

**Using Story-Mapping to Improve Reading Comprehension for Junior High
School Students with Dyslexia**

Thesis

Submitted by

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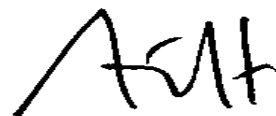
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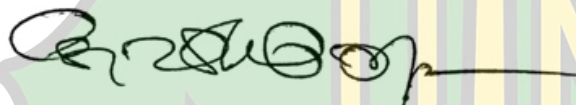
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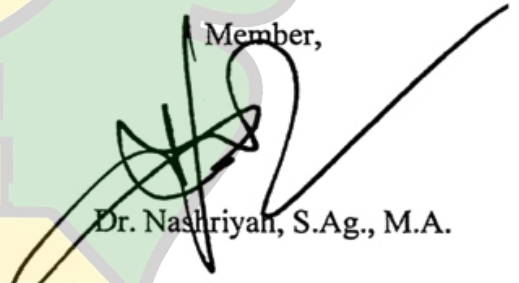
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SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Using Story Mapping to Improve Reading Comprehension for Junior High School Students with Dyslexia adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 16 September 2022

Saya yang membuat surat pernyataan,



Suci Shara

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I would like to convey my deepest gratitude for Allah SWT's presence and the abundance of grace and gifts He has given to me so that I can complete this thesis. Second, to the great prophet Muhammad SAW who patiently guided his ummah out of the depths of the Jahiliyah era into this wonderful and glorious era so that people could experience the pleasure of knowing.

On this occasion, I would like to express my gratitude to all who have played a role in encouraging and also helped me in the process of my thesis writing until it is finished at this time. I would like to thank my supervisors, Ms. Syarifah Dahliana, M.Ag., M.Ed., Ph.D. as the main supervisor, and Mrs. Azizah, S.Ag., M.Pd as the co-supervisor who has encouraged and always directed me in completed the thesis. Also, I would like to thank Mrs. Siti Khasinah, S.Ag., M.Pd as an academic advisor who always directs me from the beginning of the semester and also from the beginning of the selection of the title for my thesis to completion. Then thank you to all English Department lecturers and all English Department staff who have helped and directed me during my study period.

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Banda Aceh, 16th September 2022

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ABSTRACT

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This study aims to discover the use of Story Mapping in improving the reading comprehension ability of students SLB YPPC Banda Aceh. This study uses a pre-experimental research design to obtain accurate research results. The population is students in the Junior High School level of SLB YPPC Banda Aceh. The sample was selected using a purposive sampling technique which is part of non-random sampling. The sample taken by the researcher was 10 students. Research instruments in the form of pre-test and post-test to see the results before and after treatment. Based on data analysis, it is known that there is a significant increase in student learning outcomes and the result of the hypothesis is that the value of the t score is higher than the t table ($1.901 > 1.734$). This means that the hypothesis is accepted. It can be concluded that the use of Story Mapping can improve the student's reading comprehension ability at students' in Junior High School level of SLB YPPC Banda Aceh. Therefore, the use of Story Mapping in the learning process and in improving students' reading comprehension is highly recommended to be applied at all levels.

