

UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF USING STORY MAPPING
STRATEGY TO IMPROVE READING COMPREHENSION OF
STUDENTS IN NARRATIVE TEXT**



By:
DEVY AFRILIYA
H0121532

**This thesis is written to fulfill a part of the requirements for obtaining the Bachelor's degree
in Education**

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITAS SULAWESI BARAT

2025

APPROVAL SHEET

THE EFFECTIVENESS OF USING STORY MAPPING STRATEGY TO IMPROVE READING COMPREHENSION OF STUDENTS IN NARRATIVE TEXT

DEVY AFRILIYA

H0121532

Has successfully defended the thesis in front
of the Examiner Team of Faculty of Teacher
Training and Education on : 29 October 2025

EXAMINATION

Chair of the
examiner : Prof. Dr. H. Ruslan, M.Pd.

Secretary of Exam
Committee : Nurqadrianti Hasanuddin, S.Pd., M.Pd., (.....)
Gr.

Supervisor I : Amrang, S.Pd., M.Pd. (.....)

Supervisor II : Ahyadi, M.Pd. (.....)

Examiner I : Hustiana, S.Pd., M.Pd. (.....)

Examiner II : Ikhsan, S.Pd., M.App.Ling. (.....)

Majene, 29 October 2025

FACULTY OF TEACHER TRAINING
AND EDUCATION UNIVERSITAS



Prof. Dr. H. Ruslan, M.Pd.
NIP 196312311990031028

STATEMENT OF WORK ORIGINALLY

The one who is filed below:

Student's Name : Devy Afriliya

Nim : H0121532

Study Program : English Education

I hereby affirm that this thesis is my own original work, completed independently, and has not been submitted previously to meet the requirements of a bachelor's degree at any other university or institution. I also confirm that, to the best of my understanding, every source of ideas, data, and contributions from other authors has been properly cited and included in the references.

If, in the future, this work is proven to contain any form of plagiarism, I willingly accept and I am prepared to face any academic sanctions in accordance with the applicable regulations.

Majene, 28 September 2025

Signed by



Devy Afriliya
H0121532

ABSTRAK

Devy Afriliya: The Effectiveness of Using Story Mapping Strategy to Improve Reading Comprehension of Students in Narrative Text. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk meningkatkan kemampuan pemahaman membaca siswa serta mengetahui persepsi mereka melalui penerapan Story Mapping Strategy pada teks naratif. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental. Teknik pengambilan sampel dilakukan dengan random sampling yang melibatkan dua kelas X MAN 1 Majene sebagai kelas eksperimen dan kelas kontrol. Instrumen penelitian terdiri dari tes (pre-test dan post-test) serta angket persepsi siswa. Tes berbentuk 20 soal pilihan ganda, sedangkan angket terdiri dari 16 pernyataan yang mencakup empat indikator, yaitu keefektifan, ketertarikan, motivasi, dan pemahaman. Nilai rata-rata pre-test siswa kelas eksperimen adalah 41,67 dan meningkat menjadi 80,00 pada post-test, sedangkan kelas kontrol hanya meningkat dari 38,00 menjadi 61,33. Skor N-Gain rata-rata pada kelas eksperimen adalah 0,66 (kategori sedang), sedangkan pada kelas kontrol yaitu 0,38 (kategori sedang). Hasil uji independent sample t-test menunjukkan nilai Sig. (2-tailed) = 0,002 < 0,05, yang berarti terdapat perbedaan signifikan antara kedua kelas. Selain itu, hasil angket persepsi siswa menunjukkan bahwa strategi Story Mapping diterima dengan baik. Berdasarkan empat indikator, siswa menganggap strategi ini efektif dalam mendukung pemahaman mereka, menarik sebagai aktivitas pembelajaran, memotivasi dalam meningkatkan antusiasme terhadap membaca, dan bermanfaat dalam meningkatkan pemahaman mereka terhadap teks naratif. Persentase keseluruhan mencapai 81%, yang dikategorikan sebagai “sangat positif”. Sebagai kesimpulan, hasil penelitian ini menunjukkan bahwa Story Mapping Strategy efektif dalam meningkatkan pemahaman membaca siswa pada teks naratif serta mendapat persepsi positif dari siswa sebagai metode pembelajaran yang menarik dan bermanfaat.

Kata kunci: *Story Mapping, Pemahaman Membaca, Teks Naratif*

ABSTRACT

Devy Afriliya: The Effectiveness of Using Story Mapping Strategy to Improve Reading Comprehension of Students in Narrative Text. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This study aimed to improve students' reading comprehension and examine their perceptions through the implementation of the Story Mapping Strategy in narrative texts. This research employed a quantitative approach with a quasi-experimental design. The sampling technique used random sampling, involving two classes of tenth-grade students at MAN 1 Majene as the experimental and control classes. The research instruments consisted of a test (pre-test and post-test) and a student perception questionnaire. The test contained 20 multiple-choice questions, while the questionnaire consisted of 16 statement items covering four indicators: effectiveness, interest, motivation, and understanding. The average pre-test score of the experimental class was 41.67 and increased to 80.00 in the post-test, while the control class only improved from 38.00 to 61.33. The average N-Gain score in the experimental class was 0,66 (medium category), whereas the control class achieved only 0,38 (medium category). The results of the independent sample t-test showed a Sig. (2-tailed) value of $0.002 < 0.05$, indicating a significant difference between the two classes. Furthermore, the results of the student perception questionnaire showed that the Story Mapping Strategy was well received. Based on the four indicators, students considered this strategy effective in supporting their comprehension, interesting as a learning activity, motivating in increasing their enthusiasm for reading, and beneficial in enhancing their understanding of narrative texts. The overall percentage reached 81%, which was categorized as "very positive." In conclusion, the findings of this study indicate that the Story Mapping Strategy is effective in improving students' reading comprehension in narrative texts and is positively perceived by students as an engaging and beneficial learning method.

Keywords: *Story Mapping, Reading Comprehension, Narrative Text*

CHAPTER I INTRODUCTION

A. Background

Reading comprehension is one of the most important English language skills for English learners, especially foreign language learners. According to Nurnazhofah (2020), stated that the mastery of reading comprehension represents a central aspect of students' English learning, with the principal objective being the attainment of a full and accurate understanding. Furthermore, according to Nurkasi (2016), students learn to read and improve their comprehension better through regular reading activities. The more they read, the more their skills in understanding texts, recognizing vocabulary, and connecting the information obtained with prior knowledge will develop.

Reading comprehension is very important in language mastery. According to Asrifan et al. (2021), reading comprehension is an essential skill as it enables students to obtain information related to general knowledge as well as academic subjects at school. By having good reading skills, students can more easily access various learning resources, deepen their knowledge and improve their understanding of the academic concepts taught. It also contributes to the development of critical and analytical thinking skills, which are much needed in education and everyday life.

