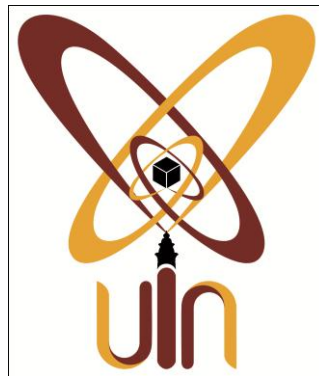


**USING CHARACTER MAPPING STRATEGY TO
ENHANCE STUDENTS' READING
COMPREHENSION ON NARRATIVE TEXT AT THE
SECOND GRADE OF SMP MUHAMMADIYAH 4
KOTA TANGERANG**

A PAPER

Submitted to English Education Department
as a partial Fulfillment of the Requirements for the Sarjana Degree



By :

KHOPIYA NIDA
SRN: 142301725

**FACULTY OF EDUCATION AND TEACHER TRAININGS
THE STATE INSTITUTE ISLAMIC UNIVERSITY
SULTAN MAULANA HASANUDDIN BANTEN
2018 A.D. / 1439 A.H.**

STATEMENT OF ORIGINALITY

I here declare that the researcher paper I wrote as a partial fulfillment of requirements for the Sarjana Degree and submitted to the English Education Department, the Faculty of Education and Teacher Training wholly constitute my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, 25th June 2018

KHOPIYA NIDA

S.R.N: 142301725

Khopiya Nida, 2018. Using Character Mapping Strategy to Enhance Student's Reading Comprehension on Narrative Text (An Experimental Research at the Second Grade of SMP Muhammadiyah 4 Kota Tangerang), (Undergraduate Research paper. Department of English Education, Faculty of Education and Teacher Training, TheState Islamic University, "Sultan MaulanaHasanudin" Banten). Advisers:H. Abdul Muin, S.Ag. M.M. and As'ari, S.S., M.Si.

ABSTRACT

This research investigates Using Character Mapping Strategy to Enhance Student's Reading Comprehension on Narrative Text. This research used experiment research it was conducted based on the main problem, 1) How is students' reading skill at second grade of SMP Muhammadiyah 4 Kota Tangerang? 2) How is application character mapping strategy in teaching students' reading narrative text at SMP Muhammadiyah 4 Kota Tangerang? 3) How is the influence of using character mapping strategy in teaching students' reading comprehension at SMP Muhammadiyah 4 Kota Tangerang? To Investigates of the research, the researcher collects data from 76 students that spared into two classes, one class as experimental class and another one is as the control class. The researcher used quasi-experimental design with use the instruments were three stages are pre-test, treatment, and post-test. Population of the research was the Second Grade of SMP Muhammadiyah 4 Kota Tangerang, Academic year 2017/2018. The sample of the research used class VIII D as experimental class and class VIII E as control class. The conclusion of the research is that there is the significant effect of using character mapping strategy to enhance students reading comprehension, it can be seen from the result that researcher has gotten the average score of $t_{\text{observation}} = 9.24$ and $t_{\text{table}} = 1.66$ and 2.37 with the level significant of 5% and 1 %. T_o is bigger than t_t . It means significant effective of using character mapping strategy to enhance students reading comprehension on narrative text.

Keywords: Character Mapping Strategy, Narrative Text, Reading Comprehension.

THE ADVISERS APPROVAL

This is to certify that the undergraduate research paper of Khopiya Nida entitled “ Using Character Mapping Strategy to Enhance Student’s Reading Comprehension on Narrative Text at the Second Grade of SMP Muhammadiyah 4 Kota Tangerang”

has been approved by the research paper advisers for further

Approval by the Board of Examiners.

Serang, June 25, 2018

Adviser I,

Adviser II,

Dr. H. Abdul Muin, S.Ag., M.M.

NIP. 19710923 199903 1 003

As’ari, S.S., M.Si.

NIP. 19741029 200003 1 002

**USING CHARACTER MAPPING STRATEGY TO ENHANCE
STUDENT'S READING COMPREHENSION ON
NARRATIVE TEXT**

(An Experimental Research at the Second Grade students of SMP
Muhammadiyah 4 Kota Tangerang)

By:

KHOPIYA NIDA
SRN: 142301725

Under the Supervision of:

Adviser I,

Adviser II,

Dr. H. Abdul Muin, S.Ag., M.M.
NIP. 19710923 199903 1 003

As'ari, S.S., M.Si.
NIP. 19741029 200003 1 002

Acknowledged by:

The Dean of the faculty of
Education and Teacher Training

The Head of
English Education Department

Dr. H. Subhan, M.Ed
NIP. 19680910 200003 1 001

Dr. H. Abdul Muin, S.Ag., M.M.
NIP. 19710923 199903 1 003

THE BOARD OF EXAMINERS' APPROVAL

This is to certify the undergraduate research paper of Khopiya Nida has been approved by the Board of Examiners as a partial fulfillment of the requirement for the degree of Sarjana in English Education.

Serang, July 31st, 2018

The Board of Examiners:

<u>Prof. Dr. H. Ilzamudin, M.A.</u> NIP. 19610829 199003 1 002	Chairperson	_____
<u>Tri Ilma Septiana, M.Pd.</u> NIP. 0430098703	Secretary	_____
<u>Dr. H. Naf'an Tarihoran, M.Hum</u> NIP. 19700103 200312 1 001	Examiner I	_____
<u>Eulis Rahmawati, M.Pd.</u> NIP. 19790713 200312 2 002	Examiner II	_____
<u>Dr. H. Abdul Muin, S.Ag., M.M.</u> NIP. 19710923 199903 1 003	Adviser I	_____
<u>As'ari, S.S., M.Si.</u> NIP. 19741029 200003 1 002	Adviser II	_____

BRIEF BIOGRAPHY

The writer's name is Khopiya Nida. She was born in Tangerang, on March 7th 1997. She is the only daughter of a married couple Mr. Nurhasan, S.E and Mrs. Saanah, S.Pd. She lives in Cipondoh, Kec. Cipondoh, Kota Tangerang-Banten.

She finished Elementary School at MI Darul Hasan in 2008, she graduated her Junior and Senior High School at La-Tansa Islamic Boarding School, Lebak, Banten in 2011 and 2014. In 2014 she continued her education to University by Joining Undergraduate Program of English Education and Teacher Training, the State Islamic University "Sultan Maulana Hasanuddin" Banten.

The writer completed her study at the State Islamic University "Sultan Maulana Hasanuddin" Banten in 2018 by conducting the research paper entitled "Using Character Mapping Strategy to Enhance Student's Reading Comprehension on Narrative Text" under the supervisor of honorable lectures Mr. H. Abdul Muin, S.Ag., M.M. and Mr. As'ari, S.S., M. Si.



DEDICATION

This Research paper, I dedicated to my beloved parents Mr. Nurhasan, S.E and Mrs. Saanah, S.Pd. who always support and inspired me to be a strong and independent woman, who always love, pray, and struggle for my life. And all my family who always give me pray, supports, advice for studying in institute until finishing this paper.

MOTTO

“WHERE THERE IS A WILL THERE IS A WAY”

~ Andrew Johnson ~

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In the name of Allah, the most gracious, the most merciful, the lord of universe, because of him, the writer could finish this graduating paper as one of the requirement for Sarjana Degree of English Education Department, Faculty of Education and Teacher Training State Islamic University Sultan Maulana Hasanuddin Banten.

Secondly peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

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Finally, the writer realizes that this paper is far from being perfect, but the writer hopes this paper will be useful especially for the writer and for any readers or any researchers. Therefore, the writer would like to accept some suggestions to correct the weakness of this paper.

Serang, 25th June 2018

KHOPIYA NIDA

SRN. 142301725

TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	i
ABSTRACT	ii
THE ADVISERS' APPROVAL	iii
LEGALIZATION OF DEAN FACULTY	iv
THE BOARD OF EXAMINERS' APPROVAL	v
A BRIEF BIOGRAPHY	vi
DEDICATION	vii
MOTTO.....	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xiv
LIST OF GRAPHICS	xv
LIST OF APENDICES	xvi
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Identifications of Problem	6
C. Limitation of Problem	6

D. Statement of Problems.....	7
E. The Aims of the Study	7
F. Significance of Study.....	8
G. Hypothesis	8
H. Previous Study	9
I. Organization of writing	11
CHAPTER II THEORETICAL FRAMEWORK.....	13
A. Reading	13
1. Definition of Reading.....	13
2. Types of Reading.....	15
3. The Purpose of Reading	18
4. Strategies of Reading.....	20
B. Reading Comprehension.....	21
1. Definition of Reading Comprehension.....	21
2. Strategies for Reading Comprehension	23
3. Principles of Teaching Reading.....	25
4. Assessing Reading Comprehension.....	27
C. Character Mapping	29
1. Definition of Character Mapping	29
2. The purpose of Character Mapping	31
3. The strategy of Using Character Mapping	31
4. The advantages of the Character Mapping	34
D. Narrative Text.....	35
1. Definition of Narrative Text.....	35
2. The Generic Structures of Narrative Text	36
3. The Elements of Narrative Text	37
4. The Example of Narrative Text	39