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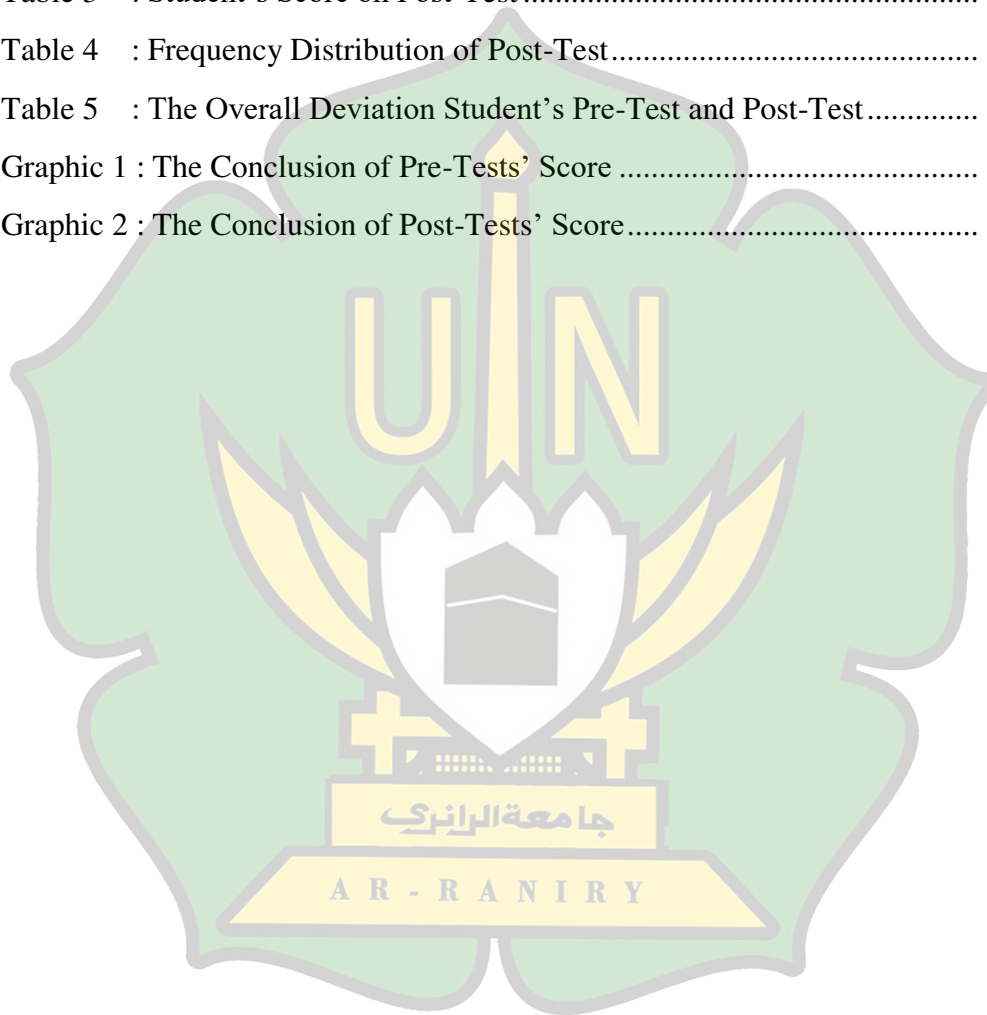
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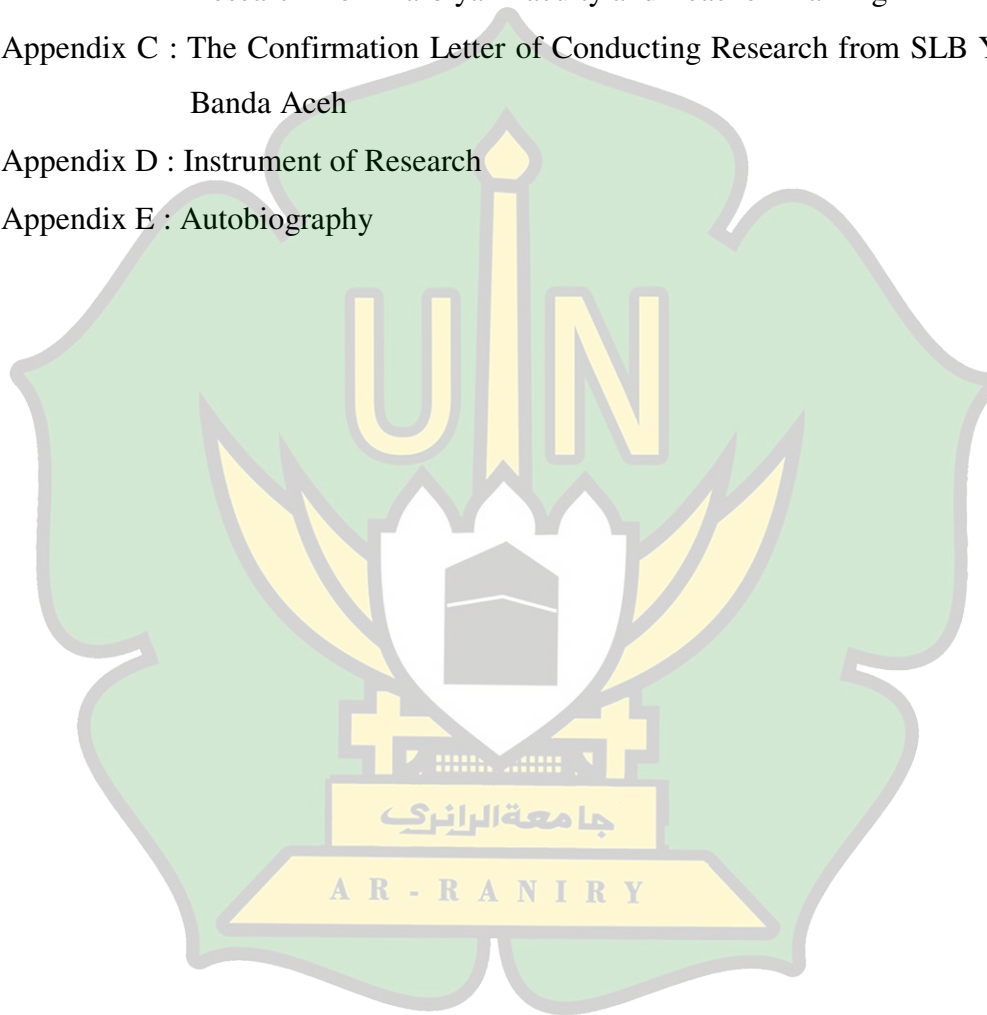
Appendix A : Supervisor's Letter of Appointment