Reading comprehension is indeed very important in learning. However, some previous studies reveal that there are still many problems in reading comprehension. Some studies, such as those conducted by Khan (2020), Sulisto (2021), and Frans (2023), show that students often have difficulty in understanding the meaning of the text and identifying the main idea. The findings suggest that there is a pressing need for effective strategies and teaching aimed at advancing students' reading comprehension skills, particularly in comprehending narrative and expository texts.

Based on the interview data obtained from the English teacher at MAN 1 Majene, it was revealed that a considerable number of students still face substantial difficulties in reading comprehension, particularly when engaging with narrative texts. The teacher reported that many students struggle to retrieve and interpret information from the texts, which often causes them to feel disengaged and bored during reading activities. This finding suggests that students' negative experiences with reading tasks contribute to their perception of English as a difficult subject, ultimately fostering an unfavorable attitude toward learning it.

Some previous studies have offered various solutions in overcoming problems in reading comprehension. According to Pustika (2021) the implementation of Webtoon as an educational medium is intended to promote the improvement of students' reading comprehension abilities. Furthermore, Wahyuni (2024) suggested the use of Quizizz as a web-based learning interaction and comprehension in reading. In addition, Syafii (2021) the Story Mapping strategy proved effective in assisting students' comprehension of texts. Meanwhile, Aziz (2024) employed the SQ3R (Survey, Question, Read, Recite, Review) approach as a systematic instructional framework aimed at advancing students' reading abilities.

Among the solutions offered by previous researchers by using media, strategy and methods, but researcher prefer to use strategy, namely Group story mapping strategy. According to Boulineau et al (2004), Story Mapping Strategy is an instructional technique that employs graphic organizers to assist learners in identifying story elements, including the main character, setting, and resolution. This approach facilitates the mapping of the storyline, thereby helping students comprehend the interrelationships among elements within a narrative text.

Several previous studies, such as those conducted by Syafii (2021), Millah (2018), and Sholichah (2017), have demonstrated that the Story Mapping Strategy is effective in improving students' reading comprehension. Similarly, Kader (2016) found that the use of this strategy significantly enhanced the reading comprehension of children with ADHD. However, despite its proven effectiveness, the implementation of story mapping in regular classroom settings remains limited. Therefore, this research aims to further investigate the

effectiveness of the Story Mapping Strategy in improving students' comprehension of narrative texts, particularly in recognizing story elements such as characters, setting, problem, and resolution, as well as understanding the overall structure and meaning of the text.

Based on the explanation above, the researcher wants to conduct a research entitled: "The effectiveness of using story mapping strategy to improve reading comprehension of students in narrative text."

B. Problem Identification

Based on the results of interview with teacher, the problems experienced by students include:

1. Students difficult in understanding narrative texts.
2. Students often feel bored during in the learning process especially in reading.
3. There are still many students who are lacking in English reading.

C. Problem Limitation and Formulation

Based on the background above, this research focuses on the effectiveness of using the Story Mapping Strategy to improve reading comprehension of students in narrative texts. Therefore, the following research questions are formulated to help address the problems:

1. Can the use of Story Mapping Strategy improve students' reading comprehension?
2. What are the students' perceptions of using the story mapping strategy to improve their reading comprehension?

D. Research Objective

The objective of this study are:

1. To determine whether Story Mapping Strategy can improve students' reading comprehension or not.
2. To explore students' perceptions about the use of Story Mapping Strategy to improve reading comprehension.

E. Research Benefits

This study is expected to provide several benefits:

1. Theoritically

This study contributes significantly to the development of learning theory by demonstrating how the implementation of Story Mapping Strategies can

effectively enhance students' reading comprehension skills, particularly in understanding narrative texts, by promoting encouraging active engagement with the text and supporting the development of critical thinking and organizational skills among learners.

2. Practically

It is expected that through the efforts made, students can better understand narrative texts, so that their difficulties in interpreting the storyline and meaning of the text can be resolved. In addition, students are expected to demonstrate enhanced motivation and reduced disengagement during the process of learning to read English. The application of effective pedagogical strategies will contribute to a more stimulating and enjoyable learning atmosphere, thereby fostering active student involvement. Ultimately, such efforts are anticipated to strengthen students' English reading competence, particularly in content comprehension, vocabulary mastery, and reading fluency.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

To strengthen the foundation of this research, several related studies have been carried out previously, as follow:

The first study conducted by Syaffi (2021), the study aims on advancing students' reading comprehension through the utilization of the Story Mapping Strategy. The study was executed within the framework of Classroom Action Research methodology on 14 students in the management study program. The research was carried out in two cycles consisting of the stages of planning, implementation, observation, and reflection. Data were gathered through observation, field notes, questionnaires, and reading comprehension tests. The findings revealed that the Story Mapping Strategy proved effective in enhancing students' reading comprehension. Success was measured by an increase in a minimum score of 10 points compared to the initial study. Within the first cycle, the application of this strategy was found to generate a more favorable and effective learning environment.⁶

The second study conducted by Millah (2018), the purpose of this study is to explore the effectiveness of the Story Mapping Strategy in developing students' reading comprehension, focusing on its potential to support their understanding of texts. The study was conducted at SMA Kemala Bhayangkari 1 Jakarta, with 30 students of class XI IPA 1 as subjects. The method used is Classroom Action Research, This research was organized into three cycles, involving the sequential stages of planning, implementation, observation, and reflection. The data collection process employed observation and interviews as the primary instruments. questionnaires, diaries, and tests, then analyzed quantitatively (descriptive statistics) and qualitatively (Constant Comparative Method).

The third study conducted by Sholichah (2017), the study aims to investigated the effect of Story Mapping Strategy in teaching reading comprehension in reading text. The findings of this study revealed a statistically significant effect between before and after the test. In other words, there was a significant difference after being taught using the story-mapping strategy. This is influenced by several reasons. First, the implementation of the story mapping strategy helps students to organize the

information they get from reading materials effectively.

The last study conducted by Kader (2016), the purpose of the current study was to explore the effectiveness of Story Mapping on reading comprehension skills of children with ADHD. This study involved 10 fifth grade students who had been identified as having ADHD, who were then randomly divided into experimental group (5 students) and control group (5 students). The research method used the ADHT and reading comprehension test, with data analysis using the Mann-Whitney and Wilcoxon tests.

Based on various previous studies, it was found that the Story Mapping Strategy has proven effective in improving students' reading comprehension. This study specifically focuses on the application of the Story Mapping Strategy to enhance students' ability to comprehend narrative texts. Through the use of this strategy, students are expected to identify and organize key story elements such as characters, setting, problem, and resolution, enabling them to understand the content and storyline more deeply and improve their overall reading comprehension skills.

