

**THE EFFECT OF USING STORY MAP WITH CHARACTERS'
PERSPECTIVES (SMCP) STRETEGY TOWARD READING
COMPREHENSION IN NARRATIVE TEXT OF THE
SECOND YEAR STUDENTS AT ISLAMIC
SENIOR BOARDING SCHOOL DAARUN
NAHDHA BANGKINANG**



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PEKANBARU
1435 H/2014 M**

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Thesis

Submitted as Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



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EXAMINER APPROVAL

The thesis entitled *The Effect of Using Story Map with Characters' Perspectives (SMCP) Strategy towards Reading Comprehension in Narrative Text of the Second Year Students at Islamic Senior Boarding School Daarun Nahdha Bangkinang* that is written by Nora Liza, SIN. 10914005339. It has been approved and examined by the Final Examination Committee of Undergraduate Degree on Rajab 5th, 1435 H/January 7th, 2014 M at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of the requirements for getting bachelor degree (S.Pd.) in Department of English Education.

Pekanbaru, Rajab 5th, 1435 H.
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ABSTRACT

Nora Liza, (2014): The Effect of Using Story Map with Characters' Perspectives (SMCP) Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at Islamic Senior Boarding School Daarun Nahdhah Bangkinang.

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text books at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text. They also could not answer the questions given after reading a text, so the writer was interested in carrying out the research about this problem. For this research, the writer applied Story Map With Characters' Perspectives (SMCP) Strategy as a replacement of previous strategy.

The subject of the research was the second year students of Islamic Senior Boarding School Daarun Nahdhah Bangkinang, and the object of this research was the effect of using Story Map with Characters' Perspectives (SMCP) strategy. The design of this research was experimental research that used quasi experimental research, by using non-equivalent pretest and posttest control group design. The population of this research was the second year students at Islamic Senior Boarding School Daarun Nahdhah Bangkinang in 2013/2014 academic years, and the samples for the research were class XI IPS 2 as a control class and XI IPS 1 as an experimental class. To analyze the data, the writer used Independent Sample t-test, Paired Sample t-test and k_p .

The result of analyzing the data were; there was no significant difference between pre-test in experimental class before being taught by using Story Map With Characters' Perspectives Strategy and pre-test in control class before being taught by Three Phase Technique. The level significance of 5% was 2.00 and the level significance of 1% is 2.65. It can be read that $2.00 < 2.327 > 2.65$, There was significant difference between post-test in experimental class after being taught by using Story Map with Characters' Perspectives Strategy and post-test in control class after being taught by Three Phase Technique, the level significance 5% was 2.00 and at significant level 1% was 2.65. It can be read that $2.00 < 5.120 > 2.65$. And the level significant of 5% was 2.06 level significance of 1% was 2.78. ($t_{\text{observation}}$) t_o was higher than $t\text{-table}$. it be read that $2.06 < 5.635 > 2.78$. Thus, the writer can conclude that H_a is accepted and H_o is rejected. The result percentage of coefficient effect of Story Map with Characters' Perspectives Strategy was 33.8% for students' reading comprehension in narrative text of the second year students at Islamic Senior Boarding School Daarun Nahdha Bangkinang.

ABSTRAK

Nora Liza, (2014) : Pengaruh Strategi Diagram Cerita dengan Penekanan Karakter terhadap Pemahaman Membaca Teks Narrative pada Siswa Kelas Dua di Pondok Pesantren Daarun Nahdhah Bangkinang.

Berdasarkan studi pendahuluan penulis, di temukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Mereka juga tidak bisa menjawab pertanyaan yang diberikan setelah membaca teks yang diberikan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Subjek dari penelitian ini adalah siswa tahun kedua MA Daarun Nahdha, dan objek dari penelitian ini adalah pengaruh dari strategi diagram cerita dengan penekanan karakter. Adapun jenis penelitiannya adalah *Quasi-experiment* Rancangan ini berdasarkan pada pra-tes, pasca-tes dan penggunaan kelas control yang berperan dalam penelitian ini. Untuk menganalisis data, peneliti menggunakan *Independent Sample t-test*, *Paired Sample t-test* dan *kp*.