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CHAPTER I

INTRODUCTION

A. Background of Study

English is a compulsory subject for students in every school and institution, and makes it much loved. There are 4 skills in learning English, namely Listening, Speaking, Reading, and Writing. In language learning, speaking and writing are included in productive skills which have to produce language through speaking or writing. While Listening and Reading are included in Receptive skills because students get information through hearing, audio, audio-visual, and also by reading text (Brown, 2001) ; (Mulune 2018).

Reading is one of the most essential skills, reading not only makes readers find new information but also entertains readers, such as reading novels, comics, motivational books, and the like. According to Hamdani (2020), reading skill is one of the skills that makes a person spend a lot of time on it. Reading skills are very important skills for all students because with reading skills students can learn spelling, various kinds of vocabulary, writing, and understanding (Sari et al, 2020).

According to Grabe (2014), the real purpose of reading is comprehension, comprehension is the main thing in reading. So that students stay focused on the structure and organization of the text to produce perfect comprehension after reading the text. Comprehension is getting a deep understanding or meaning

from a reading that has been read (Tang et al, 2019). With comprehension as the goal, students will be more careful and understanding in reading and students who read with a purpose will be more likely to understand what they read.

All students certainly want the same understanding after they read a text. All students have different understandings, some can quickly and responsively understand reading and some are difficult to absorb the meaning of a text. The students who suffer from LD (Learning Disabilities), especially those with Dyslexia, are limited in reading, have difficulty understanding certain lessons, and are slow in digesting learning. Burr et al (2015) stated in the National Center for Learning Disabilities (2014) stated that three disorders are often experienced in learning, namely reading (dyslexia), counting (dyscalculia), and writing (dysgraphia). It means that reading is indeed one of the most difficult things for students with Learning Disabilities, especially when they have to read with comprehension which will make it difficult for them to understand the text.