B. Theoretical Framework

1. Reading

a. Definition of reading

A clear understanding of the concept of reading is essential as a foundation for exploring its role and implementation in language learning. According to Akib et al. (2021), reading is a receptive skill in understanding written language. Thus, receptive is not just reading written language but also understanding it. Teaching reading is can making students to be active which to understand the meaning of the text. Teaching reading can for English teacher can be the main lesson to help students how to comprehend English texts easily and clear. And then, the teacher has to pay attention to some principles of teaching reading. According to Istiqomah (2021), in the process of teaching reading, the teacher must know the steps of teaching reading to the student such as:

1) Pre- reading activity

This activity is designed to prepare the students for actual reading of selected materials. In other words, the researcher helps the students anticipate the text they will read. In pre-teaching the researcher introduce the topic by brainstorming through example descriptive text.

2) Whilst-reading activity

This activity is the core activity in teaching learning process. In whilst reading activity, the researcher distributes the text to the students. Ask the students to read the text, after that the researcher will give explanations about text, and ask the students to do assignment based on the text.

3) Post-reading activity

It is an activity in teaching reading to comprehend the text. In post teaching activity, the researcher asks the students to retell about the text and make summary about the text. The text above it can be concluded that three steps for researcher to teach reading to students, such as using pre-reading activity, whilst-reading activity, and post reading activity.

b. The kinds of reading

To understand reading more deeply, it is important to recognize its various kinds.

According to Novianti (2017), there are three kinds of reading:

- 1) Reading to practice English, reading to practice English done in certain way. You read slowly and concentrate on the relationship between the words the grammatical structure. Reading to practice English is the way most foreign students read English. In your English lesson you do not read to learn a particular subject. You read English to learn how verb agree with the subject, what the clause is.
- 2) Reading for information, reading for information is kind of reading you do in your own language. You do not stop analyze grammatical structure when you pick up a book written in your own language. You understand structure without thinking about it. Reading for information (in order to find out something or in order to do something with the information you get).
- 3) Reading for pleasure, reading for pleasure (to make reading simply and easier and it will be a slower, classier kind of activity). According to reading for pleasure can help you to :
 - a) Improve your vocabulary
 - b) Improve your reading speed
 - c) Improve your comprehension
 - d) Improve your writing

- e) Gain more knowledge
 - f) Find example of many different ways people speak and write.
- 4) Reading for reference, what is reference means the reader is expected to be aware of who owns the pronoun or pronouns used in the reading in this reference.
- c. Techniques of reading

To gain better comprehension of reading activities, it is essential to understand the different techniques of reading involved in language learning. According to Novianti (2017), There are four techniques of reading used in every language:

1) Skimming

Skimming is used to quickly gather the most important information, or gist. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It is not essential to understand each word when skimming. Example: the newspaper, magazines, etc. Writing a book review is another instance of skimming. It is recommended to read the book cover to cover. Nonetheless, the skimming approach is used to reduce the amount of time spent reading.

2) Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrase that you do not understand, do not worry when scanning. Finding the key points of a paragraph or piece of text is the same as scanning. In the sense that reading a book cover to cover is not necessary in order to learn from it. However, it needs to be read and understood from the major ideas.

3) Intensive

Reading intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact. Examples: A bookkeeping report, a contract, etc. Understanding all that a reading source

presents is the goal of intensive reading.

4) Extensive

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. Use extensive reading skills to improve general knowledge. If one reads every sentence in an intensive reading session. In the meantime, one reads widely only to get the most relevant information.

2. Reading Comprehension

a. Definition of reading comprehension

To begin with, it is important to define what reading comprehension actually means in the context of language learning. According to Papatga & Ersoy (2016), stated reading comprehension is among the basic skills that should be taught to children in the first years of elementary school. If they can acquire reading comprehension skills, they can be successful in both school courses and life.

Meanwhile, Chika (2022) in defining reading comprehension as the construction of meaning from text, there is corresponding to make clear its component term. Reading comprehension is the process in which the readers construct the meaning from the text. In comprehension reading requires concepts in order you can interpret text easily.

In addition, according to Suhermanto (2019), stated reading comprehension is the core of the reading activity. By having comprehension, students are able to make sense what the texts tell about. Based on the opinion, the researcher concluded that the measurement of reading comprehension above can be the guidance for the teacher who wants to assess the reading comprehension of the students.

b. Theory of reading comprehension

To understand how readers make sense of texts, various theoretical perspectives on reading comprehension have been proposed. Kamal (2021) offers three theories of reading comprehension: bottom-up processing, top- down processing, and schema theory.

- 1) First, bottom-up is a traditional approach focusing on habit reading, repetition, and correction. Readers match letters with sounds and make words. Word by word, they decode its meaning, link it into phrases and sentences, and, little by

little, understand the written text. By adding meaning to words, readers understand information from a word to a sentence to an entire written text. It is an effective way for second language learners who are still novices with the few words they know, making it less overwhelming.

- 2) The second theory is the top-down process, called cognitive vision Kamal (2021). This theory focuses on the mind's innate ability to learn, the same ability that helps people acquire their first language. In other words, reading is not just extracting meaning from a text, but a process of connecting the information in the text with the knowledge that the reader brings to the act of reading Kamal (2021). The reader's prior knowledge is vital in understanding the meaning of the content. It helps the reader make hypotheses, imagine what will happen, and confirm or reject theories for the text.
- 3) The third theory is the top-down process, or schema Theory (Kamal, 2018). In this theory, readers use their prior knowledge to make sense of the added information. According to schema theory, the meaning of a text is not inherent or permanent; it depends on the understanding and thought process of the readers. On the one hand, the reader has his previous knowledge before reading a text. Then there is the content of the text, which can provide more capacity and improve reading comprehension by complementing the prior knowledge that helps to understand. This process is more important for second language learning because students may have limited language knowledge as they begin to learn. Schema theory processes involve a reader interpreting existing information and creating a schema within their mind. The student organizes the information and uses the correct schema to understand the new information. These outlines can be updated with added information acquired from the written text or what is learned in the classroom. Teachers can activate student outlines to develop their knowledge for the next reading. With this, students can stay motivated to continue learning quickly and with better quality. This model suggests that no text can be generically complex or straightforward based on linguistic features such as syntactic complexity or word frequency.

Based on the reading comprehension theory above, it can be concluded that Kamal (2021), offers three reading comprehension theories: bottom- up, top-down, and schema theory. Bottom-up focuses on the reader matching letters to

sounds and understanding the text gradually. Top- down emphasizes the reader's prior knowledge in understanding the text, while schema theory emphasizes the use of prior knowledge to understand new information. This approach is especially important for second language learners with limited knowledge.

c. Components of reading comprehension

In order to fully grasp the process of understanding written texts, it is essential to identify the key components that support reading comprehension. According to Khasanah (2020) a five of reading comprehension, they are:

1) Finding main idea

The main idea of a paragraph is one the important things in reading skills to master the text we read. The main idea can also be stated as the amount of information in the paragraph and the linking information in the next paragraph.

2) Finding factual information

This section is a question that asks you to recognize information that is explicitly stated in the text you are reading. This can include facts such as main ideas, supporting details, or definitions. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc. in which of the answer can be found in the text.