CHAPTER III METHODOLOGY OF RESEARCH	41
A. Research Method	41
B. Population and Sample	43
C. Place and Time of Research	44
D. The Research Instrument	44
E. The Technique Data Collecting	45
F. The Techniques of Data Analyzing	47
G. Statistical Hypothesis	49
CHAPTER IV RESULT AND DISCUSSION	51
A. Description of the Data	51
B. Analysis of Data	59
C. Interpretation of Data	64
CHAPTER V CONCLUSION AND SUGGESTION	67
A. Conclusions	67
B. Suggestions	68
BIBLIOGRAPHY	70
APPENDICES	73

LIST OF TABLES

Table 4.1 The Score of Pre-Test and Post-Test Experimental Class.....	52
Table 4.2 The Score of Pre-Test and Post-Test Control Class	56
Table 4.3 The Comparison of Score Experimental Class and Control Class	59
Table 4.4 The Average of Pre-Test and Post-Test Experimental Class and Control Class	66

LIST OF GRAPHIC

Graphic 4.1 The Score of Pre-Test and Post-Test Experimental Class	55
Graphic 4.2 The Score of Pre-Test and Post-TestControl Class	58
Graphic 4.3 The Comparison of Score Experimental Class and Control Class	61

LIST OF APPENDICES

Appendix 1 Table of Teacher Observation Checklist	74
Appendix 2 Lesson Plan Experimental Class	75
Appendix 3 Lesson Plan of Control Class.....	91
Appendix 4 Reserach Instrument pre-test Experimental Class and Control Class	99
Appendix 5 Research Instrument of post-test Experimental and Control Class.....	104
Appendix 6 Answer Key of Question.....	109
Appendix 7 Grids of Research Questions.....	111
Appendix 8 The Result of Student’s Answer Pre-test and Post-test Experimental Class.....	119
Appendix 9 The Result of Students’ Answer Pre-test and Post-test Control Class.....	129
Appendix 10 The Decision Letter from the Head Master UIN SMH BANTEN.....	139
Appendix 11 The Letter research permits from the Head of education and Teacher’s Training Faculty “ UIN SMH BANTEN “	141

Appendix 12 The Statement of Letter from SMP Muhammadiyah 4 Kota Tangerang.....	142
Appendix 13 Consultation Sheet	143
Appendix 14 Pictures of students	148
Appendix 15 Table of “t” of Degree Freedom”	150

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. This language is also used as a way to express ideas, feelings, and thoughts to the listener. Language is a means of communication in human life. This means that the language is very important because we use language to share information with people around us. We communicate effectively with our words, attitudes, and tone of voice in many situations.

From all of the language in the world, English is the most used. It is the international language and millions people now speak English. English is important, because it is used in many aspects of life such as, communication, knowledge, education, technology, culture and art. English learning involves mastery of the four language skills. They write, speak, read and listen. The fourth basic skills are taught in a way to integrate. So speak and write is a productive skill or ability for the product, listening, and reading are receptive skills or the ability to understand.

Reading is one of the four language skills that can support students in mastering English besides speaking, listening, and writing. Reading skill is also important skill because by reading the

students can get a lot of information, they can enrich their vocabulary, improve knowledge, spelling and their writing, so that they need to improve their ability in reading comprehension because it is very fundamental skill therefore, English teacher in education field do many studies to solve the problem which can improve student's reading comprehension.

In reading, the students are taught how to read and understand a text well. The purpose of reading is to get information from a reading text. Then, in understanding the reading text needs some skills that should be mastered by the reader. They should be able to determine the topic of sentence, vocabulary mastery, analyzing the text, etc. Without reading skill the reader gets the difficulty in finding the information from the text that they read. So that the students are required to master the reading skill in order to get the knowledge and information from the text they read.

As one of the language skill, reading is one of the ways to improve other language skills in learning English. It is important because by having ability to read, it can help students to think in English, increase English vocabulary, improve writing, and find out about new ideas, facts and experience. Thus, it can be assumed that reading is one of the keys to mastery English.

Since the rise of social media, reading skill is very vital in providing information, because people have to more reading for get the information then speaking. This certainly makes the student need reading skill to socialize with people as part of community

members. Reading can make people become broad-minded because the book is a window to the world. In other words, to expand the experience of the world in which we live. That is the reason why reading becomes very important in learning. Additionally, in formal education, reading is also one of the ways that people have to do to meet their education.

Reading is not as easy as what people think because it is not only read a sentence and say it out to others but also we have to understand the content of the reading text and its purpose. They are on the level of frustration though they have studied English for many years.

To enhance students' SMP Muhammadiyah 4 Kota Tangerang on reading narrative text comprehensively, the writer proposes one technique. The technique is named character mapping strategy, according Kim, A. character mapping strategy is a graphic organizer that helps students learn about a character and how the character impacts and is impacted by setting, other character, and plot. It is use after reading a text. This strategy supports students' comprehension by providing students with a framework for identifying and organizing details about a character.¹Through character map strategy, the students will understand specifically about characters of the text and also help the teacher to keep their students' attention to the text or the story.

¹ Kim, A., Vaughn, S., "Graphic Organizers and Their Effects on the Reading Comprehension of Students With LD: A Synthesis of Research". *Journal of Learning Disabilities*, Vol. 37, No. 2, (2008), p. 105.

In the process of using character mapping, teachers must implement the procedures as follows: Establish the purpose of the character mapping strategy, discuss the main component of characterization, discuss how characters impact and are impacted by other elements of literature, provide students with a character mapping graphic organizer and model how to use it, as students read, have them complete the character map. It means that this strategy is used to help the students' understand and remember what they read and can help learning process in the classroom. That this strategy can be used to teaching reading comprehension.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.² An important part of narrative text is the narrative mode, the set of methods use to communicate the narrative through process narration. A narrative text is an imaginative story to entertain people.

In this research, the researcher used legend as material, because the legend most suitable types of narrative text that enhance reading comprehension in second grade of SMP Muhammadiyah 4 Kota Tangerang. Legend carry out element of story, where is in legend, the student's can find the elements of story, such as theme, character, setting, problem, events, and resolution.

² David Herman, *The Cambridge Companion to Narrative*, (New York: Cambridge University Press, 2007), p. 15

Based on the researcher's observation to a teacher and students of SMP Muhammadiyah 4 Kota Tangerang, the researcher found that some students' still difficulties to comprehend the reading text. The students still get difficulties in identifying the elements of the story that are theme, setting, character, problem, events, and resolution of narrative text. They are difficult to find them because they are guided only by questions. As the result, the students cannot catch the important information from the text.

Therefore, in this research, the writer is interested to provide a solution to help the students' enhance their reading comprehension, especially on narrative text. This research was conducted by applying an appropriate reading strategy, in this research the writer used character mapping that uses a graphic organizer to help students' learn components of characterization such as, what a characters says and thinks, what a characters look like and how a character acts. Character mapping is a technique used while reading and after reading. This is used for students' to support comprehension identify and organize details about a character.

Based on the description above, the writer is interested to research student's reading comprehension entitled "Using Character Mapping Strategy to Enhance Student's Reading Comprehension on Narrative Text (An Experimental Research at the Second Grade of SMP Muhammadiyah 4 Kota Tangerang)".

B. Identifications of Problem

Based on the background above, the writer identifies the problems of this research as follows:

1. Some of the students' are difficult to comprehend the reading text
2. Some of the students' are still lacking in vocabulary master
3. Some of the students' got difficulty to identify the character of the narrative text
4. Some of the students' still have difficulties to understand the content of the narrative text

C. Limitation of Problem

Based on description of the problem above, the researcher limits the study based on some reason. In this paper, the writer focused to study about using character mapping strategy to improvement of student's reading comprehension on narrative text, apply character mapping strategy in teaching learning activity to build up students' understand the content of character on narrative text. The subject of this research is the students at the Second Grade of SMP Muhammadiyah 4 Kota Tangerang.

D. Statement of Problem

Based on the background above, the research in this study formulates the problems as follows:

1. How is the students' reading skill at second grade of SMP Muhammadiyah 4 Kota Tangerang?
2. How is application character mapping strategy in teaching students' reading narrative text at SMP Muhammadiyah 4 Kota Tangerang?
3. How is the influence of using character mapping strategy in teaching students' reading comprehension at SMP Muhammadiyah 4 Kota Tangerang?

E. The Aims of the Study

Based on the research problems above, the purpose of this study are:

1. To know the students' reading skill at second grade of SMP Muhammadiyah 4 Kota Tangerang.
2. To know the application of character mapping strategies in teaching reading comprehension at second grade of SMP Muhammadiyah 4 Kota Tangerang.
3. To know the influence of using character mapping strategy in teaching reading comprehension at second grade of SMP Muhammadiyah 4 Kota Tangerang.

F. Significance of Study

This study will give advantages for the students, the teachers, and also the readers.

1. For the students, they have a new way to learn English, especially in reading narrative texts. They can apply the strategy to read text well. They also are going to have the good reading when they are usually trained to read a text.
2. For the teachers, it gives insight how to teach reading through another strategy. Teachers use Character Mapping as the teaching strategy to give attractive learning. It could make their learning in the classroom is more enjoyable and interesting.
3. For the readers, is that they could get knowledge after reading this study.

G. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variable which can be tested through an experiment. This research will take the using character mapping strategy as (x) variable and enhance student's reading comprehension on narrative text as (y) variable. The formulated of hypothesis in this research can be formulated as follow:

- H (a) : There is significance different in students' achievement of reading comprehension on narrative text between students' who are taught by using character

mapping strategy and students' who are taught by without using character mapping strategy.

- H (0) : There is no significance different in students' achievement of reading comprehension on narrative text between students' who are taught by using character mapping strategy and students' who are taught by without using character mapping strategy.

H. Previous Study

The researcher finds some previous studies of research in academic research as follows:

1. The first previous study of research is arranged by Riska Amalia, SRN: O82300591. Her title about research is "Teaching Reading Comprehension In Narrative Text By Using Character Mapping Strategy". (An Experimental Research at the Eighth Grade Students of SMP Azzawiyah Tanjung Batu). Based on the research, the writer concludes that using character mapping strategy is one of effective strategies that can be applied by the teacher in teaching English reading. Character mapping strategy gave new knowledge in understanding reading text. The result of analysis at significance 0,003 which was lower than 0.05 and the t-value 3.062 was higher than t-table with $df=70$ (1.9944). It general there is influence of using character mapping in teaching English reading in SMP Azzawiyah Tanjung Batu.

2. The second previous study of research is arranged by Rizka Amalia, SRN: 1112014000055. Her title about research is “The Effectiveness Of Using Character Mapping Technique On Students Reading Comprehension Of Narrative Text”. (An Experimental Research at the Eighth Grade Students of SMPN 127 Jakarta). The writer took some conclusions as follows: based on the result that using character mapping technique in teaching reading comprehension proved to be effective in increasing the students’ reading comprehension achievement. Through character mapping technique we can improve the students’ reading comprehension achievement. Thus, it is suggested that English teachers/instructors to utilize character mapping technique in teaching reading comprehension. The result of analysis at significance 5% and $df=68$, to 3.78, at the level of significance 5% $df=68$, the value of degree significance is 1.667. $t_o > t_t$ ($3.78 > 1.667$). From those data, it has shown experiment class is same the result of control class. It means there is an effectiveness of using character mapping technique on students’ reading comprehension of narrative text at eighth grade of SMPN 127 Jakarta.

I. Organization of Writing

Organization of writing is intended to enable the writer to discuss the problems, and to help the readers to understand what they read. The writer made this paper consist of five chapters of discussions they are:

Chapter I discussed about introduction that consist of background of the study, identification of problem, limitation of problem, statement of problem, the aims of the study, the significance of the study, hypothesis, previous study, and the organization of writing.

Chapter II explains about the theoretical framework such as: Part I: definition of reading, types of reading, the purpose of reading, strategies of reading, definition of reading comprehension, strategies for reading comprehension, principles of teaching reading and assessing reading comprehension. Part II: definition of character mapping, the purpose of character mapping, the strategy of using character mapping and the advantages of the character mapping. Part III: definition of narrative text, the generic structures of narrative text and the elements of narrative text.

Chapter III discussed about methodology of the research. There are research method, population and sample, place and time of the research, the research instrument, the technique of data collecting and the technique of data analyzing.

Chapter IV is result of the research that consist of description of data, analysis of data, the processing of pre-test and post-test of experiment class, the processing of pre-test and post-test of control class, hypothesis testing and interpretation of data.

Chapter V contains the conclusion and suggestion of the research.

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. Definition of Reading

Reading is one of the language skills and concurrently of the basic subjects of the English department. Reading is private. It is mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.³

According to Andrew P. reading is the practice of using text to create meaning.⁴ The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.

Reading may be defined as an individual's total interrelationship with symbolic information. Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movement. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require

³ Naf'an Tarihoran & Miftahul Rachmat, *Reading 1 Basic Reading Skills*, (Serang: Loquen Press, 2012), p. 1.

⁴ Andrew P. Johnson, *Teaching Reading and Writing: A guidebook for Tutoring and Remediating Students*, (New York: Rowman& Littlefield Education, 2008), p. 3.

practice to set them into the mind. They may be broken down into the following seven basic processes:⁵

1. Recognition: The reader's knowledge of the alphabetic symbols.
2. Assimilation: The physical process of perception and scanning.
3. Intra-integration: Basic understanding derived from the reading material itself, with minimum dependence on past experience, other than knowledge of grammar and vocabulary.
4. Extra-integration: Analysis, criticism, appreciation, selection and rejection. These are all activities which require the reader to bring his past experience to bear on the task.
5. Retention: This is the capacity to store the information from memory storage.
6. Recall: The ability to recover the information from memory storage.
7. Communication: This represents the application of the information and may be further broken down into at least 4 categories, which are:
 - a. Written communication.
 - b. Spoken communication.
 - c. Communication through drawing and manipulation of objects.

⁵ Naf'an Tarihoran & Miftahul Rachmat, *Reading 1 Basic Reading Skills*, (Serang: Loquen Press, 2012), p. 4.

- d. Thinking, this is another word for communication with the self.

2. Types of Reading

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on student's vocabulary knowledge, on their spelling and on their writing. According to Grellet, the main ways of reading are as follows: skimming, scanning, extensive reading, and intensive reading.⁶

a. Skimming

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea.⁷ Skimming is used quickly gather the most important information or gist the examples of skimming are the newspaper, magazine, and business or travel brochures. Skimming direct to the process of reading only main idea within a passage to get an overall impression of content of a reading selection.

⁶ Francoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, (Cambridge: Cambridge University Press, 1981), p. 4.

⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 213.

b. Scanning

Scanning is used to find a particular piece of information.⁸ Scanning is a reading technique to be used when you want to find specific information quickly. Scanning is quickly searching for some particular piece of information in the text. Examples from scanning are the “what on tv” section of your newspaper, a train/airplane schedule and conference guide.

c. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer text for pleasure as well as business books.⁹ Extensive reading should involve reading for pleasure what Richard Day Calls Joyful Reading.¹⁰ Jack C. Richard states “Extensive reading is seen as offering many advantages, some of which are as follows:¹¹

1. Enhanced language learning in such areas as spelling, vocabulary, grammar, and text structure
2. Increased knowledge of the world

⁸ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, p. 209.

⁹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, p. 189.

¹⁰ Jeremy Harmer, *How To Teach English*, (London: Pearson Education, 2007), p. 99.

¹¹ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 298.

3. Improved reading and writing skills
4. Greater enjoyment of reading
5. More positive attitude toward reading
6. Higher possibility of developing a reading habit

Based on the definition above, extensive reading is used to obtain a general understanding of a subject and seen as offering many advantages.

d. Intensive Reading

Intensive reading is used on shorter texts in order to extract specific information. Intensive reading refers to the detailed focus on the construction of reading texts which takes place usually in classrooms. Intensive reading is related to further progress in language learning under the teachers guidance.¹² Intensive refers to the detailed focus on the construction of reading text which takes place usually in classrooms. There are few characteristics of intensive reading:

1. This reading helps learners to develop active vocabulary
2. Teacher play main role in this reading
3. Linguistic items are developed
4. This reading aims at active use of language
5. Intensive reading is reading aloud

¹² M. F. Patel and Praveen. M. Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Jaipur: Sunrise Publishers & Distributors, 2008), p. 117.

6. Intensive reading speech habit are emphasized and accent, stress, intonation, and rhythm can be corrected.

Based on the definition above, intensive reading refers to the detailed focus on the construction and the related to further progress in language learning under the teachers guidance.

3. The Purpose of Reading

Everyone has a purpose for every action that they take. Even something like reading is an action that someone has willfully chosen. The purposes of reading are various from one to another. The purpose of reading is also to help the readers achieve some clear information and also for communicating. When people decide to read, they may have some purposes in their head. Unconsciously, people do skimming and scanning to find what they require to read. Moreover, when people read a book that they love, they would read it from the beginning until the end of story because they find it interesting. Those are several examples of purpose in reading.

According to Grabe and Stoller, there are some purpose of reading which are explained as follow:¹³

¹³ William Grabe and Federicka L. Stoller, *Teaching and Researching Reading. Second Edition*, (London: Pearson Education, 2002) p. 6-10.

a) Reading to search simple information

This is the purpose that people usually find when they need to read. Reading to search for information is a process aimed to have specific information by scanning through the sentences and words related to the searched of information without reading every sentence of the text.

b) Reading to skim quickly

This purpose is similar to reading to search simple information. In this purpose, the readers guess where the information of the text they need are supposed to be, then they read the part of the text that they find until they have the main idea of what they read.

c) Reading to learn from texts

Reading to learn from texts usually happens in academic and professional situation. The process of this purpose is usually taking longer time than reading to search for information and to skim quickly, because it needs reader to have more complex ability to observe a deeper understanding and often need repetition to remember every single detail information from the text.

d) Reading to integrate information, write and critique texts

This purpose usually also happens in academic and professional situation. As the title, the reader reads the text to write some information from the text that they have, then they integrate the information also critique the text that they read. Both reading to write and reading to critique require

ability to select, critique and compose information from the text.

e) Reading for general information

Gaining general comprehension of the text is the most basic purpose of reading. General reading comprehension is actually more complex than what people may think which requires more understanding to the whole big ideas instead of understanding one or two specific ideas in the text.

4. Strategies of Reading

Efficient readers should know various types of text and choose appropriate strategies depending on their purpose of reading. Efficient readers will switch their strategies in reading according to the type of the text they are skimming and scanning are commonly used for readers to read.

