



The Effectiveness of Story Mapping Technique in Teaching Reading Narrative Text

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Abstract. The purpose of this study is to analyze the Effectiveness of story-mapping techniques in teaching narrative text reading. The method used in this study is the method experiment; the researcher chose the group pre-test and post-test design. The population of this research was all the students in the eighth grade at SMPN 5 Jombang, consisting of nine classes and a total of 279 students. The researchers examine the data after gathering it. The story mapping method is an effective approach for improving students' reading skills. This Effectiveness is achieved when the score is statistically significant, with a p-value lower than 0.05 in a two-tailed test. The result is known that student learning achievement in learning narrative texts in classes using story mapping techniques has increased significantly compared to classes without story map techniques. This statement is in accordance with data collection calculations by comparing the observation t value ($t_o = 2.35$) with the t table ($t_t = 2.00$). It can be seen that t_o is higher than t_t ($t_o > t_t$). In conclusion, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Therefore, teaching reading narrative texts using story mapping techniques is effective at SMPN 5 JOMBANG.

Keywords: Effectiveness, Teaching, Reading Comprehension, Story Mapping.

1. INTRODUCTION

The English language is one of the most important languages in communication in the world, while Indonesians always use the language in the Indonesian language. After the era of globalization emerged, in addition to learning the Indonesian language, they also discovered an international language that is English. English is important to know because English is an International language that is needed for the improvement of education so that foreign nations do not degrade the nation of Indonesia, do business among other countries, or make relationships with other countries such as America, England, Australia, China, and others Countries.

Reading is not a kind of spoken communication. The meaning of reading is not spoken communication since one can draw inferences about many types of people's sentiments, such as pleasure, rage, love, miss, and other emotions. So, instead of reading, someone communicates through his feelings. Reading is one of the numerous variables that make learning English difficult for children in Indonesia. Furthermore, teachers must provide the text or story that has an apparent chronological order to assist learners with learning disabilities to understand the essential elements such as characters, problems, and solutions from the story

without feeling confused. Several researchers found that group story-mapping techniques provided a positive effect on improving the reading of students with learning disabilities (Alnahdi, 2015). Besides, others empathized that the educators should use the Group Story-Mapping Strategy to teach the story elements because it helps to improve and preserve students' skills even if the educator discontinued the instruction.

In reading narrative text, the students must be able to analyze the characteristics of narrative text. The attributes in the reading narrative text involve character, setting, plot, and theme. The narrative text has many types; they can be imaginary, factual, or a combination of imaginary and factual. They may include fairy stories, mysteries, science fiction, romance, horror stories, adventure stories, fables, legends, historical narratives, and personal experiences. According to Munandar (2013). The narrative text is a story with complicated events, and it tries to find the resolutions to solve the problem. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Based on the result of the observation in SMPN 5 JOMBANG conducted by the researcher, the researcher found problems in students' reading skills. In this school, most students are too lazy to read, especially if the sentence is very long. Then, the students are not influenced when they read the text because the students rarely read the text in the English language. Another problem is that many students find it difficult to understand the text because of several factors, some because they do not understand the grammar and vocabulary words in the text.

Based on the problems above, the researcher found the solution to solve those problems by determining Story mapping as a method. With this method of Story Mapping more easily, the researcher hopes students will be able to understand the narrative text more easily and make students prefer to read because this method allows students to understand the core of the narrative text as a whole without them having to bother to interpret all the vocabulary in the narrative text to know what kind of story in the text.

This research used story mapping as a technique to help the students to comprehend the text more easily. Story mapping is highly effective in helping students organize story content into a coherent whole, according to Fajri (2020). In fact, story mapping makes it easy for students to understand the content of a story, allowing them to easily know the character, setting, plot, and theme of the story. Students do not need to read the text as a whole. It can be easier for students to understand the 5 components of the story (character, setting, plot, and theme) when they can predict what might happen in the story in narrative text. The researcher

decided to investigate "The Effectiveness of the Story Mapping Technique in Learning Narrative Texts to Improve Students' Reading Skills at SMPN 5 JOMBANG".

Based on the background of the research described above, the researcher formulates the following research question: (1) How is the student's reading ability in the narrative text before being taught by using Story Mapping? (2) How is the student's reading ability in narrative text after being taught by using previously learned techniques? (3) Are there any significant differences between students' reading ability in the narrative text before and after being taught by story mapping?