3) Guessing vocabulary in context

It means if we expose words in a meaningful context it will help us to clarify the meaning contained in the text that we read. And thus can easily be added to their new vocabulary which this type of vocabulary mastery is very effective for new readers.

4) Identifying reference

Reference words are point to other words or concepts that have already appeared in the text or are about to appear in the text. Reference words are important because they will strengthen the relationship between various elements of the text and clarify the development of ideas and will help the students to understand the reading text.

5) Making inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make

accurate prediction.

In conclusion, in reading, there are five main comprehensions include: Finding the main idea, Look for factual information, Guessing vocabulary in context, Identify references and make conclusions by inferring and making accurate predictions.

d. Essential elements for reading comprehension

To achieve effective reading comprehension, certain cognitive processes are essential in helping readers understand and retain information. According to Mayer's (2016) integration model of selection organizations (SOI), a reader must distinguish the central part, reorganize the selected information in the short-term memory, and create a similar overall concept. Finally, the student must connect the knowledge stored in the short-term memory and the previous knowledge stored in the long-term memory. Chang et al. (2024), describe common strategies used in preparation: decoding unfamiliar words, highlighting key points, summarizing, questioning, predicting, and clarifying. However, Giraldo et al. (2023), agrees that teaching reading strategies are hardly emphasized in classes, considering that the creation, familiarization, and proper implementation of teaching materials are demanding.

It should be noted because of all that goes into reaching a timely level in the reading process, where developing reading skills in a second language is often laborious, there are many things that teachers and students should consider when researching something to read. A list of tips based on reading recommendations from Kamal (2018) includes strategies for all parts of the reading process: before, during, and after reading.

- 1) Teacher-directed reading: The teacher approaches the task by introducing new vocabulary ideas and teaches the students the basics of vital information about a written text. By doing so, students have some familiarity with the text, which facilitates understanding and focusing on the general information and, consequently, the development of reading comprehension.
- 2) Interactive activities: This is one of the most important for learning because it makes the class more interesting, keeping students' motivation high. It also helps to review previous and new knowledge so students do not forget what they are learning.

- 3) Reflective activities: This approach is aimed at guiding students towards the goal of reading: asking themselves about the type of text and why they read it, and even becoming aware of the benefits it can bring, such as being better at reading in a second language.
- 4) Make selections: Reading something that interests students helps them to be more motivated. If students select what they are reading for themselves, they are less likely to give up reading, even if it takes a long time. To integrate previous knowledge: It is always important to emphasize the importance of knowing the text before reading it so it is easier to understand. If not, students may become frustrated and give up reading.
- 5) Rereading: Reading gets easier over time, so reading a second or third time helps increase comprehension of a text. Even when reading in the first language, rereading a text helps to notice something earlier. Use of the context: Even in a conversation, context helps understand unfamiliar words or words or phrases. Meaning also changes in context, so using it improves the thought process, allowing students to understand something logically.
- 6) Pause: It is important to take breaks to analyze and acquire new information appropriately. Reading too much can be overwhelming and have the opposite effect, and the student does not learn anything. Each student has a different learning process; some are faster than others, and it is important to adapt to the proper learning process.
- 7) Monitoring: Reviewing and evaluating what has been read to see how it was learned can help the student meet his objectives when the text has a certain difficulty level.
- 8) Group discussion: A group discussion is a good activity that helps students understand other aspects of the text when they talk with their classmates. In addition, various activities can be carried out, such as writing about it, taking tests, and reading other material.
- 9) Motivation: This might be the most important tip for learning. Without motivation, students will not desire to read; they will not focus on reading and learn nothing from it. Motivation can make a significant difference in doing something and doing it well.

The reading tips emphasize activities that reveal associativity processes that involve student participation in the learning process. Another relevant aspect is the

technicality of the information and the means to promote it. Therefore, the promotion of strategies must be mediated by the educational needs of the students and the lesson plan that transforms the pedagogical practices. This way, integrating these tips to acquire reading skills can be enhanced using technology, which streamlines and facilitates these processes and increases motivation, a crucial aspect for a person to mobilize autonomous learning.

Reading competence is a process that requires the intentional and recursive participation of the teacher in promoting motivation and knowledge. Regarding student needs and teaching methods, the central aspects of innovation in education prevail with technology, didactics, and pedagogy. Therefore, the methods and contents are the most significant changes that should impact the teaching-learning process, additionally motivated by the context.

In conclusion, the material above discusses the importance of learning strategies to improve reading comprehension, with a focus on teaching methods, interactive, reflective activities, selection of reading materials, use of previous knowledge, and student motivation. Technology integration is also considered important to strengthen the learning process. This highlights the need for intentional teacher participation in promoting student motivation and knowledge, with technological innovation and adaptation of teaching methods an integral part of the learning process.

3. Narrative Text

a. Definition of narrative text

To understand one of the most common genres in language learning, it is important to first define what narrative text is. According to Ramadhani (2020), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, theme, characters and events, and how they relate. In addition, according to Arum (2019), the narrative is a form of discourse that attempts to recount an event or events as if the reader saw or experienced those events. Therefore, the most important element in a story is the element of the act or acts.

Furthermore, Hidayanti (2018), stated that narrative text is a text that tells a story. The story can be imaginary or based on a real event. The story always solves

some problem that leads to a climax and then turns into a solution to the problem. From all definitions above, the researcher concludes that narrative text is a text that tells an imaginative story to amuse the readers, it can be in the form of fable, legend, folklore, novels, etc. There are some kinds of conflict and social problems amusement in narrative text. So readers would be entertained when reading them.

b. The purpose of narrative text

Understanding the purpose of narrative text is essential for recognizing its function in communication and storytelling. According to Anderson (2018) stated, the purpose of narrative is to present a view of the world that entertains or informs the reader or listening. Similarly, the basic purpose of narrative text is to entertain or amuse and arouse the readers' interest. Therefore, narrative text is a kind of text which can make the readers feel amused or entertained with the story. So, the readers will enjoy and be interested in the text.

c. Generic structures of narrative text

To comprehend how narrative texts are organized, it is important to understand their generic structures. According to Hidayanti, et al (2023), the structures of narrative are:

- 1) Orientation it is about the opening paragraph where the characters, the time, the place, and the direction of the story are introduced.
- 2) Complication it tells the beginning of the problem which leads to the crisis (climax) of the main participants.
- 3) Resolution it is the end of the story which gives the solution to the problem(s) faced by the character(s); how the characters finally sort out the complication. It leads to a happy or sad ending in the story.
- 4) Re-orientation it consists of moral lessons or advice.

d. Language features of narrative text

- 1) Using sentence patterns Simple Past Tense

Usually begins with the adverb of time (Adverbs of Time), such as a long time ago, once, one, once upon a time.

- 2) Using time conjunction, for instance: when, then, suddenly, before, after, until, as soon as, etc.
- 3) Using direct speech.