According to Tiffany and Tejero (2015), Students with Learning Disabilities experience many difficulties in the learning period, especially in the range of elementary school to junior high school. Of course, in this phase, LD students are faced with a difficult phase of learning which is usually above their abilities. This problem has an impact on student achievement; reading comprehension requires focus and the ability to understand words actively (Tiffany and Tejero, 2015).

From this explanation, the researcher thinks that there should be a reading

technique to make students with Dyslexia easy to understand the text they read so that they can participate more in the classroom. Students can still be active and understand the meaning of a text that is read by allowing them to actively learn in class. Teaching students in a different and fun way will make students enjoy learning. For this reason, teachers need to use their creativity and innovation in teaching to make the classroom more meaningful.

Here, the researcher proposes a reading technique to improve students' reading comprehension, especially in understanding narrative texts by using the Story Mapping technique. According to Ibnian (2010), Story Mapping can be used as an interesting form of Graphic Organizer with six elements in narrative text such as characters, settings, problems, goals, events, and resolutions. This allows students to easily organize story structures and relate events or make it easier for students to be able to summarize stories from their reading. From the explanation above, it can be concluded that Story Mapping is one of the learning concepts that have the aim of helping students understand reading; the main elements of reading. Story Mapping has many advantages to be used as a strategy to help students with Dyslexia in learning.

Some researches support this study. One of the research that inspired me was from Alturki (2017) entitled "The effectiveness of using group story-mapping strategy to improve reading comprehension of students with learning disabilities". The goal of this study was to determine whether teaching English as a second language to individuals with learning challenges through story mapping improves their reading comprehension. This study used a post-test

only design with a control group and an experimental group, with participants in special education for sixth grade pupils in a small midwestern town in the United States of America. This study's findings demonstrated that teaching students with learning difficulties how to map out a story made it easier for them to understand the material.

Another research was conducted by Khairunnisa (2016) entitled "The Effectiveness of Story Mapping Strategy in Intensive Reading Learning for Elementary School Students Class III Dabin III Dirgantara Karanganyar District, Demak Regency". This study aims to determine the effectiveness of the Story Mapping strategy in increasing the intensive reading ability of third-grade students. This study used a population of all class III Dabin III Dirgantara students in, the Karanganyar sub-district. Research shows that the Story Mapping strategy can improve the intensive reading skills of third-grade elementary school students.

Furthermore, there is a research conducted by Mansur (2014) with the title "Improving Students' Understanding Of Narrative Text Through Story Mapping". This study aims to determine whether grade VIII-6 students of SMP Negeri 245 Jakarta can understand narrative text reading using Story Mapping. This research is also to describe the use or application of Story Mapping in improving students' reading ability to understand narrative texts. The results of the study showed an increase in students' reading skills after using Story Mapping. Based on the provisions of SMP Negeri 245 Jakarta, the minimum completeness criteria (KKM) is 71 (seventy-one). The latest data shows the

average score of students is 77.50, and 26 or 81.25% of students exceed the KKM. The data shows that students have exceeded the KKM achievement target of 75% which means that the use of Story Mapping can improve students' ability to understand narrative texts.

Finally, based on the problem related to the limitations in understanding students with Learning Disabilities that exist here, the researcher will implement a similar technique, namely Story Mapping with different student backgrounds. The research will be conducted at SLB Negeri Banda Aceh, which is located in Labui, Ateuk Pahlawan in Baiturrahman sub-district, Banda Aceh city, Aceh province. by using a quantitative approach with the population at the Junior High School level. The focus of this research is the implementation of the Story Mapping Technique for students with learning disabilities in reading class.