2. RESEARCH METHOD

The method used in this study is the method experiment; the meaning of the experimental method is, as stated by Sugiyono (2015), "experimental research methods can be interpreted as research methods used to look for certain influences against another under controlled conditions". The researcher chose the one-group pre-test and post-test design because it was in accordance with what Sugiono (2013) said. In the pre-experimental design, the researcher used the One-Group Pretest-Posttest design. The group pretest-posttest design usually involves three steps: 1. Administering a pre-test measuring the dependent variable. 2. Applying the experimental treatment to the subject. 3. Administer a post-test again, measuring the dependent variable.

So, the research design can be shown in the following:

One-Group Pretest-Posttest Design

O1 X O2

O1: Pre-test

: Treatment

O2: Post-test (Ahyar et al., 2020)

The area where the data is taken must be restricted in order to conduct the research. It is aimed to make it easy to do. This research will be conducted in class VIII, especially in VIII B at SMPN 5 JOMBANG, located in KH.Hasyim As'yari street No.102, Plandi, JOMBANG, JAWA TIMUR 61419. then this research will be conducted in July 2023, and the timeline for this research will take 4 meetings; every meeting takes time 2X45 minutes.

The sampling technique used in this study is a purposive sampling technique. Purposive sampling is a sampling technique with consideration certain in Sugiyono, (2016).

Table 1. Sampling Student

Class	Number of students
B	31
Total	31

Research procedures are observation, determining the story mapping method, Preparing Instruments of Research, Pre-test, and Treatment. However, data collection techniques are considered important for the success of the research. Sugiyono (2012) said that Sumber primary is a data source that directly provides data to collector data.

Pre-test: This test will be administered earlier than a treatment has been given. The pre-test is aimed at assessing the student's reading skills capability before the treatments are carried out. The test was multiple-choice and consisted of 25 items with opinions A, B, C, and D. The materials were narrative text. The pre-test data were compared with the post-test data to determine whether there were significant effects after the treatment using the story mapping strategy.

Post-Test: To collect data on students 'reading skill skills after being taught using Story mapping. The post-test results were compared with the pre-test results. The test is given in the form. The test was multiple-choice, which consisted of 25 items with options A, B, and C D. The materials were narrative text. Pre-test data were compared with the post-test data to determine whether there were effects and significant emendation after the treatment using story mapping.

The researchers examine the data after gathering it. It can be concluded that the story mapping method is an effective approach for improving students' reading skills. This Effectiveness is achieved when the score is statistically significant, with a p-value lower than 0.05 in a two-tailed test. All calculations were performed using the SPSS version 16 software.

3. RESULT AND DISCUSSION

The Result of Students Reading in Pre-Test

An experimental class of 27 students has substance. However, the data from the pre-test was obtained before the teacher taught reading by using story mapping on the narrative text in the eighth grade. The test results of students in reading were used and measured to know before teaching gave a treatment. The chapter will explain the research results: the data analysis, the student's reading of the narrative text in experimental class, the interpretation of the significant difference between the students' reading in pre-test and post-test, and the Effectiveness of the story mapping technique in teaching narrative text.

In the first meeting in the experimental class and used for testing, The test was given by the researcher as the pre-test for getting reading scores on narrative text. SPSS 16.0 was used for analyzing the data in the student's scores of reading that, could be seen in the table presented here:

Table 2. Descriptive Statistic of Pre-test Score

SCORE		
N.	Valid.	.27
	Missing.	.0
Mean.		.61.33
Std. Error of Mean.		.1.446
Median.		60.00
Std..Deviation.		7.514
Variance		56.462
Skewness.		.245
Std. Error of.Skewness		.448
Kurtosis.		.856
Std. The error of Kurtosis.		.872
Range.		35
Minimum.		45
Maximum.		80
Sum.		1656

The students who got the highest pre-test score were 80. However, 45 was the lowest score. The highest and lowest score in the range was 35. The mean score was 61.33, and 60.00 was obtained by the median score, as the deviation of the standard that was shown was 7.514.

The number of scores that appear in computation is in frequency. There are 9 types of scores, from the lowest to the highest. However, the students' reading results in the pre-test are various. To make it clearer, the students' results in frequency will be presented in Table 3.

Table 3. Frequency of the Students' Reading Results in Pre-Test

SCORE					
		Frequency.	Percent.	Valid. Percent.	Cumulative Percent
Valid.	45	1	.3.7	.3.7	.3.7
	50	2	.7.4	.7.4	.11.1
	55	3	11.1	11.1	22.2
	56	1	3.7	3.7	25.9
	60	9	33.3	33.3	59.3
	65	7	25.9	25.9	85.2
	70	2	7.4	7.4	92.6
	75	1	3.7	3.7	96.3
	80	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Table 3 above shows that 3.7% of valid or 1 student gets 45; 7.4% of valid or 2 students get 50; 11.1% of valid or 3 students get 55; 3.7% of valid or 1 student gets 56; 33.3% of valid or 9 students get 60; 25.9% of valid or 7 students get 65; 7.4% or 2 students get 70; 3.7% or student are getting 75; 3.7% or student gets 80. Most of the student in the pre-test got 60 and 65 for their reading on narrative text.