4. Story Mapping

a. Definiton of story mapping strategy

One effective strategy to enhance students' understanding of a text is the use of story mapping. According to Alturki (2017), stated that story mapping is a strategy used after it has been read. It consists of identifying key elements and classifying key events in sequential order. A visual representation is often used to illustrate the structure of the story and the sequence of events. A story mapping is a visual representation of the setting or sequence of events and the main actions of the characters in a story. This process allows students to narrate story events and to perceive structure in literary selections.

Furthermore, story mapping strategy is used to teach students to work with the structure of stories for better understanding. This strategy uses a visual representation to help students organize the important parts of a story. Schaefer stated that the Story Map is a graphic organizer that helps children identify key elements of a story. The story map helps students identify the main character, setting, problem, and solution. This means that story maps help students identify all components of a narrative text, including the main character, setting, problem, and solution.

Moreover, Mendiola (2018), says the story map is the graphical organizer of a story that helps students recognize the basic elements of a text. He affirmed that story map is a very effective tool to help students arrange the story content into a cohesive whole. Students can more easily know the elements of the story when they can predict what might happen in the story. Students can more effectively store information in diagrams and more easily recall elements of stories more fully and accurately.

b. Theory of story mapping strategy

The story mapping strategy is theoretically supported by two main theories in the field of reading comprehension, namely schema theory and story grammar theory. According to Meylani (2024), schema theory explains that readers understand texts by linking new information with prior knowledge (schema) already possessed. In this context, story mapping helps students build story schemas through systematic visual representations, so that they can organize text information more meaningfully.

Furthermore, story grammar theory as explained by Glenn (2012), states that narrative text has an internal structure consisting of elements such as character, setting,

conflict, and resolution. By using Story Mapping, students are trained to recognize and understand these elements in a structured manner, which ultimately improves their ability to understand the storyline and overall meaning. Therefore, the application of the story mapping strategy is directly in line with both theories, and has proven to be effective in supporting the reading comprehension process, especially on narrative texts.

c. The procedure of story mapping strategy

The procedure is the step teachers must take to apply their strategy in teaching. Millah (2018), say that the process of the story mapping strategy is as follows:

- 1) In preparation, the teacher will prepare the story mapping to be used in the teaching process.
- 2) Before reading, teachers should show students the story mapping that will be used in the lesson and discuss each item on the mapping.
- 3) While reading, the teacher can model with a story diagram as you read the story aloud.
- 4) After reading, students can benefit from reviewing their completed story mapping.
- 5) In the next activities, when students have learned to use grammar to facilitate reading, teachers should guide them to use it to improve their reading skills.

d. The benefits of story mapping strategy

There are several advantages that can be gained from implementing the story mapping strategy in reading activities. According to Mendiola (2018), some of the benefits of story mapping reading strategies are:

- 1) Story mapping is a very effective and practical way to help students organize story content into a cohesive whole. This is an effective strategy for excellent and low-achieving students (it improves understanding of subjects beyond their level of instruction).
- 2) Teachers are more involved in thinking about the structure of the story they need to teach and how each part of the story relates to the others. These concrete illustrations help students visualize the story. Students can easily see how the elements of the story fit together, their knowledge continuously applies when predicting what might happen next in one story after another. It allows students to more efficiently store information in their schema and makes it easier to recall elements of the story more fully and accurately.

e. The use of story mapping strategy in reading

In reading activities, the use of appropriate strategies can significantly enhance students' comprehension and engagement with the text. According to Antonnaci (2018), stated that a story mapping strategy that provides a visual representation of the elements of a story will help readers remember, understand, and tell the story they are reading. listen and read. The story map provides visual depictions of part of the story to help students understand the story from beginning to end.

In addition, according to Dresner (2021), stated that story maps can be used in groups or individually. Simply, the story mapping process is as follows:

- 1) Explain the learning objective,
- 2) Activate prior knowledge by showing pictures,
- 3) Ask questions relating to pictures,
- 4) Ask students to predict the topic and divide students into given groups,
- 5) brainstorm with students about the narrative text,
- 6) Present text/story will read and provide blank story cards,
- 7) Explain the main idea, topic sentences and supporting details,
- 8) Ask students to read the text and find the meaning of difficult words,
- 9) Ask students to analyze and record the title and other elements of the story such as characters, setting, plot (problem, event, outcome/solution) and raise the topic by discussion in groups,
- 10) Ask students to fill in this information on the story card
- 11) Ask students to fill in the table the main ideas in the text. group work,
- 12) Ask students to present their work,
- 13) Ask students to do another task related to the topic with their pairs, and give a test (comprehension questions) for each student.

f. The difference between story mapping and mind mapping

Story mapping has been used to improve reading comprehension skills by prompting students to recognize elements of story grammar such as characters, setting, and problem. According to Amer (2018), story mapping is a good alternative to reading a story. It is enhance reading comprehension by helping students store and retrieve information, relate previous experiences to reading material, identify relationships between concepts and events, organize specific details and understand

messages embedded in the text.

Meanwhile mind mapping allows different types of learners to excel and is especially useful for gifted learners because it does not limit their learning but allows them to develop creativity in limitless ways. It can be said that mind mapping allows learners to freely explore and express everything in their minds.

In addition, Al Naqbi (2011), stated that mind mapping is a strategy for making notes on a topic before writing. It is a well-structured strategy that demonstrates the (hierarchical) relationship of ideas. Based on the statement above, the mind mapping technique focuses on prewriting, which allows students to freely write down ideas on blank paper. It also gives flexibility and exciting capabilities to the students because they could use images or color words to generate thoughts.

5. Perception

According to the Expert, there are different definitions of perception. According to Block (2023), stated one of them argues that perception is a brain process in which the perceptual system creates an internal representation of the world. In addition, Rolfs (2013), also argues that perception is separated from thinking based on its function so that perception has an influence the purpose of describing the portioned environment, which is then used by other parties functions of the mind, such as thinking, conscious choice creating, or going to act.

Second opinion expressed according to Sibbett (2020), perception is a process through which knowledge from the surrounding environment is chosen, received organized, and interpreted to make it meaningful to people. This is defined as how information is received by a person or group of individuals, and then how these people interpret the information.

In addition to the opinions previously explained, Suganda also gave his opinion. According to Suganda (2021), perception is the procedure of giving thought to patterns of response in the form of data about the environment provided by the five senses which are also determined by personal factors. Giving meaning to the environment is a reaction to the input received through the five senses from the perceiver.

The researcher argue that perception is a process where the brain receives stimulation or input from outside which then changes the way a person or group views something. This can be influenced by several factors, both internal and external. In

addition, it can also change a person's perspective from negative to positive or from positive to negative. According to Sibbett (2021), perception from a questionnaire consisting of three types containing motivation, attitude and interest.