According to Harmer, a reader needs to be able to skim a text while they need to have general idea of what it is about. For instance, when readers run their eyes over a film review to see what the film is about and what the reviewer thought about it, or when readers look quickly at a report to have a feel for the topic and what its conclusions are.¹⁴ With skimming, it's all about spending time on the introduction and topic sentence so readers have a general idea of what they are reading about

¹⁴ Jeremy Harmer, *How To Teach English*, (London: Pearson Education, 2007), p. 101.

before they skim through the rest and process topical words that reinforce their understanding of the main idea.

Meanwhile, readers also need to be able to scan the text for certain of information that they are looking for. For instance, when readers look for a telephone number, what on television at a certain time or search quickly through an article looking for a name or other detail.¹⁵ With scanning, people do not read every words and line of the text.

B. Reading Comprehension

1. Definition of Reading Comprehension

When students read something without understanding, they are actually not reading. To understand the text, student's transform word by word in written text from eyes to brain, then their brain try to process with student's, so that they understand the meaning of the text. According to Kristin Lems et. al., reading comprehension is a skill to get meaning from written text. Reading comprehension also interacts the text and background knowledge of the reader.¹⁶

The main purpose of reading is comprehension. Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text. A reader needs comprehension to catch the content of message or information

¹⁵ Jeremy Harmer, *How To Teach English*, (London: Pearson Education, 2007), p. 100.

¹⁶ Kristin Lems et al., *Teaching Reading to English Language Learners: Insights from Linguistics*, (New York: The Guilford Press, 2010), p. 170.

from the text. According to Catherine Snow, reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁷

As Judy Willis stated, to become successful in reading comprehension, students need to be active in processing meaning on what they read. Constructing meaning from text or spoken language is not separate literacy skill, but combining all of acquired prior knowledge, personal experience and vocabulary with strategies of deductive and inductive reasoning and making connections.¹⁸

In addition, according to Paris and Steven, “Reading comprehension is a subset of an ill-defined large set of knowledge that reflects the communicative interactions among the intentions of the author, the content of the text, the abilities and purposes of the reader, and the context of the interaction”.¹⁹ In short, there is an interaction between an author and a reader. The result of this interaction is a reader needs to understand what an author means. While reading, a reader tries to understand the information in the text that they read. While reading the text, a reader needs to make connection to the author of the text in order to have the meaning of the author who tries convey through the text.

¹⁷ Catherine Snow, C., *Reading for Understanding: Toward An R&D Program In Reading Comprehension*, (Washington: RAND Education, 2002), p. 11.

¹⁸ Judy Willis, *Teaching the Brain to Read*, (Alexandria: ASCD, 2008), p. 127-128.

¹⁹ Scott G. Paris and Steven A. Stahl, *Children’s Reading Comprehension and Assessment*, (New York: Lawrence Erlbaum Associates, 2005), p. 71.

Comprehension is also divided into three levels. The levels of understanding are reading the line which refers to the literal meaning of the text, reading between the line which refers to inferred meanings and the last is reading beyond the line which refers to criticize and evaluate the text.²⁰

From the definition above, to become successful in reading comprehension, students need to be active in processing meaning on what they read. However, they can use some strategies such as context clues connecting their background knowledge to guess the vocabulary. Furthermore, background knowledge and personal experience are very helping in constructing the meaning because students would have better comprehension when they already have little or even much knowledge on what they read.

2. Strategies for Reading Comprehension

According to H. Douglas Brown (2004) defines reading comprehension the act of constructing meaning from text.²¹ Reading comprehension requires an interaction between the text and the reader's knowledge. Reading comprehension is hindered greatly by student's lack of background knowledge and by their inability to use comprehension strategies to integrate information from the text with their background knowledge.

²⁰ I. S. P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 75.

²¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 188.

Comprehension strategies are conscious plans that are under the control of a reader, who makes decisions about which strategies to use and when to use them. Skilled readers construct meaning before, during, and after reading by using a set of comprehension strategies to integrate information from a text with their background knowledge.²²

Researchers have identified and examined an array of comprehension strategies. The following strategies have been shown to be especially helpful and some principal strategies for reading comprehension:²³

- a. Identify your purpose in reading a text.
- b. Apply spelling rules and conventions for bottom-up decoding.
- c. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
- d. Guess at meaning (of words, idioms, etc) when you aren't certain.
- e. Skim the text for the gist and for main ideas.
- f. Scan the text for specific information (names, dates, keywords).
- g. Use silent reading techniques for rapid processing.
- h. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- i. Distinguish between literal and implied meanings.

²² Danielle S. McNamara, *Reading Comprehension Strategies*, (New York: Lawrence Erlbaum Associates, 2007), p. 294.

²³ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, p. 188.

- j. Capitalize on discourse to process relationships.

3. Principles of Teaching Reading

Teaching reading is different from testing reading. Many teachers usually just ask students to answer the questions based on the text provided. It is called testing not teaching reading. According to Harmer there are proposed 6 principles in teaching reading. They are as follows:²⁴

Principle 1): Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them.

Principle 2): Students need to engage with what they are reading.

As with everything else in lessons, students who are not engaged with the reading text are less likely to benefit from it. When they are really fired up by the topic or the task they get much more from what is in front of them.

Principle 3): Students should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning,

²⁴ Jeremy Harmer, *How To Teach English*, (London: Pearson Education, 2007), p. 100.

the message of the text, is just as important and we must give students a chance to respond to that message in some way.

Principle 4): Prediction is a major in reading.

The moment we get hint- from the book cover, photograph, headlines our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students ‘hints’ so that they can predict what’s coming too. It will make them better and more engaged readers.

Principle 5): Match the task to the topic.

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks – the right kind of questions, engaging and useful puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

Principle 6): Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions etc. It doesn’t make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

4. Assessing Reading Comprehension

According to Brown there are several designing assessment task in assessing reading.²⁵ They are:

1. Designing assessment tasks: perceptive reading

Assessment of basic reading skills may be carried out in a number of different ways.

- a. Reading Aloud

The test taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator. Since the assessment is of reading comprehension, any recognizable oral approximation of the target response is considered correct.

- b. Written Response

The same stimuli are presented, and the test-taker's task is to reproduce the probe in writing.

- c. Multiple Choice

Multiple-choice responses are not only a matter of choosing one of four or five possible answer. Other formats, some of which are especially useful at the low level of reading, include same/different, circle the answer, true/false, choose the letter, and matching.

²⁵ H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (New York: Pearson Education, 2004), p. 185.

2. Designing assessment tasks: selective reading

Some of the possible tasks you can use to assess lexical and grammatical aspects of reading ability.

a. Multiple Choice (for form-focused criteria)

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple choice format, mainly for reason of practicality. It is easy to administer and can be scored quickly.

b. Matching Task

At this selective level of reading, the test-taker's task is simply to respond correctly, which makes matching an appropriate format.

c. Editing Task

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading.

d. Picture-Cued Task

In the previous section we looked at picture-cued tasks for perceptive recognition of symbols and words.

3. Designing assessment task: interactive reading

Interactive assessment tasks may therefore imply a little more focus on top-down processing than on bottom-up.

a. Cloze Tasks

The word cloze was coined by the educational psychologists to capture the Gestalt psychological concept of closure, that is the ability to fill in gaps in an

incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details.

C. Character Mapping

1. Definition of Character Mapping

Before explaining about definition of character mapping is better to know this strategies focuses on the concept of character, defining it and extending it as the basis for character mapping in narrative inquiry. With examples, I discuss interactions among diverse characters within and outside narrative texts, explaining how relations among characters reveal narrative meaning.

According to Kathleen in her book sixty strategies for improving reading comprehension, “A character map is a visual organizer used to display personality traits of a specific character”.²⁶ Daiute, Colette also said, that character mapping is a process of examining meanings across diverse narrative perspectives. Character mapping involves identifying characters, considering the relation of more and less central characters by identifying frequency of character mentions and charting character enactments to learn about their relative roles in narratives.²⁷

Lynn and Ruth defines character mapping is an especially effective strategy for helping the students recognize

²⁶ Kathleen Feeney J, *60 Strategies for Improving Reading Comprehension in Grades K-8*, (New York: Corwin Press, 2006), p. 34.

²⁷ Colette Daiute, *Narrative Inquiry A Dynamic Approach*, (London: SAGE Publications, 2014), p. 242.

attributes of the various characters as well as the different kinds of relationships that those characters share with one another.²⁸ Because through this strategy, helps students think about a character's traits in reading. Because many of these traits are not described explicitly in the text, students are forced to infer important characteristics. This strategy useful is particularly useful for the many students who think better visually than through text alone.

Besides, Patricia A. stated the characters in a story are the most important part of the narrative. As we read a book, we get to know the characters through their actions, intentions, emotions, relationships with other characters, how they solve story problems, and even their looks. Without characters, how will the problem be solved? The characters within a story have the power to teach values, entertain, create new world experiences, befriend, and help readers comprehend the story they are reading.²⁹

Based on the definition above, character mapping is strategy that helps students better comprehend what they read and helps students recognize story structure. This strategy support students' comprehension by providing students with a framework for identifying and organizing details about a character.

²⁸ Lynn A., Ruth A., *Multicultural Literature and Response Affirming Diverse Voice*, (New York: Libraries Unlimited, 2011), p. 102.