B. Research Question

Based on the background of the study, students with Learning Disabilities have difficulty understanding a text. Therefore, the researcher wonders whether the story mapping technique can improve the reading comprehension of junior high school students with dyslexia. Thus, the research question of this study is: Does the use of Story Mapping technique improve Reading comprehension for Junior High School Students with Dyslexia?

C. The Aim of Research

Based on the existing problem, the objective of the research is to find out whether the use of the Story Mapping technique improves Reading

Comprehension for Students with Dyslexia.

D. Significance of Study

a. Student

This study is useful for students as enlightenment for those who have difficulty understanding a reading test and reference material as a learning tool for those who have difficulty in reading. Using story mapping make it easier for students to identify key and additional concepts, students will also gain more information and comprehension in reading.

b. Teacher

This study may inspire teachers to use story mapping techniques as a learning method in reading comprehension for dyslexic students. In this instance, they won't instruct using the conventional method. The results of this study will aid teachers in deciding how to organize an engaging and active English language lesson, with a focus on text reading.

E. Terminology

To avoid readers' misinterpretation, the researcher defines the terms used in this research:

a. Story Mapping Technique

Story Mapping is a strategy that uses a graphic organizer to make students understand more about learning the elements of a story by helping students identify characters from a story, places, main players, events, problems, and solutions (Alturki, 2017). According to Omar and

Bidin (2015), the importance of implementing visual support strategies for students who have reading difficulties is to help them understand a reading text. In this research, Story Mapping is used as a visual aid for students with learning disabilities by identifying ideas in reading and keeping students engaged in reading.

b. Reading Comprehension

Reading is understanding the meaning of a word, reading is building comprehension from a reading (Seyler, 2004). It means reading is not just about knowing the literal meaning of a word. According to Acosta and Ferri (2010), the use of visual support before reading will stimulate students and increase their interest in reading and understanding what they read. It means students will be more motivated and have more curiosity when teachers can implement creative alternatives in teaching them so that it can increase students' desire to learn. In this research, reading is to achieve wonderful comprehension, the reader has the responsibility to understand the reading text that is read, and comprehension includes understanding ideas and being able to connect ideas.

c. Student with Dyslexia

According to the International Dyslexia Association (2002), students with dyslexia are students who have limitations in a special area of reading. Students with dyslexia not only have difficulty reading but also difficulty writing, spelling, and other skills. Dyslexia means reading

difficulties for those with the intelligence to read much more fluently, most frequently brought on by phonological processing difficulties (the inability to identify the distinct sounds of spoken language), which have an impact on a person's capacity for speaking, reading, and spelling (Shaywitz & Shaywitz, 2020). In this study, dyslexia refers to students' difficulties in reading; they will find it difficult to understand the paragraph in the reading text.

F. Hypothesis

Based on the research questions and the objectives of this study, there are two hypotheses. Namely the Null hypothesis (Ho) and the Alternative hypothesis (Ha) as follows:

Ho: There is no significant difference in students' reading comprehension skills after they learn reading with Story Mapping Technique.

Ha: There is a significant difference in students' reading comprehension skills after they learn reading with Story Mapping Technique.

CHAPTER II

LITERATURE REVIEW

This chapter covers several theories related to this research. The focus of this chapter is to review some literature related to Story Mapping, Reading Comprehension, and Learning Disabilities.

A. An Overview of Reading Comprehension

1. The Definition of Reading Comprehension

Reading is very essential to be applied in everyday life to increase insight and also entertain yourself. Reading is a skill that provides many benefits, from reading students can find new vocabulary in reading and train the brain to identify each idea from a text. Reading is an activity that is carried out by someone using reading texts to create and find meaning from the reading results (Johnson, 2008). From this theory, reading is to find the meaning of a text that is read, so reading is not only to find out the meaning in the outline but also to understand the meaning contained in every word in the text.