The result of Students' Reading in Post-Test

An experimental class of 27 students has substance. However, the post-test data was obtained after teaching reading by using story mapping on the narrative text in the eighth grade. The test, which was the result of students' reading, was used and measured to determine after giving a treatment.

Table. 4. Descriptive Statistic of. Pre-test Score

SCORE		
N.	Valid.	27
	Missing.	0
Mean		86.56
Std. Error of Mean		.866
Median.		87.00
Std..Deviation		4.501
Variance.		20.256
Skewness.		.091
Std. Error.of Skewness.		.448
Kurtosis.		-.001
Std..Error of Kurtosis		.872
Range.		17
Minimum.		78
Maximum.		95
Sum.		2337

Students' highest post-test score was 95, while their lowest score was 78. The highest and lowest score range is 17. The mean score is 81.06. The median score is 87.00, whereas the deviation from the standard shown is 17.09.

The frequency is the result of the score that appears in assemblage. Those are 8 score types that the lowest to the highest shows. The point is that the students' reading results in the post-test are various. To make it clearer, the table frequency shows that the student's result is going to be shown in Table 5. The frequency will be presented in the table here;

Table 5. Frequency of the Students' Reading Results from Post-Test

SCORE				
Valid.	. Frequency	Percent.	Valid Percent.	Cumulative Percent
78	1	3.7	3.7	3.7
80	4	14.8	14.8	18.5
85	6	22.2	22.2	40.7
86	1	3.7	3.7	44.4
87	6	22.2	22.2	66.7
88	2	7.4	7.4	74.1
90	4	14.8	14.8	88.9
95	3	11.1	11.1	100.0
Total	27	100.0	100.0	

Table 5, shows that 3.7% of valid or 1 student get 78; 14.8% of valid or 4 students get 80; 22.2% of valid or 6 students get 85; 3.7% of valid or 1 student get 86; 22.2% of valid 6 students get 87; 7.4% of valid or 2 students get 88; 14.8% of valid or 4 students get 90; 11.1% of valid or 3 students get 95. Most of the student in the post-test got 85 and 87 for their reading on narrative text. The students who get very good are 22 students, good is 5 students, and fair, bad, and very bad are no students.

Interpreting the Effectiveness of Story Mapping in Teaching Reading Narrative Text. After the researcher found the test results, the significant difference in the student's reading in the pre-test and post-test was calculated using SPSS Version 16.0, which was used for analyzing the data. The result is shown in Table 6.

Table 6. Statistic Difference-between Pre-Test and Post-Test

Paired Samples-Statistics				
	-Mean	-N	Std. Deviation	Std. Error Mean
air- 1'	Pre-test'	61.333	7.514	1.446
	Post-test	86.555	4.500	.866

The table shows the differences in the mean value between the pre-test ($M = 61.333$, $SD = 7.514$) and post-test ($M = 86.555$, $SD = 4.500$). In order to know whether the test has a different significance, the e-test was used in the paired sample t-test. The result was indicated in the table, which was 7. The table will be presented below:

Table 7. Paired Sample Test Result

		Paired-Differences			
		Mean	Std. Deviation	Std. Error Mean	95% 'Confidence 'Interval of the 'Difference
					'Lower
Pair 1	'Pretest Posttest	-25.22222	7.93402	1.52690	-28.36082

Table 8. Paired Sample Test Result

		Paired Samples Test			
		Paired 'Differences	t	df	'Sig. (2-'tailed)
		'95% 'Confidence 'Interval of the 'Difference			
		Upper			
Pair 1	'Pretest Posttest	-22.08363	-16.519	26	.000

According to the results of hypothesis testing in the table obtained, the value of Sig. (2-tailed) has been lower than 0.05. Thus, there was a difference between pre and post-test. After knowing the result of the paired samples test, the researcher concluded that Alternative Hypothesis (Ha) was received. Alternative Hypothesis (Ha) promised that using story mapping was effective in teaching reading narrative text to eighth-grade students of SMPN 5 JOMBANG.

The significance value of Sig. 2-tailed was lower than the level of alpha, which was 0.05. Different significance between both pre- and post-tests was found. Thus, Story mapping is an effective way of teaching reading narrative text for eighth-grade students of SMPN 5 JOMBANG.