²⁹ Patricia A., Catherine M., *Promoting Literacy Development*, (London: SAGE Publications, 2012), p. 136.

2. The Purpose of Character Mapping

According to Patricia A. and Catherine M., there are some purpose of character mapping strategy. There are as follow:³⁰

- a. To help students comprehend stories by learning about the traits of the main characters.
- b. Students will be trained to study characters through the story plot as they begin to understand their desires, feelings, values, and intentions.
- c. As students track the characters through the story events, they cannot help being influenced by the protagonist.

3. The Strategy of Using Character Mapping

To teach the students how to analyze the traits of the story character, engage them in a read-aloud of a picture storybook. Work with the whole class to develop the concept of character trait, to build a character-trait vocabulary, and to learn the strategy for finding evidence within the text to confirm or reject assumptions about the story character.

There are four strategy of using character mapping, namely:³¹

1. Introduce the concept of analyzing story characters through a guided discussion and a demonstration.
 - 1.1 Guide the discussion by facilitating the students' predictions about a character's traits. Explain that

³⁰ Patricia A., Catherine M., *Promoting Literacy Development*, p. 136.

³¹ Patricia A., Catherine M., *Promoting Literacy Development*, p. 137.

reading the book will tell more about the character.

Include in the discussion how to study a character by;

- a. Examining what the author has to say about the character.
- b. Finding out what the character says and thinks.
- c. Reading what other characters in the story have to say about the main character.
- d. And examining the character's actions.

1.2 Read aloud one or two short passages containing the character's dialogue, a description of the character, or an account of the character's actions, and ask the students what they now know about the character from listening to the passage.

1.3 Write their responses on the chalkboard.

1.4 Demonstrate how to use the text and illustrations to confirm or reject responses.

2. Engage students in character analysis through a read-aloud.

2.1 The selected book may be a short picture storybook or a chapter in a longer book.

2.2 Read the story to the students without stopping to ask questions or make comments.

3. Return to the book to demonstrate how to follow a character through the story to learn about his/her character traits. (Select parts of the book-from its beginning, middle, and end-that tell about the character).

3.1 Model to students how to use the text to learn about the main character through a think-aloud by posing

questions that apply to selected parts of the book. Sample questions used to explore the character's traits are provided below:

- a. What do the words of the character tell us?
- b. Does the picture tell us more about the character?
- c. What do we learn from other characters about the main character?
- d. What is the author telling us about the story character?

3.2 Answer the questions aloud and validate your response from the text or illustrations.

3.3 Encourage students to further respond and elaborate, and ask for evidence from the text.

3.4 Ask students whether there is anything they would like to learn about the character and how and where they can find this information.

4. Use the character map to further the study of the story character.

4.1 Provide students with the graphic to facilitate their study of story character.

4.2 The teacher may use the graphic with intermediate and middle-grade students to discuss generic character traits and may direct them to complete the graphic.

4.3 With primary-grade students, the teacher models the use of the character map and encourages them to use their own as they work on the map together.

Character Mapping

Title: _____ Author: _____

Character's Problem	What do you know about the character? (draw conclusions)
How did the character solve the problem?	<div style="border: 2px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p>Character</p> <hr style="width: 50%; margin: 0 auto;"/> <p>Character's name</p> </div>
Character Traits (choose from the adjectives on the back)	How did the character change over time?

4. The Advantages of the Character Mapping

According to Kim, there are some advantages of using character mapping strategy, there are as follow:³²

- a. Help student's understand the concept of the text through character.
- b. Develop student's ability to make responses to characters.
- c. Give opportunity to use the language creatively.

³² Kim, A., Vaughn, S., "Graphic Organizer and Their Effects on the Reading Comprehension of Students With LD: A Synthesis of Research". *Journal of Learning Disabilities*, Vol. 37, No. 2, (2008), p. 118.

- d. Develop student's ability in expressing their own ideas, opinions, feelings on the issues related to characters.

D. Narrative Text

1. Definition of Narrative Text

There are many types of text in English, including narrative text. Prince states that "A narrative recounts a certain number of situation and events occurring in certain world".³³ According to Prince, "Narrative presents situations and activities which can be grouped into sets having certain names because it is such situations and activities combine to yield larger ones. Many narratives contain various elements which may function symbolically."³⁴ Consequently, readers need to develop their background knowledge for literary elements to make connections.

According to David Herman, narrative is described as having several common components including a setting, plot (series of episodes based on goals, attempt, outcomes) resolution or story ending.³⁵ Besides narrative as a story tells or describes an action in the past time clearly, narrative as a story, so it is should have the element that makes the story more interesting to the reader such as a conflict and conclusion of the story.

³³ Gerald Prince, *Narratology: The Form and Functioning of Narrative*, (Berlin: Mouton Publisher, 1982), p. 61.

³⁴ Gerald Prince, *Naratology: The Form and Functioning of Narrative*, p. 110.

³⁵ David Herman, *The Cambridge Companion to Narrative*, (New York: Cambridge University Press, 2007), p. 22.

Narrative is the representation of events, consisting of story and narrative discourse, story is an event or sequence of events (the action), and narrative discourse is those events as represented.³⁶

From the definition above, narrative text is a story presented in chronological order that consists of some components including problems and problem solving and the purpose is to entertain the reader.

2. The Generic Structures of Narrative Text

The generic structures of narrative texts are orientation, complication, and resolution. A more detailed generic structure of narrative text according to Leonard Webster and Patricie Mertova in their book using narrative inquiry as a research method, there are three generic structure of narrative text, they are:³⁷

1. Orientation

It is about the opening of paragraph which contains of introducing characteristic and commonly tells about what is the story about, where the story happened, who the character of the story is and when story begins.

2. Complication

It is about the problems of the story began and developed. It usually has more than more one paragraph.

³⁶ David Herman, *The Cambridge Companion to Narrative*, p. 23.

³⁷ Leonard Webster and Patricie Mertova, *Using Narrative Inquiry as A Research Method*, (New York: Routledge, 2007), p. 14.

3. Resolution

It is where the conflict of the story ends. It can be happy ending or sad ending.

The writer chooses the narrative text to be material for teaching reading comprehension because narrative text is the text story that deal with complete sequence they are orientation, complication, and resolution, that make people curious and anxious with the end of the story. It can be material to encourage student's interest to read then comprehend English text.

3. The Elements of Narrative Text

Chatman classified narrative text there are certain elements that should exist as follows:³⁸

a. Character

In every story, there must be characters that play in it. There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It describe physical of the character such as age, height, even personality traits including the strength and weakness.³⁹

A character is the most important part in the story which will be more focus in it her or she plays the role of the story.

³⁸ Chatman. S., and Brian. A, *Reading Narrative Fiction*, (New York: McMillan, 1993), p. 58.

³⁹ Chatman.S., and Brian. A, *Reading Narrative Fiction*, p. 58.

b. Setting

Settings are what author writes to describe the reader where and when the story takes place. The setting addresses the location (where) and period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy.⁴⁰

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving.⁴¹ A good writer will make the reader drawn to the plot of the story that he writes. The writer will be as an actor of the story its self.

d. Conclusion

The writer ends up the story by summarizing and telling the solution of the problems in the story. This last part is called by conclusion.

⁴⁰ Chatman. S., and Brian. A, *Reading Narrative Fiction*, p. 62.

⁴¹ Chatman. S., and Brian. A, *Reading Narrative Fiction*, p. 20.

4. The Example of Narrative Text

The Legend of Toba Lake

Orientation

In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. On a day while he was fishing he got a fish which was so beautiful in golden brown. While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.

Complication

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he was never felt satisfy while he was eating. He ate all the food.

One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

Resolution

Shortly afterwards, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the springs which were very heavy. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The method of this research is quantitative method. It is often about calculation and analysis of the numerical data. Meanwhile, the design used is a quasi-experimental design. The design is used to examine cause and effect of using character mapping strategy on student's reading comprehension on narrative text. In this research, it compares experimental class (where character mapping strategy is applied in learning of narrative text class) and controlled class (where character mapping strategy is not applied in learning of narrative text class). The effectiveness can be seen by comparing improvement of students' score of experiment class and controlled class of post-test after they have been given treatments by the writer.

This type of research has pre-test and post-test, experiment and control groups but no random assignment of subject. In other word, the subject in this research had already been grouped when this research was conducted. According to David, experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be stated.⁴²

⁴² David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), p. 230.

The writer explains there are three types of experimental and it's characteristic briefly.

1. Pre-experiment: may have pre-and post- treatment test, but lacks of control group.
2. Quasi-experiment: has both pre-and post-tests and experimental and control group, but no random assignment of subject.
3. True experiment: has both pre-and post-tests, experimental and control group, and random assignment of subject.⁴³

In experiment, the writer used two classes, one class as control class and the other one as experiment class. In control class the writer did pre-test and post-test without treatment. The writer teaches reading narrative text without character mapping strategy. In experiment class the writer did pre-test and post-test and treatment. The writer teaches reading narrative text using character mapping strategy. There are many kinds of quasi experimental design equivalent and non equivalent design and time series design.⁴⁴ In this research, writer chose quasi experiment with non equivalent design, it is compares the result of two groups between experiment class and control class.