1. Motivation is a series of attitudes and values that influence individuals to achieve specific things according to individual goals. These attitudes and values are invisible that provide strength to encourage individuals to achieve goals.
2. Interest is a drive or desire in a person for a certain object. For example, interest in lessons, sports, or hobbies. Interests are personal (individual). That is, everyone has interests that may be different from the interests of other people.
3. Attitude is the attitude and behavior that you show everyday. The way you speak, act, treat others, all of that is a reflection of what you think. Believe it or not, your attitude can affect your future success.

Perception is the process by which individuals interpret and organize sensory information to understand the world around them. It involves the brain's interpretation of sensory inputs such as sight, sound, touch, taste, and smell. Perception goes beyond mere sensation it involves making sense of sensory information, which is influenced by past experiences, expectations, and context.

There are different types of perception:

1. **Visual Perception:** Concerned with interpreting visual stimuli, such as color, shape, and depth perception.
2. **Auditory Perception:** Involves interpreting sounds and understanding speech.
3. **Tactile Perception:** Relates to the sense of touch and how we perceive textures, temperatures, and pressures.
4. **Gustatory Perception:** Involves the sense of taste and the perception of different flavors.
5. **Olfactory Perception:** Concerns the sense of smell and the perception of various odors.

Perception is crucial for understanding the environment, making decisions, and interacting with others. It is influenced by factors such as attention, memory, culture, and individual differences.

C. Conceptual Framework

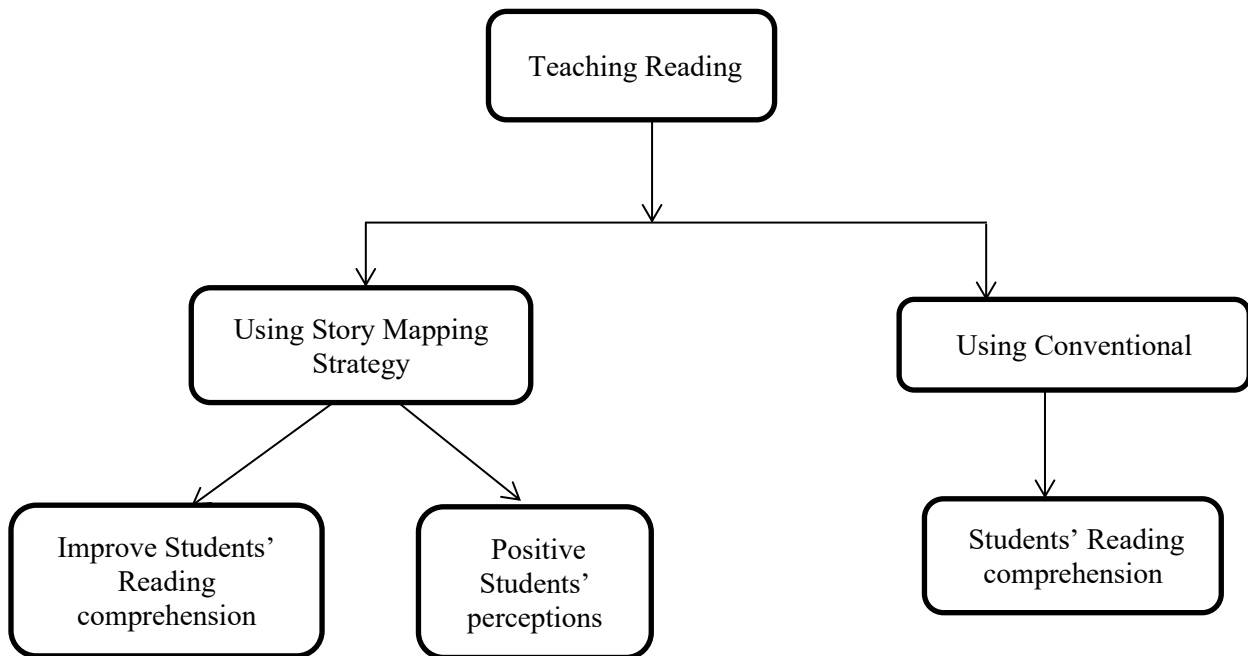


Figure 2.1 Conceptual Framework of the Study

Based on the diagram above, the experimental study was conducted on students at MAN 1 Majene. This research was motivated by two main problems: students' difficulties in understanding narrative texts and their tendency to feel bored during the English reading learning process. To address these issues, the study employed the Story Mapping Strategy as a treatment for the experimental group, while the control group continued with conventional teaching methods.

The research began with a pre-test administered to both groups to measure the students' initial reading comprehension skills. Following this, the experimental group received instruction using the Story Mapping Strategy, while the control group was taught using traditional methods. After the learning sessions were completed, both groups took a post-test to assess any improvement in their reading comprehension. Additionally, the experimental group was asked to complete a questionnaire to gather their perceptions of the strategy used.

The primary aim of this study was to determine whether the use of the Story Mapping Strategy could improve students' reading skills, as well as to explore students' perceptions of the strategy. The results of the entire process served as the basis for drawing conclusions about the effectiveness of Story Mapping in reading instruction.

D. Hypothesis

a. Null Hypothesis (H0):

Using Story Mapping Strategy is not effective to improve students in reading comprehension. Through this study, the researcher can find out whether the use of Story Mapping strategy is not effective for the reading comprehension.

b. Alternative Hypothesis (H1):

Using Story Mapping Strategy is effective to improve students in reading comprehension. Through this study, the researcher can find out whether the use of group story mapping strategy is effective for the reading comprehension.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

The findings of this study confirmed that the use of the Story Mapping strategy was effective in improving students' reading comprehension of narrative texts. This was evident from the significant improvement of the experimental class, where the mean score increased from 41.67 in the pre-test to 80.00 in the post-test, compared to the control class which only rose from 38.00 to 61.33. The N-Gain score in the experimental group reached 0,66 (medium category), while the control group obtained only 38.47% (medium category). Furthermore, the independent sample t-test result showed a Sig. (2-tailed) value of $0.002 < 0.05$, indicating a significant difference between the two groups. These results proved that Story Mapping was more effective than conventional methods in enhancing students' reading comprehension.

In addition, students' perceptions of using the Story Mapping Strategy were highly positive. The questionnaire results showed that students considered the strategy effective, interesting, motivating, and helpful in improving comprehension. On average, 81% of responses fell into the "very positive" category, with most students stating that the strategy made reading easier, more enjoyable, encouraged active participation, and supported deeper understanding of narrative texts.

B. Suggestion

From the conclusion above, the reseacher submitted several suggestions in the teaching or learning activities, especially:

1. For teachers

In teaching reading comprehension, teachers are encouraged to apply the Story Mapping Strategy as an alternative method. This strategy can help students understand narrative texts more effectively because it guides them to identify and organize factual information presented in the story. Through the use of Story Mapping, students can focus on locating specific details such as characters, settings, and key events, which supports their ability to find and comprehend explicit information within the text. Moreover, this strategy

provides teachers with a clear and structured framework for delivering lessons, helping students become more engaged and accurate in identifying information from narrative texts.