The researcher was getting pre-test data from SPSS 16.0, and the highest score brought by students on the pre-test was 80, while the lowest score was 45. The highest and lowest in the score range was 35, and the mean score was 61.33. While the score in the median was 60.00, the standard deviation shown was 7.514. The scores of students were classified into several categories. The classified categories in the pre-test were explained as follows: the students who got very good were no students, good was 11 students, fair was 16 students, bad was no students, and very bad was no students.

On the date of the post-test, the highest score gotten by students of the post-test class was 95, while the lowest score was 78. The highest and lowest range of values was 17, and the average value was 81.06. The median score is 87.00; meanwhile, the standard deviation shown is 17.093 while the students who got very good are 22 students, good is 5 students, and fair, bad, and very bad are no students. This result of the research is also supported by the theory from Asiani (2018). He stated that teaching reading narrative text using story to the tenth-grader students at SMA Negeri'5 Pontianak in the academic year 2018/2019 has significantly increased the students' reading scores, and we might conclude that WhatsApp messenger was very influential on the narrative text that was reading by the student.

In the explanations above, when the tools that they like are able to be used, the learning will be enjoyed by students. Mister and Embi (2016, p.99) also stated that, as we know, storage mapping has many benefits for students; it enhances the student's learning performance by promoting active learning development in WhatsApp conversations or discussions. The students who were found having a discussion through story and working together were helpful, and they could make a good reading on narrative text. One of the solutions that can be used in online teaching is story mapping to teach reading on narrative text, which can enhance positive effects for the student in this situation.

This research aims to find out whether the effectiveness of story mapping techniques in teaching reading narrative text is high. After analyzing the results of the pre-test and post-test used, by paired sample, the t-test is calculated, and the result of the t-test shows in the mean that there is a difference of value between the pre-test ($M = 61.333$, $SD = 7.514$) and post-test ($M = 86.555$, $SD = 4.500$). In order to know whether the pre-test and post-test have different significance in the paired sample test, the results of the hypothesis testing table obtained the value of Sig 2-tailed were lower than 0.05. Thus, there is a difference between pre-test and post-test.

It is concluded that the Alternative Hypothesis (H_a) was accepted. Alternative Hypothesis (H_a) states that using story mapping is effective in teaching reading on narrative text for eighth-grade students of SMPN 5 Jombang. So, it is really recommended for the teachers wanting to get the

Discussion

This chapter discusses research, specifically students' pre-test and post-test reading tests: the Effectiveness of the story mapping technique for teaching reading narrative text.

The Students' reading Ability in Narrative Text before being Taught by using Story Mapping

The researcher was getting pre-test data from SPSS 16.0. Students obtained the highest score on the pre-test, 80, while the lowest score was 45. The highest and lowest scores in the score range were 35, and the mean score was 61.33. While the score in the median was 60.00, the standard deviation shown was 7.514.

The scores of students were classified into several categories. The classification in the pre-test had been explained: no student gets very good, good is 11 students, fair is 16 students, bad is no student, and very bad is no student.

Oh, it turns out that in this class, when they got the pre-test, their scores were still low, so various methods were needed to raise them. One of which was using a story map. I carried out the story map, and the results turned out to be good.

Treatment of the Test

The first meeting provides an introduction, a Warm-up, and an absence; after that, students read the narrative text entitled "Momotaro." Students identify the generic structure of the narrative text. Students are explained the generic structure and linking verbs of the text narrative. Students are introduced to story-mapping techniques. After introducing story mapping, explain to students the concept of story mapping strategy and its benefits. Introduce the main components of story mapping strategy by identifying a story first based on the title character, story theme, important characters, and characteristics. The personality of a particular participant in a story, and after that, identifying significant orientation or plot developments and providing the Momotaro story as an exercise to develop students' understanding of the story and preparing several exercises for students to measure their knowledge. Students, together with the teacher, determine the characters, setting (time and/or place), main event, and resolution, then describe in the form of a story mapping. Students answer questions about the text based on the story mapping that has been created together. To close, the teacher opens a question and answer session with the students regarding the material that has been prepared. Discussed. After that, the teacher, together with the students, concludes the material that has been discussed and for meetings.

Introduction Warming-up and attendance. After that, students are explained again about story mapping. Explain to students the concept of story mapping strategy and its benefits. Introduce the main components of story mapping strategy by identifying a story first based on the title character, story theme, important characters, and personality traits of specific participants of a story. After that, identify significant plot orientations or developments. Instructing students to reread the story using guiding questions when students make mistakes and asking students to read independently. Provide the Jack the Beanstalk story as an exercise to develop students' understanding of the story. Prepare several exercises for students to measure their knowledge. Students are divided into 8 groups. Students read a narrative text (audio-visual) together entitled "Jack and the Beanstalk ."Students identify the generic structure of the narrative text. Students individually determine the characters, setting (time and/or place), main event, and resolution, then describe it. In the form of story mapping. and Students answer questions given by the teacher about the text based on the story mapping that each student has made.