⁴³ David Nunan, *Research Methods in Language Learning*, p. 41.

⁴⁴ Donald T. Campbell, *Experimental and Quasi-Experimental Designs For Research*, (London: Houghton Mifflin Company, 1963), p. 47.

R1	O1	X	O2
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R2	O1		O2
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R1 : Experiment Group

R2 : Controlled Group

O1 : Pretest

O2 : Posttest

X : Treatment

_____ : The groups are not randomly formed

B. Population and Sample

1. Population

Nunan says that “Population is all cases, situation or individuals who share one or more characteristic of interest can be widely depending on the research question and the purpose of the research.”⁴⁵ So population is taken of whole subject or person in study to get required data. The target population of this research is the students of second grade of SMP Muhammadiyah 4 Kota Tangerang. There are 228 students who are divided into six classes.

2. Sample

Sample is type of population example as the representative object of the research.⁴⁶ The writer took sampling two classes as the sample. The class of VIII D as the experiment class which consist

⁴⁵ David Nunan, *Research Methods in Language Learning*, p. 231.

⁴⁶ David Nunan, *Research Methods in Language Learning*, p. 232.

of 38 students. The class of VIII E as a control class which consist of 38 students. Then the sample of this research is 76 students.

C. Place and Time of Research

This research will be conducted at SMP Muhammadiyah 4 Kota Tangerang. The school located at Jl. Maulana Hasanuddin No. 63 Cipondoh Kota Tangerang. The writer choose this place because of three major reasons: firstly, some of the students' are difficult to comprehend the reading text, secondly, some of the students' are still lacking in vocabulary mastery, and thirdly, the writer want to give contribution to this school in the learning process specially in reading skill. The writer will hold this research on the April 27th, 2018 until this research finished on the May 5th, 2018.

D. The Research Instrument

The instrument used for this research is test. The tests are divided into pre-test and post-test. The test consists of 15 multiple choices and 5 essay question of narrative text. The tests are tested out to some students in another class of experimental and control class. There are two kinds of test used: they are pre-test and post-test.

Besides, pre-test is provided to find out students' reading achievement in narrative text before the treatment while post-test is conducted after students of experimental and control class had treatment from the writer.

E. The Technique of Data Collecting

In this process, to collect the data the writer used several techniques of data collecting, as follow:

a. Test

Test is main instrument in this research. The test technique was used to see the result of students' improvement in their reading comprehension of narrative text. The test was applied in experimental and control class to find out students' achievement. The score of the test used as comparison between experimental and control class. The writer conducted the test two times for both classes. The first was pre-test and the second was post-test.

1) Pre-test

Pre-test is given to students before the researcher doing treatment of teaching in the classroom. In pre-test, both of the experimental class and control class are asked to comprehend reading text without applying character mapping strategy. The function of pre-test is to know the main scores of the experimental and the control class before getting treatment. Form of the pre-test the researcher given passage to the students. The pre-test consisted of 15 multiple choice and 5 essay questions. There are several narrative text passages in the test and the students had to answer the questions based on the text.

2) Treatment

The treatment is conducted after the pre test. The writer will give the same topic to both classes with different way. In experimental class, the writer will teach narrative text by character mapping strategy and in the control class the writer will teach narrative text without character mapping strategy or conventional technique.

3) Post-test

Post-test is given to students after the researcher doing treatment of teaching in the classroom. Form of the post-test the researcher given passage to the students. The test used in this post-test was multiple choice which consisted of 15 numbers and 5 essay question. The function of the post-test is to know the mean scores of the experimental class and the control class after treatment.

b. Observation

Before doing the research the writer first of all observed the locations and population of nowhere the research is carried out. The writer is an observer also concerning something with the teacher.

Observation is one of techniques data collecting with observe every even in the class. The writer can collect information that happened in the class since learning. It is focused in how far the influence of character mapping strategy on students reading comprehension.

F. The Techniques of Data Analyzing

Data analysis is the last step in the procedure of research. In analyzing the data from the pre-test and post-test the research used the statistical calculation of t-test. According to Sudijono Test-t is used for testing the null hypothesis of the mean differences of two samples.⁴⁷

There are experiment class and control class. To compare the result of the experiment class and control class, the steps for statistic analyze that are:⁴⁸

1. Investigating students worksheet gives and describes score in the table with formula

$$\text{Student's final score} = \frac{\text{Student's raw}}{\text{Ideal maximum score}} \times 100$$

2. Determining mean of variable X1 with formula:

$$M_1 = \frac{\sum X_1}{N_1}$$

3. Determining mean of variable X2 with formula:

$$M_2 = \frac{\sum X_2}{N_2}$$

⁴⁷ Anis Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo, 2014), p. 307.

⁴⁸ Anis Sudijono, *Pengantar Statistik Pendidikan*, p. 314.

4. Determining derivation score variable X_1 with formula:

$$X_1 = X1 - M_1$$

5. Determining derivation score variable X_2 with formula:

$$X_2 = X2 - M_2$$

After getting the data from pre-test and post-test, the writer analyze it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

$$t = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

Notes:

M_1 = Mean score of experiment class

M_2 = Mean score of control class

$\sum X_1^2$ = Sum of square deviation of experiment class

$\sum X_2^2$ = Sum of square deviation of control class

N_1 = Numbers of students experiment class

N_2 = Numbers of students control class

2 = Constant number

df = Degree of freedom

df = $(N_1 + N_2) - 2$

6. Doing interpretation and calculation by comparing the result of calculation by comparing the result of calculation t-test with t-table.

G. Statistical Hypothesis

The statistical hypothesis of the research can be seen as:

1. There is no effectiveness of using character mapping on students' reading achievement of narrative text (H_0).

$$H_0 = \mu_1 = \mu_2$$

2. There is effectiveness of using character mapping on students' reading achievement of narrative text (H_a).

$$H_a = \mu_1 \neq \mu_2$$

Where: H_0 = Null hypothesis

H_a = Alternative hypothesis

μ_1 = Students' pre-test achievement

μ_2 = Students post-test achievement

And then, the criteria used are as follows:

- a. If t-test (t_0) > t-table (t_t) in significant degree of 0.05, H_0 (null hypothesis) is accepted. it means that the average score rates of the experimental group are higher than the controlled group. In other words, using character mapping on students' achievement of narrative text is effective.

- b. If t-test (t_0) < t-table (t_t) in significant degree of 0.05, H_0 (null hypothesis) is rejected. It means that the average score rates of the experimental group are same as or lower than the controlled group. In other words, using character mapping on students' achievement of narrative text is not effective.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Description of the Data

In this chapter, the writer explains the result of the research. The writer will attempt to submit the data as outcomes of research has hold in second Grade of SMP Muhammadiyah 4 Kota Tangerang. The writer takes 76 students as a subject this research. It is divided into two classes. They are 38 students from VIII D as the experimental class and 38 students from VIII E as the control class.

The goal of this research is to know the effect of using character mapping strategy to enhance students' reading comprehension and data of this research were the score of the students' pre-test and post-test both experimental class control class. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment. The result of pre-test is to know students' reading comprehension before receiving the treatment, meanwhile the result of post-test is to give the information whether there is any improvement on students' reading comprehension achievement of narrative text after receiving the treatments.

In this research, the writer gave treatments to experimental class and control class related to narrative text material. In the experimental class, the writer applied character mapping strategy to

teach reading narrative text, while in control class the writer applied conventional technique. Conventional technique is a technique which is usually used by the teacher such as asking the students to read the narrative text, translate, and answer the questions based on the text. The result of post-test in experimental class is named variable (X1) and the result of post-test in control class is named variable (X2). The writer measured students' reading comprehension achievement by using a test in multiple choice and essay forms.

The writer describe the students' result of pre-test and post-test in experimental class and control class by the table below:

1. The Calculation of Experimental Class from Pre-test and Post-test

Table 4.1

The Score of Pre-test and Post-test from Experimental Class

No	Name	Score				
		Main Idea	General Information/ Overview	Comprehending	Grammar	Vocabulary
		Pre-Test			Post-Test	
1	ABA	50			85	
2	DP	70			76	
3	SSN	75			80	

4	HS	60	76
5	FW	65	76
6	FSW	60	90
7	DT	60	65
8	SFN	75	80
9	SH	60	76
10	RAS	50	68
11	ANH	76	92
12	MM	60	80
13	GJL	65	75
14	MRS	76	80
15	DBM	50	65
16	FS	60	76
17	MF	60	76
18	AFH	50	70
19	HKK	55	64
20	UPY	50	76
21	FA	40	70
22	SRP	60	76
23	MRS	76	88
24	DH	50	75
25	RFA	60	70
26	RMS	56	68
27	TAM	50	75
28	HM	76	80

29	ISA	70	90
30	NEED	40	70
31	MR	60	76
32	MNC	76	92
33	MGS	40	80
34	GN	55	75
35	NA	65	92
36	SDT	75	88
37	TWN	60	75
38	SYH	65	70
N=38	$\sum X_1$	2301	2936
	M1	60.55	77.26