According to Nunan (2003), reading is an interconnected process between one idea and another, in reading the reader is required to be able to identify and organize the structure of ideas significantly. A

reader will understand the content of the text by identifying the idea of the text, therefore every reader must have a goal before reading so that the reader will be more responsible for the results of his reading. In the classroom, teachers are required to be able to direct students to be able to create certain goals when reading a text, making students have goals to increase their reading interest for them (Rahim, 2007).

From the explanation above, it can be concluded that reading is not only knowing the big picture of the meaning of a text but also interpreting and looking for the meaning of the text. Reading is to get an understanding of the meaning that exists and the teacher must also support students to have specific goals in reading comprehension.

Reading comprehension refers to the cognitive and linguistic way the reader identifies and constructs ideas and sentences to achieve an understanding (Omar & Bidin, 2015). Comprehension is something that is used as a reference in obtaining various information from story texts and the like; to achieve an understanding is something complex, and requires concentration and focus in achieving it.

According to The National Reading Panel (2012) in reading a text, however, one must achieve an understanding of the text so that it is considered good practice in reading. Here it explains that

reading will be as good as practical. When reaching an understanding of the text, each individual who reads the text will achieve understanding and become a useful practice when he applies the goal as a direction to go.

Reading comprehension is a very complex thing, it is difficult to achieve a perfectly correct understanding of a reading text, this is one of the activities that is quite difficult for humans to do (Kendeou, McMaster, & Christ, 2016). It means to achieve an understanding, you need a qualified strategy to achieve it because to get a good understanding of the text you must have a strong focus.

Based on the explanation above, it can be concluded that Reading Comprehension is the main goal in reading a text, where the reader must be able to identify the elements and meanings contained in the text. Someone who has a good reading means understanding of the meaning of the text, to achieve good comprehension it is certainly not easy to understand the meaning contained in the text that is read.

2. The Types of Reading Comprehension

Experts divide Reading into several categories. Reading comprehension is often classified with different functions at their respective levels of sophistication such as Literal, Inferential, and Critical (Westwood, 2008).

a. Literal Comprehension

Literal comprehension is a way of reading by understanding how the reader can take the main idea or idea and answer questions from the text read like what, who, where, and how to explain with contrast the causes and effects that occur in a text. Comprehension allows students to remember what has been understood from a text. There is also the opinion of Rambe, Harida, and Nasution (2018) that Reading to literal comprehension that is expressed directly in a selection is known as understanding the text. The key points of the text are expressly conveyed when read literally. To understand the author's literal message, the reader merely needs to comprehend every word that is said. Literal comprehension is typically seen as the easiest or most fundamental comprehension ability, requiring nothing in the way of thought or reasoning. Understanding terminology, phrase, and paragraph meaning, as well as the key concepts, supporting facts, causes, and sequences, is crucial.

b. Inferential Comprehension

Almost similar to literal understanding, this understanding requires the reader to understand the implied meaning in the reading. According to Clymer (1968) quoted in Brassel (2008) that the knowledge and ideas of the reader in this understanding

will go beyond the limit by presenting the opinions of others and also being able to abstract them more broadly in giving meaning. This understanding also involves the guesswork, intention, and imagination of the reader about the meaning understood.

c. Critical Comprehension

According to Yulisari (2020), this understanding has reached the highest level because the reader can distinguish between good and bad writing, and the reader can also compare and add knowledge about what has been read in the text and other texts. Here the reader can mention detailed information obtained in other readings and understand which text may or may not be misleading and of course, it is not easy to determine which one can become a reader with a critical understanding.

From the explanation above, it can be concluded that Reading has many categories, especially according to Westwood (2008), namely, there are three categories that he describes, namely Literal, Inferential and Critical Comprehension. Comprehension in reading is also used according to criteria and needs. For this study, the researcher uses Literal Comprehension, because it is the need and understanding of Literal Comprehension to identify the content of the story with what, who, where, why, when, and how. This is very suitable for research that will be carried out by researchers, by writing this

scientific study, the researcher can ask readers what they understand and can make them remember the information they get better.