2. For the next reseachers

It is expected that the findings of this study can serve as a reference for future researchers who are interested in exploring strategies to improve students' reading comprehension, particularly in finding factual information within narrative texts. Further studies could extend this research by involving a larger number of participants, applying the strategy to different types of texts, or conducting the treatment over a longer period to examine its long-term impact. Future researchers may also investigate how this strategy influences other aspects of reading comprehension or integrate it with other approaches to enhance its effectiveness.

The significance of this research lies in its focus on a practical teaching strategy that helps students identify and comprehend factual information in narrative texts. Proper implementation of the Story Mapping Strategy has been proven to make the teaching and learning process more effective and engaging. However, the limitation of this study was the relatively small sample size and short duration of treatment. Therefore, future studies are encouraged to overcome these limitations to provide stronger evidence of the effectiveness of the Story Mapping Strategy as a method for improving students' reading comprehension

REFERENCES

- Abu Nawas, et al. (2024). Management model of character education based on whole school development approach: A research and development. *Al-Ishlah: Jurnal Pendidikan*, 16(1), 515–525. <https://doi.org/10.35445/alishlah.v16i1.4393>
- Aesop. (2004). *The Hungry Crocodile and the Buffalo* (adapted). In *Aesop's Fables for Children*. New York: Dover Publications. <https://www.aesopfables.com>
- Aini, Q. (2024). A descriptive analysis of students' perceptions toward teacher talk strategy in english classroom at SMPN Satap 1 Tanjung (Doctoral dissertation, UIN Mataram).
- Akib, E. (2021). Utilizing picture stories to enhance reading comprehension narrative text to second grade students. *English Language Teaching Methodology*, 1(1), 39-44.
- Al Naqbi, S. (2011). The use of mind mapping to develop writing skills in UAE schools. *Education, Business and Society: Contemporary Middle Eastern Issues*, 4(2), 120-133.
- Alturki, N. (2017). The effectiveness of using group story-mapping strategy to improve reading comprehension of students with learning disabilities. Online Submission
- Amer. (2018). Utilizing Story Mapping Strategy to Improve Students' Reading Comprehension in Finding Main Idea. *NOBEL: Journal of Literature and Language Teaching*, 9(1), 57-72. <https://doi.org/10.15642/NOBEL.2018.9.1.57-72>
- Amin, A., et al. (2024). The adoption of Industry 4.0 technologies by using the technology-organizational-environment framework: The mediating role to manufacturing performance in a developing country. *Business Strategy & Development*, 7(2), e363. <https://doi.org/10.1002/bsd2.363>
- Anderson, R. C. (2018). Role of the reader's schema in comprehension, learning, and memory. In *Theoretical models and processes of literacy* (pp. 136-145). Routledge.
- Antonnaci, et al. (2018). Utilizing story mapping strategy to improve students' reading comprehension in finding main idea. *NOBEL: Journal of Literature and Language Teaching*, 9(1), 57–72.

- Arum sari, N. I. D. (2019). Students Perceptions on Reflective Narrative Writing Using Google Doc-Mediated Writing Tool by the Eleventh Grade Students of SMA Muhammadiyah 2 Sumberejo in Academic Year 2018/2019 (Doctoral dissertation, Ikip PGRI Bojonegoro).
- Asrifan, A., & Raskova Octaberlina, L. (2021). The cooperative integrated reading and composition (CIRC) strategy in teaching reading comprehension teaching comprehension. *Science Open Preprints*.
- Azis, A. (2024). Perbandingan metode Dediscerta dengan metode Survey, Question, Read, Recite, and Review (SQ3R) dalam kemampuan membaca pemahaman teks cerita rakyat dan hasil belajar siswa kelas V Gugus 3 Kecamatan Bontonompo Kabupaten Gowa. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3), 1388–1405. <https://doi.org/10.23969/jp.v9i3.17547>
- Block, N. (2023). *The border between seeing and thinking*. Oxford University Press.
- Boulineau, T., Fore, C., Hagan-Burke, S., & Burke, M. D. (2004). Use of story-mapping to increase the story-grammar text comprehension of elementary students with learning disabilities. *Learning Disability Quarterly*, 27(2), 105–121.
- Chang, C.-Y., Lin, T.-J., Hwang, G.-J., & Sung, H.-Y. (2024). Teachers' perceptions of teaching science with technology-enhanced self-regulated learning strategies through the DECODE model. *Education and Information Technologies*, 29, 1–27.
- Chika, R. A. (2022). *The Influence of Using Directed Activities Related to texts (DARTS) Strategy Toward Students' Reading Comprehension Ability in Recount Text at the Eight Grade MTs Ma'arif 20 Kalidadi Central Lampung in the Academic Year 2020 /2021* (Doctoral dissertation, Uin Raden Intan Lampung).
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dresner, K. K. (2024). *The Effects of Story Mapping and Video Modeling on Reading Comprehension in Students With Hyperlexia*. Widener University.
- Frans, S. A., Ani, Y., & Wijaya, Y. A. (2023). Kemampuan membaca pemahaman siswa sekolah dasar \[Reading comprehension skills of elementary school students]. *Diligentia: Journal of Theology and Christian Education*, 5(1), 54–68.

- Giraldo Berrío, L. A. (2023). Enhancing reading comprehension for L2 learners of english: insights from a comparison of mobile applications based on current theoretical standpoints.
- Glenn, A. K. (2022). Narrative Analysis of Open-Source Social Media Activity in the INDOPACOM AOR.
- Hake, R. R. (2002, August). Relationship of individual student normalized learning gains in mechanics with gender, high-school physics, and pretest scores on mathematics and spatial visualization. In Physics education research conference (Vol. 8, No. 1, pp. 1-14).
- Harlinda, N. (2019). Students' Perceptions in Using Youtube As Media for Learning English As a Foreign Language Thesis By Nurrica Harlinda Sn: 1401120961 State Islamic Institute of Palangka Raya Faculty of Teacher Training and Education Language Education Department Study. P. 156.
- Hidayanti, G., Sabarun, S., & Widiastuty, H. (2023). Translation strategies used by efl learners in translating narrative text. *PROJECT (Professional Journal of English Education)*, 6(6), 1321-1326.
- Hidayanti, N. (2018). Teaching Reading Comprehension by Using Story Mapping Technnique on Narrative Text at The First Semester Of The Second Grade At Smp N 11 Bandar Lampung 2016/2017 Academic Year (Doctoral dissertation, UIN Raden Intan Lampung). <https://repository.radenintan.ac.id/3043/>
- Istiqomah, A. E. P., Subari, I., & Zulianti, H. (2021). Improving Student's Reading Ability by Using Fix-up Strategy at the Tenth Grade of SMKN 1 Negerikaton in the Academic Year of 2020/2021. *Journal of English Education Students (JEES)*, 3(1), 1-13.
- Kader, F. A. H. A., & Eissa, M. A. (2016). The effectiveness of story mapping on reading comprehension skills of children with ADHD. *PsychoEducational Research Reviews*, 5(1), 3–9.
- Kamal, L. A., & Soraya, S. (2021). Theories of second language reading. *Turkish Online Journal of Qualitative Inquiry*, 12(6).
- Kemdikbud. (2016). Indonesian Folktales: The Legend of Lake Toba.:<https://repositori.kemdikbud.go.id/>
- Khan, R. M. I., et al. (2020). Investigating reading challenges faced by EFL learners at elementary level. *Register Journal*, 13(2), 277–292.