Mean by formula:

$$\text{Pre-test}$$

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_1 = \frac{\sum 2301}{38}$$

$$=60.55$$

$$\text{Post-test}$$

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_1 = \frac{\sum 2936}{38}$$

$$=77.26$$

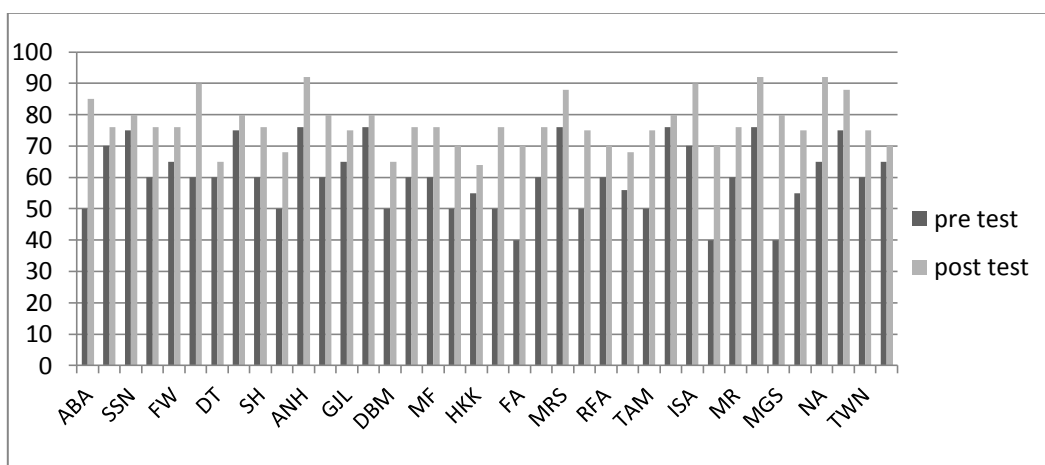
Note:

$\sum X_1$: The score of pre-test and post-test experimental class

M_1 : Mean of pre-test and post-test experimental class

N_1 :Numbers of students of experimental class

Graphic 4.1
The Score of Pre-test and Post-test of Experimental Class



Based on graphic above, it showed that the result of experimental class got the significant improvement after giving treatment. It is seem from average score of post-test is better than the average score of pre-test that $77.26 > 60.55$, it means that using character mapping strategy can effect to enhance students' reading comprehension on narrative text.

2. The Calculation of Control Class from Pre-test and Post-test

Table 4.2

The Score of Pre-test and Post-test from Control Class

No	Name	Score				
		Main Idea	General Information/ Overview	Comprehending	Grammar	Vocabulary
		Pre-Test			Post-Test	
1	WA	64			72	
2	SDW	40			52	
3	EA	40			70	
4	DPH	52			60	
5	MY	56			52	
6	RF	60			64	
7	WAT	52			56	
8	DAN	60			64	
9	SA	64			64	
10	HNP	60			76	
11	IDW	52			60	
12	IDK	40			50	
13	AL	40			52	
14	SS	72			76	
15	RF	52			56	

16	VAM	60	60
17	LA	64	70
18	NF	40	64
19	NR	40	52
20	MAT	52	52
21	MF	60	60
22	ASM	40	52
23	FM	52	64
24	MAP	64	70
25	EHM	60	76
26	DS	52	60
27	SW	40	40
28	JH	40	56
29	GAM	52	56
30	AK	50	55
31	SH	52	52
32	TIR	60	62
33	FHI	52	70
34	MHS	60	60
35	NAA	60	64
36	ADS	40	50
37	WA	60	52
38	MY	72	72
N=38	$\sum X^2$	2026	2293
	M2	53.31	60.34

Mean by formula:

Pre-test	Post-test
$M_2 = \frac{\sum X_2}{N_2}$	$M_2 = \frac{\sum X_2}{N_2}$
$M_2 = \frac{\sum 2026}{38}$	$M_2 = \frac{\sum 2293}{38}$
=53.31	=60.34

Note:

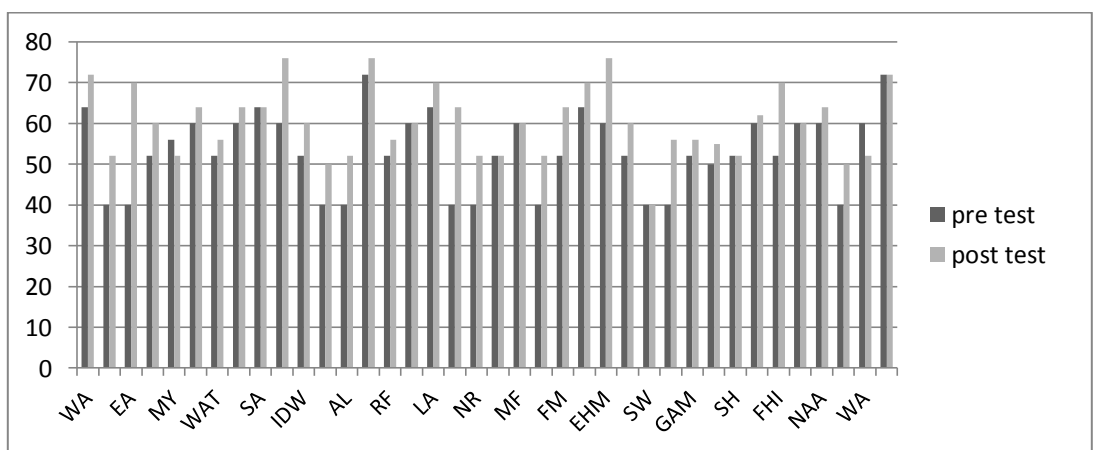
$\sum X_2$: The score of pre-test and post-test control class

M_2 : Mean of pre-test and post-test control class

N_2 : Numbers of students of control class

Graphic 4.2

The Score of Pre-test and Post-test of Control Class



Based on graphic above, it showed that the result of control class did not have the significant improvement after giving treatment. It is seen from average score of post-test that is score of pre-test $60.34 > 53.31$. This class also realized can effect improvement but lower than experimental class.

B. Analysis of Data

After getting the data from pre-test and post-test score of two classes. Then the writer analyzed it by using t-test formula with the degree of significant 5% and 1%, the writer used step as follows:

Table 4.3

The Score of Distribution Frequency

NO	SCORE		X_1	X_2	X_1^2	X_2^2
	X1	X2	$(X_1 - M_1)$	$(X_2 - M_2)$		
1	85	72	7.74	11.66	59.90	135.95
2	76	52	-1.26	-8.34	1.58	69.55
3	80	70	2.74	9.66	7.50	93.31
4	76	60	-1.26	-0.34	1.58	0.11
5	76	52	-1.26	-8.34	1.58	69.55
6	90	64	12.74	3.66	162.30	13.39
7	65	56	-12.26	-4.34	150.30	18.83

8	80	64	2.74	3.66	7.50	13.39
9	76	64	-1.26	3.66	1.58	13.39
10	68	76	-9.26	15.66	85.74	245.23
11	92	60	14.74	-0.34	217.26	0.11
12	80	50	2.74	-10.34	7.50	106.91
13	75	52	-2.26	-8.34	5.10	69.55
14	80	76	2.74	15.66	7.50	245.23
15	65	56	-12.26	-4.34	150.30	18.83
16	76	60	-1.26	-0.34	1.58	0.11
17	76	70	-1.26	9.66	1.58	93.31
18	70	64	-7.26	3.66	52.70	13.39
19	64	52	-13.26	-8.34	175.82	69.55
20	76	52	-1.26	-8.34	1.58	69.55
21	70	60	-7.26	-0.34	52.70	0.11
22	76	52	-1.26	-8.34	1.58	69.55
23	88	64	10.74	3.66	115.34	13.39
24	75	70	-2.26	9.66	5.10	93.31
25	70	76	-7.26	15.66	52.70	245.23
26	68	60	-9.26	-0.34	85.74	0.11
27	75	40	-2.26	-20.34	5.10	413.71
28	80	56	2.74	-4.34	7.50	18.83
29	90	56	12.74	-4.34	162.30	18.83
30	70	55	-7.26	-5.34	52.70	28.51
31	76	52	-1.26	-8.34	1.58	69.55
32	92	62	14.74	1.66	217.26	2.75
33	80	70	2.74	9.66	7.50	93.31

34	75	60	-2.26	-0.34	5.10	0.11
35	92	64	14.74	3.66	217.26	13.39
36	88	50	10.74	-10.34	115.34	106.91
37	75	52	-2.26	-8.34	5.10	69.55
38	70	72	-7.26	11.66	52.70	135.95
Σ	2936	2293			2263.08	2752.34
AVERAGE	77.26	60.34				

Note:

X_1 = Score Post-Test (Experimental Class)

X_2 = Score Post-Test (Control Class)

X_1 = $X_1 - M_1$ (Mean X_1)

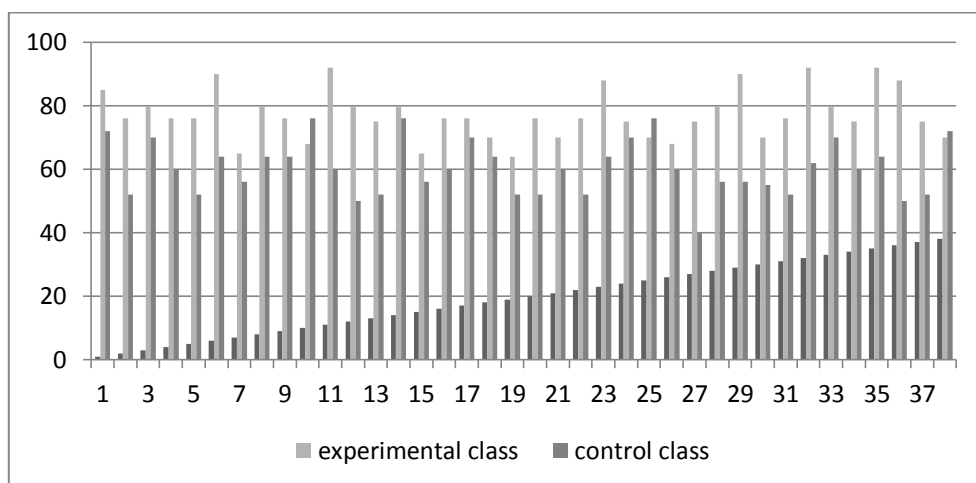
X_2 = $X_2 - M_2$ (Mean X_2)

X_1^2 = The squared value of X_1

X_2^2 = The squared value of X_2

Graphic 4.3

The Score of Distribution Frequency



Based on the graphic above the experimental class= 2936 that higher than control class= 2293 had different value. The experimental class was higher than the control class.