Students in pairs read another, more complicated narrative text, and then in their groups, students create a story mapping and answer questions from the text. To Closing: The teacher opens a question-and-answer session with the students regarding the material that has been discussed. The teacher, together with the students, concludes the material that has been discussed. For the third meeting, I still gave an introductory warm-up and attended. After the introduction was carried out, students were divided into 4 small groups. After that, students read the narrative text entitled "The Princess and the Pea" together, and they answered questions about the text. The teacher gives a different text to each group. After the students in their group read the text, they describe the story mapping. Then, the students discuss the main idea of each paragraph and make 5 questions to ask the other groups. Each group answers questions that other groups have created. And the other group corrects the answers of their friends. For the closing, the teacher opens a question and answer session with the students regarding the material that has been discussed. After that, the teacher, together with the students, draws conclusions from the material that has been discussed. Discussed.

The Students' Reading Ability in Narrative Text after Being Taught by Using Previously Learned Techniques

On the date of the post-test, the highest score gotten by students of the post-test class was 95, while the lowest score was 78. The highest and lowest range of values was 17, and the average value was 81.06. The median score is 87.00, while the standard deviation shown is 17.093. The students who got very good are 22 students, good are 5 students, and fair, bad, and very bad are no students.

This research result is also supported by the theory from Asiani (2018). He stated that teaching narrative text using story to the tenth-grader students at SMA Negeri'5 Pontianak in the academic year 2018/2019 significantly increased the students' reading scores, and we might conclude that WhatsApp messenger was very influential on the narrative text that the students read.

In the explanations above, when the tools that they like are able to be used, the learning will be enjoyed by students. Mister and Embi (2016, p.99) also stated that, as we know, story mapping has many benefits for students; it allows the students' performance of learning to enhance in the way of promoting active learning development in WhatsApp conversations or discussions. The students who were found having a discussion through story and working together were helpful, and they could make a good reading on narrative text. One of the solutions that can be used in online teaching is story mapping to teach reading on narrative text, which can enhance positive effects for the student in this situation.

The Significant Difference between Student's Reading Ability in Narrative Text Before and After being Taught by Using Story Mapping

This research aims to find out whether the effectiveness of story mapping techniques in teaching reading narrative text is high. After analyzing the results of the pre-test and post-test used, by paired sample, the t-test is calculated, and the result of the t-test shows in the mean that there is a difference of value between the pre-test ($M = 61.333$, $SD = 7.514$) and post-test ($M = 86.555$, $SD = 4.500$). In order to know whether the pre-test and post-test have different significance in the paired sample test, the results of the hypothesis testing table obtained the value of Sig 2-tailed were lower than 0.05. Thus, there is a difference between pre-test and post-test.

It is concluded that the Alternative Hypothesis (H_a) was accepted. Alternative Hypothesis (H_a) states that using story mapping is effective for teaching reading on narrative text for eighth-grade students of SMPN 5 Jombang. So, it is really recommended that teachers who want to improve students' reading use story mapping in their teaching-learning process.

4. CONCLUSION

Based on the findings and discussion, story mapping was effective in improving students' reading. The result showed the following description. The reading ability of class 8 H in SMPN 5 JOMBANG was still considered at a medium level when the pre-test was carried out. The high score is 80, and the lowest score is 45. The highest and lowest score in the range was 35. The mean score was 61.33, the median score obtained the 60.00 score, and the deviation of a standard was shown at 7.514. Many students' scores were far from the minimum school completeness criteria for English lessons, so students' scores were low.

The reading ability of class 8 H in SMPN 5 JOMBANG increased after the post-test. The highest score was 95, and the lowest was 78. That score indicates that there was some improvement in the post-test score; it means that after being given the treatment, students' scores improved.

To find out the significant differences between students' reading before and after being taught using story mapping, the research conducted a three-stage test. The first is results, data descriptions, and data analysis; it is known that student learning achievement in learning narrative texts in classes using story mapping techniques has increased significantly compared to classes without story map techniques. This statement is in accordance with data collection calculations by comparing the observation t value ($t_o = 2.35$) with the t table ($t_t = 2.00$). It can be seen that t_o is higher than t_t ($t_o > t_t$). In conclusion, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Therefore, teaching reading narrative texts using story mapping techniques is effective at SMPN 5 JOMBANG.

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