Hasil analisis data adalah tidak ada perbedaan antara pre test di kelas experiment sebelum diajarkan strategi diagram cerita dengan penekanan karakter dan pre test di kelas control sebelum diajarkan dengan menggunakan strategi Three Phase technique. Level significance 5% adalah 2.00 dan level significance 1% adalah 2.65. ($2.00 < 2.327 > 2.65$), terdapat perbedaan antara post test di kelas experiment setelah diajarkan strategi diagram cerita dengan penekanan karakter dan pos test di kelas kontrol diajarkan dengan menggunakan strategi Three Phase technique. significant. Level significance 5% adalah 2.00 and at significant level 1% adalah 2.65. ($2.00 < 5.120 > 2.65$). Dan level significant 5% adalah 2.06 level significance 1% adalah 2.78. ($t_{\text{observation}}$) t_o lebih tinggi dari *t-table* $2.06 < 5.635 > 2.78$. Kemudian dirumuskan bahwa H_a is diterima and H_o ditolak. Dengan persentasenya 33.8% Dengan kata lain, ada pengaruh yang signifikan pada penggunaan strategi diagram cerita dengan penekanan karakter terhadap pemahaman membaca teks narrative pada siswa kelas dua di Pondok Pesantren Daarun Nahdhah Bangkinang.

ليزا, () : تأثير استخدام استراتيجيات الرسم قصة مع التأكيد على الفهم القراءة
المدرسة الداخلية النهضة بينكينانج

المشكلة عن طريق
دراسة أولية
لا يفهمون
فهم
المدرسية. يتسبب هذه
ولا يمكن تحديد المعلومات
مهما
كما أنها لا يمكن
بشأن هذه المسألة.

أجريت هذه الدراسة لتحديد ما إذا كان هناك تأثير كبير على استخدام استراتيجيات الرسم قصة مع التأكيد
الفهم القراءة
المدرسة الداخلية النهضة بينكينانج.

باحثين صياغة
تصميم
غير ما يعادلها. يستند تصميم في
هذه الدراسة لتحليل البيانات وباحثين باستخدام الصيغة
سوف يتم الرد
شبه تجريبية باستخدام

تحليل البيانات هو
فرضية بديلة (ها) الذي يشير
استراتيجيات الرسم قصة مع التأكيد على
الداخلية النهضة بينكينانج.
هذه النتائج مع
يمكن الاستنتاج
> <
الفهم القراءة
()
()
يتم رفض فرضية العدم (هو) يتم
، هناك تأثير كبير على

ACKNOWLEDGEMENT



Praised to be God, Allah almighty, the lord of universe, by His guidance and blessing, the writer can finish and complete this academic requirement. Then, the writer says peace be upon to Prophet Muhammad S.A.W.

In finishing this paper, the writer got many wishes to express sincerely for many people, they are:

1. Prof. Dr. H. M. Nazir. The Rector of State Islamic University of Sultan Syarif Kasim Riau
2. Dr. H. Mas'ud Zein, M.Pd. The Dean of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
3. Drs. M.Syafi'i S, M.Pd. The Chairperson of English Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
4. M. Fauzan Ansyari, M.Sc. The Secretary of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau
5. Drs. Syafaruddin, M.Pd as supervisor of this thesis, thank you very much for the correction, suggestion, guidance and kindness in completing this thesis.
6. All lectures of Education and Teacher Training who have taught semester by semester, and gave their knowledge and information to the writer.
7. Drs. H. Rusdi Nur as the Headmaster of Islamic Senior Boarding School Daarun Nahdha Bangkinang, and Martina Susanti, S.Pd as the English teacher who gave time and place to the writer in conducting the research. Thank you very much for your kindness, attention, cooperation and time instilling the data of the research.
8. Her beloved parents: Jamaren and Mainita who have given meaningful and useful supports. Both material and spiritual. Thanks a lot of for your praying. You are my life.
9. Her beloved grandfather and grandmother: Hasyim and Rohana who have given meaningful and useful supports. Both material and spiritual. Thanks a lot of for your praying.
10. Her beloved sister Nurhaslinda and brother Irwan Sahputra and Abdul Syukran. Thanks for your motivation and support.

11. Her beloved cousin: Mira Helpiana, Rahmat Hafis, Erma Minarti, and M.Fikri.
Thanks for your motivation and support.
12. Her beloved friends: Tika, Rahmi, Amy Vina, Intan, and my friends in rental cost:
Rika, Fierly. Mira and Atik. Thanks a lot for everything you have given to me.
13. Her beloved friends in English Department, especially the member of B class '09.
Thank you for your help, support and motivation. I will remember you all, you are
my best friends.

Finally, the writer realizes very much that this paper is still far from the perfectness, therefore comments, critics, and suggestion will be much appreciated.

My Allah Almighty, wish blesses you all. Amin.

Pekanbaru, November 14th, 2013
The Writer

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