From the table above, the writer got the data $\sum X_1=2936$, $\sum X_2=2293$, $\sum X_1^2=2263.08$, and $\sum X_2^2=2752.34$, whereas $N_1=38$ and $N_2=38$.

After getting the data from pre-test and post-test, the writer analyzed it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

1. Determine mean of variable X1 and X2

Variable X1

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_1 = \frac{\sum 2936}{38}$$

$$=77.26$$

Variable X2

$$M_2 = \frac{\sum X_2}{N_2}$$

$$M_2 = \frac{\sum 2293}{38}$$

$$=60.34$$

2. Determine t-test

$$t = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

$$t = \frac{77.26 - 60.34}{\sqrt{\left\{ \frac{2263.08 + 2752.34}{38 + 38 - 2} \right\} \left\{ \frac{38 + 38}{38 \cdot 38} \right\}}}$$

$$t = \frac{16.92}{\sqrt{\left\{ \frac{5015.42}{74} \right\} \left\{ \frac{76}{1444} \right\}}}$$

$$t = \frac{16.92}{\sqrt{\{67.77\}\{0.05\}}}$$

$$t = \frac{16.92}{\sqrt{3.38}}$$

$$t = \frac{16.92}{1.83}$$

$$t = 9.24$$

Note :

M_1 = The average score of experimental class (Mean X1)

M_2 = The average score of control class (Mean X2)

$\sum X_1^2$ = Sum of the squared deviation score of experimental class

$\sum X_2^2$ = Sum of the squared deviation score of control class

N_1 = The number of student of experimental class

N_2 = The number of student of control class

2 = Constant number

3. Degree of Freedom

$$df = N_1 + N_2 - 2$$

$$= 38 + 38 - 2$$

$$= 74$$

There is no degree of freedom for 74, so the writer uses the closer from 74. In degree of significance 5% from 74 $t_t = 1.66$ and in degree of significance 1% from 74 $t_t = 2.37$.

Based on the result statistic calculation, it is obtained that the score of t_o is $9.24 > t_t = 1.66$ in degree of significance 5%. The score of $t_o = 9.24 > t_t = 2.37$ in degree of significance 1%. To prove the hypothesis, the data obtained from the experimental class is calculated by using t-test formula with assumption as follow:

If $t_{\text{observation}} > t_{\text{table}}$: The alternative hypothesis is accepted. It means there is a significant effect of character mapping strategy to enhance students' reading comprehension on narrative text.

If $t_{\text{observation}} < t_{\text{table}}$: The alternative hypothesis is rejected. It means there is no significant effect of character mapping strategy to enhance students' reading comprehension on narrative text.

C. Interpretation of Data

From the result of pre-test and post-test in experimental class, the writer can conclude that from the lowest score in pre-test is 40 and the highest score in pre-test is 76. After the writer conducted treatment of character mapping strategy toward students' reading comprehension on narrative text and also conducted post-test. It is founded the lowest score in post-test is 64 and the highest score in post-test is 92.

Before deciding the result of hypothesis, the writer proposes interpretation towards with procedure as follow:

- a. $H_a: t_{\text{observation}} > t_{\text{table}}$ = It means there is a significant effect of character mapping strategy to enhance students' reading comprehension on narrative text.

b. $H_0: t_{\text{observation}} < t_{\text{table}}$ = It means there is no significant effect of character mapping strategy to enhance students' reading comprehension on narrative text.

According to the data, the value of $t_{\text{observation}}$ is bigger than t_{table} . $t_{\text{observation}} = 9.24 > t_{\text{table}} = 1.66$ (5%) or $t_{\text{observation}} = 9.24 > t_{\text{table}} = 2.37$ (1%), so H_0 is rejected and H_a is accepted.

From the result above, the writer give conclusion that it means there is a significant effect of character mapping strategy to enhance students' reading comprehension on narrative text. It can be seen that the student got better score by character mapping strategy .This could be seen after comparing the score of pre-test (before using character mapping strategy) and post-test (after using character mapping strategy).

Based on the data obtained from control and experimental class among the average scores, and t observation, the writer summarizes that teaching narrative text through character mapping strategy has significant effect to enhance students' reading comprehension. It has proved that character mapping strategy could increase students reading comprehension on narrative text.

Character mapping strategy provides elements of story that make students be easier to read the story in narrative text. Hence, when the students were given the treatment in two meetings, they could be easy to read the narrative text in using character mapping. Because they were familiar with the character mapping elements, when they had reading post-test, they could be easy to read the passage and answer it. The students' reading achievement improved in post-test. It can be seen in the main score which has been

mentioned before. Moreover, in applying character mapping in the classroom, the writer felt that the students could enjoy reading. They could actively involve in teaching and learning activity since the students could use their creativity and imaginary.

The result of the research shows that the experimental class (the students who are taught using character mapping strategy) has the mean value (77.26), meanwhile the control class (the students who are not taught using character mapping strategy) has the mean value (60.34). It can be said that the achievement score of experimental class is higher than control class. The following was the table of pre-test and post-test students' average score.

Table 4.4
The Pre-test and Post-test Students' Average of the
Experimental and Control Class

Class	The Average of Pre-Test	The Average of Post-Test
Experimental	60.55	77.26
Control	53.31	60.34

Based on the result of pre-test and post-test, it could be concluded that character mapping strategy is effective to facilitate students' reading comprehension on narrative text in experimental group. It can be seen at mean value of both groups. There is significant difference in the students' reading achievement between experimental and control group at the second grade of SMP Muhammadiyah 4 Kota Tangerang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of research about “Using Character Mapping Strategy to Enhance Students’ Reading Comprehension on Narrative Text” at the Second Grade of SMP Muhammadiyah 4 Kota Tangerang, the students’ difficulty to understand the content of the text and the students need the strategy to understand the subject easier. And then the writer did observation and experiment on the class.

Based on the data obtained and hypothesis submitted at the previous chapter as follow:

1. Students’ reading comprehension at second grade before treatment is still less. It can be seen from the score of pre-test that shows many students get worse score. The mean of pre-test is 60.55 the score of their post-test show increasing, most of them get better score. The mean of post-test is 77.26. It means that students’ can improve their reading comprehension after they got the treatment.
2. The character mapping strategy is one of strategy of teaching which can give positive effect on students’ reading comprehension, because it created felt that the students could enjoy reading. They could actively involve in teaching and

learning activity since the students could use their creativity and imaginary.

3. The effect of teaching reading through character mapping strategy to increase students' reading comprehension is significant effect. According to the data, the value of t_o (t observation) is higher than t_t (t table). $t_o = 9.24 > t_{table} = 1.66$ at 5% in degree of significance with $df = 38+38-2 = 74$, and $t_o = 9.24 > t_{table} = 2.37$ at 1%. It means that H_a (alternative hypothesis) of research is accepted and H_o (null hypothesis) is rejected. Also concluded there is significant difference of teaching reading through character mapping strategy and teaching reading by conventional technique.

B. Suggestions

Based on conclusion above, it can be delivered some suggestions that might be useful. The suggestions are for teacher, students, and for researcher. As follow:

1. For the teacher
 - a. In studying reading skill at the classroom, the teacher is hoped more creative in teaching students to increase teaching learning process and make students active in learning.
 - b. The teachers are suggested to use character mapping strategy in teaching reading comprehension of narrative text because it had been proven that character mapping strategy is effective on students' reading comprehension.

- c. The teachers should be more prepare in using the character mapping strategy including lesson planning, the narrative materials, and the media used. The well preparation is very needed to determine the successful of the teaching and learning process.
2. For the students
 - a. Students should be more practice, by read other books whether story book, poetry, and legend story way to improve reading comprehension on narrative text.
 - b. The students are suggested to practice their reading skill by using character mapping strategy. Moreover, this strategy give students opportunity to creativity and imaginary in every that they have read and also this strategy requires the students to be active.
 - c. It is important for students to learn about reading. Not only add so many vocabularies but also enhance their knowledge about English language.
3. For researcher
 - a. For further researcher, they should try to find other strategies that can be used in teaching reading that can make students more active in studying reading.
 - b. And also the researcher must try be better to become a good researcher in the next research and in different cases.

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