekanbaru
2. To find out any significant difference of the pre-test scores of the students' reading comprehension between the experimental group 1 and the control group at Islamic Junior High School Darel Hikmah Pekanbaru
3. To find out any significant difference of the pre-test scores of the students' reading comprehension between the experimental group 2 and the control group at Islamic Junior High School Darel Hikmah Pekanbaru
4. To find out any significant difference of the post-test scores of the students' reading comprehension between the experimental group 1 and the experimental group 2 at Islamic Junior High School Darel Hikmah Pekanbaru
5. To find out any significant difference of the post-test scores of the students' reading comprehension between the experimental group 1

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and the control group at Islamic Junior High School Darel Hikmah Pekanbaru

6. To find out any significant difference of the post-test scores of the students' reading comprehension between the experimental group 2 and the control group at Islamic Junior High School Darel Hikmah Pekanbaru
7. To find out any significant difference between the pre-test and post-test scores of the students' reading comprehension of the experimental group 1 at Islamic Junior High School Darel Hikmah Pekanbaru
8. To find out any significant difference between the pre-test and the post-test scores of the students' reading comprehension of the experimental group 2 at Islamic Junior High School Darel Hikmah Pekanbaru
9. To find out any significant difference between the pre-test and the post-test scores of the students' reading comprehension of the control group at Islamic Junior High School Darel Hikmah Pekanbaru

1.5 Research Questions

Based on the limitation of the problem above, the research questions were formulated as the following questions:

1. Is there any significant difference of the pre-test scores of the students' reading comprehension between the experimental group 1 and the

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experimental group 2 at Islamic Junior High School Darel Hikmah Pekanbaru ?

2. Is there any significant difference of the pre-test scores of the students' reading comprehension between the experimental group 1 and the control group at Islamic Junior High School Darel Hikmah Pekanbaru ?
3. Is there any significant difference of the pre-test scores of the students' reading comprehension between the experimental group 2 and the control group at Islamic Junior High School Darel Hikmah Pekanbaru ?
4. Is there any significant difference of the post-test scores of the students' reading comprehension between the experimental group 1 and the experimental group 2 at Islamic Junior High School Darel Hikmah Pekanbaru ?
5. Is there any significant difference of the post-test scores of the students' reading comprehension between the experimental group 1 and the control group at Islamic Junior High School Darel Hikmah Pekanbaru ?
6. Is there any significant difference of the post-test scores of students' reading comprehension between the experimental group 2 and the control group at Islamic Junior High School Darel Hikmah Pekanbaru ?
7. Is there any significant difference between the pre-test and the post-test scores of the students' reading comprehension of the experimental group 1 at Islamic Junior High School Darel Hikmah Pekanbaru ?

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8. Is there any significant difference between the pre-test and post-test scores of the students' reading comprehension of the experimental group 2 at Islamic Junior High School Darel Hikmah Pekanbaru ?
9. Is there any significant difference between the pre-test and the post-test scores of the students' reading comprehension of the control group at Islamic Junior High School Darel Hikmah Pekanbaru ?

I.6 Significance of the Study

This research was concerned with teaching reading comprehension, using Story Map strategy and Two-Column Notes Strategy to improve the students' Reading Comprehension. Besides, it could also improve the teachers' strategies in teaching and learning process to make the students more interested and motivated in learning English and become active, creative and innovative in learning process, particularly in reading comprehension. Then, the teacher might be able to determine which strategy was better to be applied for the students, particularly in reading comprehension of narrative text using Story Map strategy and Two-Column Notes Strategy. By implementing a good and appropriate strategy in teaching reading comprehension it is expected that students' reading comprehension could be improving.

I.7 Rationale of the Study

The success in teaching and learning process depends on the teacher's effort and strategies used in teaching and learning process. This study was conducted to find out which strategy was better to implement in teaching and

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learning process of reading comprehension between Story Map strategy and Two-Column Notes Strategy. By implementing a good and appropriate strategy for the students, particularly in reading comprehension, it will help and ease them to achieve better reading comprehension and maximize the students' reading ability because reading ability itself can provides ways to lead to academic success. Applying appropriate learning strategies could help to make learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin 1987 and Oxford 1990). Language learning strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's effort in learning a target language. Besides, Weinstein and Mayer (1986:315) in Saad Abdul Maguid Saleh, also defined learning strategies broadly as "behaviours and thoughts that a learner engages in during learning" which are "intended to influence the learner's encoding process". Later, Mayer (1988), more specifically, defined LS as "behaviours of a learner that are intended to influence how the learner processes information". Weinstein *et al.* (1988) outlined Learning Strategy in more detail: "learning strategies are considered to be any behaviours or thoughts that facilitate encoding in such a way that knowledge integration and retrieval are enhanced. More specifically, these thoughts and behaviours constitute organized plans of action designed to achieve a goal. Then the goal of strategy use was to "affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organises, or interacts new knowledge" (Weinstein and Mayer 1986: 315). In the other words, the use of strategy is very

important in learning process in order to make the learners access the learning materials better. Rokhsari (2012) in Khoshbouie, M., Abdorrahimzadeh, S.J., & Sorahi, M.A. (2014) state that the more successful readers are, the more type of reading strategies they employ.

Applying the appropriate and effective strategy is influenced by the teacher as the facilitator. The teachers have to raise such awareness and teach appropriate strategies taking into account that; Strategies teaching should start at the beginning levels by providing them in the students' first language. Strategies should be integrated within the curriculum rather than taught as separate entity, Teachers should identify strategies by name, describe them and model them, Students need to have experience with a variety of strategies to be able to choose the one that works with them well, In case of failure in language learning, students needed to be assured that their failure may not be due to lack of intelligence but to lack in choosing appropriate strategies. Therefore, the teacher is recommended to use an appropriate strategy in the teaching and learning process. Teachers should consider integrating language learning strategies in their teaching. They have to reflect and encourage their students' reflection on the teaching/learning context to assesst the success of learning. Then, learners have to explore 'how', 'when', and 'why' to use language learning strategy, and evaluate and monitor their own learning (Cohen, 1998: 69).

In Short, knowing good and effective strategies through this study is of prime important not only for the learners as the object of the teaching and

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learning process, but also for the teachers in their teaching result; particularly the success of teaching and learning in terms of reading comprehension.

I.8 Definitions of Terms

In this research, three definitions are provided to avoid misunderstanding and misinterpretation.

- **Story Map strategy** is a story map is a visual depiction of the settings or the sequence of major events and actions of story characters. This procedure enables students to relate story events and to perceive structure in literary selections (Fitrisya Anggraeny et al, 2013)
- **Two-Column Notes Strategy** is a strategy that provides students with a system for organising information in a useful format. Students identify the main ideas and important information of a topic, a prerequisite to developing insight, by writing the main points in one column and supporting or essential details in a second column. (Pauk 2001)
- **Reading Comprehension** is the ability to construct and extract meaning from a written text (Mastropieri & Scruggs, 1997). Reading comprehension in this context refers to the reading comprehension of the students of Islamic Junior High School Darel Hikmah Pekanbaru.