- Khasanah, N. (2020). The effect of Wattpad application toward students' reading comprehension on narrative text of tenth grade at SMAN 1 Rangsang (Skripsi, Universitas Islam Riau). <http://repository.uir.ac.id/id/eprint/15220>
- Mayer, R. E., et al. (2016). Eight ways to promote generative learning. *Educational Psychology Review*, 28, 717–741.
- Mendiola, et al. (2018). The influence of using story map strategy on the students' reading comprehension skill among the eighth grade of SMP N 2 Trimurjo in the academic year of 2018/2019 (Skripsi, IAIN Metro). <https://repository.metrouniv.ac.id/id/eprint/1549>
- Meylani, R. (2024). Innovations with schema theory: Modern implications for learning, memory, and academic achievement. *International Journal For Multidisciplinary Research*, 6(1), 2582-2160.
- Millah, R. (2018). Utilizing story mapping strategy to improve students' reading comprehension in finding main idea. *NOBEL: Journal of Literature and Language Teaching*, 9(1), 57–72. <https://doi.org/10.15642/NOBEL.2018.9.1.57-72>
- Novianti, R. K. (2017). Using ESA (Engage Study Activate) technique in teaching reading skill on descriptive text (A quasi experimental research at the second grade Junior High School 1 Karang Tanjung, Kab. Pandeglang) (Skripsi, Universitas Islam Negeri "SMH" Banten).
- Nurkasih, I. (2016). The Effect of 3H (Here, Hidden, and in my Head) Strategy on Students Reading Comprehension in Narrative Text (Doctoral dissertation, UNIMED).
- Nurnazhofah, E., & Swara, M. M. (2020). The Effect of Extensive Reading on the Students' Reading Comprehension at the Tenth Grade of SMA Daarul Muttaqien Tangerang in Academic Year 2019/2020. *Foremost Journal*, 1(1), 1-9.
- Pace, D. S. (2021). Probability and non-probability sampling-an entry point for undergraduate researchers. *International Journal of Quantitative and Qualitative Research Methods*, 9(2), 1-15.
- Papatga, E., & Ersoy, A. (2016). Improving reading comprehension skills through the SCRATCH program. *International Electronic Journal of Elementary Education*, 9(1), 124–150.

- Pustika, R. (2021). Students' perception towards the use of Webtoon to improve reading comprehension skill. *Language*, 74, 26. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Rahmawati, E. (2025). Students' Perceptions of Using Artificial Intelligence Technology in Academic Writing at an Islamic University in Pekanbaru (Doctoral dissertation).
- Ramadhani, P. (2020). Students' error in writing narrative text at 6 th semester (TBI-1) of English Department period 2019-2020 (via online) IAIN Padangsidempuan (Doctoral dissertation, IAIN Padangsidempuan). <http://etd.uinsyahada.ac.id/id/eprint/6218>
- Retnawati, H., et al. (2024). Exploring influential factors and conditions shaping statistical literacy among undergraduate students in mathematics education. *International Journal of Cognitive Research in Science, Engineering and Education*, 12(1), 1–17.
- Rolfs, M., Dambacher, M., & Cavanagh, P. (2013). Visual adaptation of the perception of causality. *Current Biology*, 23(3), 250–254. <https://www.sciencedirect.com/science/article/pii/S096098221201490X>
- Roopa, S., & Rani, M. S. (2012). Questionnaire designing for a survey. *Journal of Indian Orthodontic Society*, 46(4_suppl1), 273-277.
- Sari, H., Teimoorisichani, M., Mingels, C., Alberts, I., Panin, V., Bharkhada, D., ... & Rominger, A. (2022). Quantitative evaluation of a deep learning-based framework to generate whole-body attenuation maps using LSO background radiation in long axial FOV PET scanners. *European journal of nuclear medicine and molecular imaging*, 49(13), 4490-4502.
- Sholichah, N. I. (2017). The effect of story mapping on reading comprehension. *Jurnal Penelitian Ilmiah Intaj*, 1(1), 29–48. <https://doi.org/10.35897/intaj.v1i1.43>
- Sibbett, S. H., Carrougheer, G. J., Pham, T. N., Mandell, S. P., Arbabi, S., Stewart, B. T., & Gibran, N. S. (2020). Burn survivors' perception of recovery after injury: A Northwest Regional Burn Model System investigation. *Burns*, 46(8), 1768-1774.
- Suganda, H., & Purwianingsih, W. (2021). TPACK perception analysis of teachers in facing 21st-century learning. *Jurnal Bioedukatika*, 9(2).

- Sugiyono, S. (2021). The evaluation of facilities and infrastructure standards achievement of vocational high school in the Special Region of Yogyakarta. *Jurnal Penelitian dan Evaluasi Pendidikan*, 25(2), 207–217.
- Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif dan R&D*. Alfabeta.
- Suhermanto, H. (2019). The effect of fix up strategy in enhancing students' reading comprehension in IAIN Curup. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 3(1), 1–14.
- Sulisto, A. (2021). Upaya meningkatkan pemahaman reading comprehension mata Pelajaran Bahasa Inggris melalui pendekatan Contextual Teaching and Learning (CTL) pada peserta didik kelas XI IIS 2 semester ganjil MAN 4 Kediri tahun ajaran 2018-2019. *Educational: Jurnal Inovasi Pendidikan & Pengajaran*, 1(1), 1-16.
- Sutisna, I. (2020). *Statistika penelitian*. Universitas Negeri Gorontalo, 1(1), 1-15.
- Syafii, M. L. (2021). The implementation of the story mapping strategy to enhance students' reading comprehension. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(1), 1–21. <https://doi.org/10.22219/celtic.v8i1.16161>
- Tegmark, M. (2022). The Complex Relationship between Teachers' Instructional Practices and Students' Reading Activities. In *NERA Conference 2022*, Reykjavik, Iceland, June 1-3, 2022 (pp. 577-578). School of Education, University of Iceland.
- Ulfa, T., Zulfikar, R., & Yulianto, A. S. (2022). Tax planning, company size, profit management, and profitability as moderating variables. *Journal of Applied Business, Taxation and Economics Research (JABTER)*, 1(5), 439-449.
- Wahyuni, W., Mariatun, I. L., & Sholeh, Y. (2024). Development of Quizizz game-based interactive learning media to improve learning outcomes. *Edunesia: Jurnal Ilmiah Pendidikan*, 5(1), 143–155. <https://doi.org/10.51276/edu.v5i1.545>