3. Strategies in Learning Reading

One of the most fundamental abilities in the English language is reading. Students who are proficient readers will also be proficient in other subjects. A reader must infer meaning from a written text as part of the reading process. Reading entails deriving meaning from written word symbols (Durkin, 2020). There are many different kinds of reading strategies, including skimming, scanning, summarizing, predicting, and inferring techniques (Islam, Hui, & Rashid, 2021).

a. Skimming Strategy

According to Richards et al (1992), the skimming approach is one of the reading methods and is applied when a reader wants to understand the main concepts of a passage. Skimming is crucial for grasping a passage's overall meaning, the passage's structure, text's organization, and the author's aims. Because simply finding the information is insufficient, the reader must organize and retain some of it. It can also be used for writing. The study claims that readers use skimming techniques to quickly scan written documents to get a

rough understanding of their content.

b. Scanning Strategy

Great (1981) claimed that by initially looking at the title, table of contents, and other parts of the text, readers can find specific information without reading the complete text by using the scanning method. The scanning approach, which the researcher thinks can be utilized to locate certain information, is a type of reading technique.

c. Predicting Strategy

Magliano et al (1999) state that a prediction method relates to what is anticipated to occur once again in the text. Successful readers are those who formed their projections before beginning to read using diagrams, headers, text, and their knowledge.

d. Summarization Strategy

Islam, Hui, and Rashid (2021) discovered that one reading approach is summary, which involves resetting the context of the original text in one's own words. The conclusions are often brief and contain the key idea that briefly summarizes the book. For high education levels, it is adequate. By continually removing irrelevant information, this method involves summarizing the

remaining text into a brief description. In other words, it is the only remaining strategy for readers. A given text's specifics or core ideas must be organized or kept using the reader's type.

e. Inferring Strategy

A comprehension technique called inferring aids students in comprehending material that isn't always fully stated in a text. The author might, for instance, offer hints that the reader can use to comprehend the subject, setting, characters, or event. By fusing information from the text with their schema, students can conclude (Reading Resource, 2009). Teachers must assist students in understanding when knowledge is implied or used differently from directly concluding. Given that it is a sophisticated skill that calls for higher-level thinking, this method should be taught explicitly (Reading Rockets, 2014).

B. Story Mapping

1. The Definition of Story Mapping

The goal of reading is to gain an understanding of the text being read. All students certainly have the same desire in reading, namely to find out what the meaning of the reading is, sometimes

students are taught by the teacher with a lack of direction to get a deep understanding of the text being read, this makes it difficult for students with their limitations to understand the meaning of a text. So to help students in comprehension, the use of Story Mapping can be tried to be implemented to see its effectiveness in helping students improve Reading comprehension.

Story Mapping is a graphic organizer which contains several elements in the text, titles, characters, conflicts, solutions, and main events, this makes it easy for students to combine ideas that can be found in the text by creating continuity between stories(Lewin, 2003). Based on the theory above, the Story Mapping strategy can help students to more easily and quickly understand and capture the meaning in the text by grouping information according to its classification.

According to Isikdogan and Kargin (2010), Story mapping is a technique used in teaching that focuses on the important elements of a text by clarifying the relationship of the parts of the story to one another for students with reading difficulties. It means that story mapping can make students focus on finding the information needed so that they can make students improve their reading comprehension.

Reed and Vaughn (2012) stated that Story Mapping can help students construct meaning from the ideas found in the text

and Story Mapping also helps students improve vocabulary. By using Story Mapping, students can not only improve their reading comprehension but can also increase their vocabulary by looking for the meaning of the words they get and combining the elements they get.

Based on this definition, it can be concluded that Story Mapping is a form of graphic organizer consisting of story elements such as characters, settings, problems, and solutions that aim to make students understand the content of the story and also improve reading comprehension for students who have limitations in reading comprehension.

2. How To Use Story Mapping

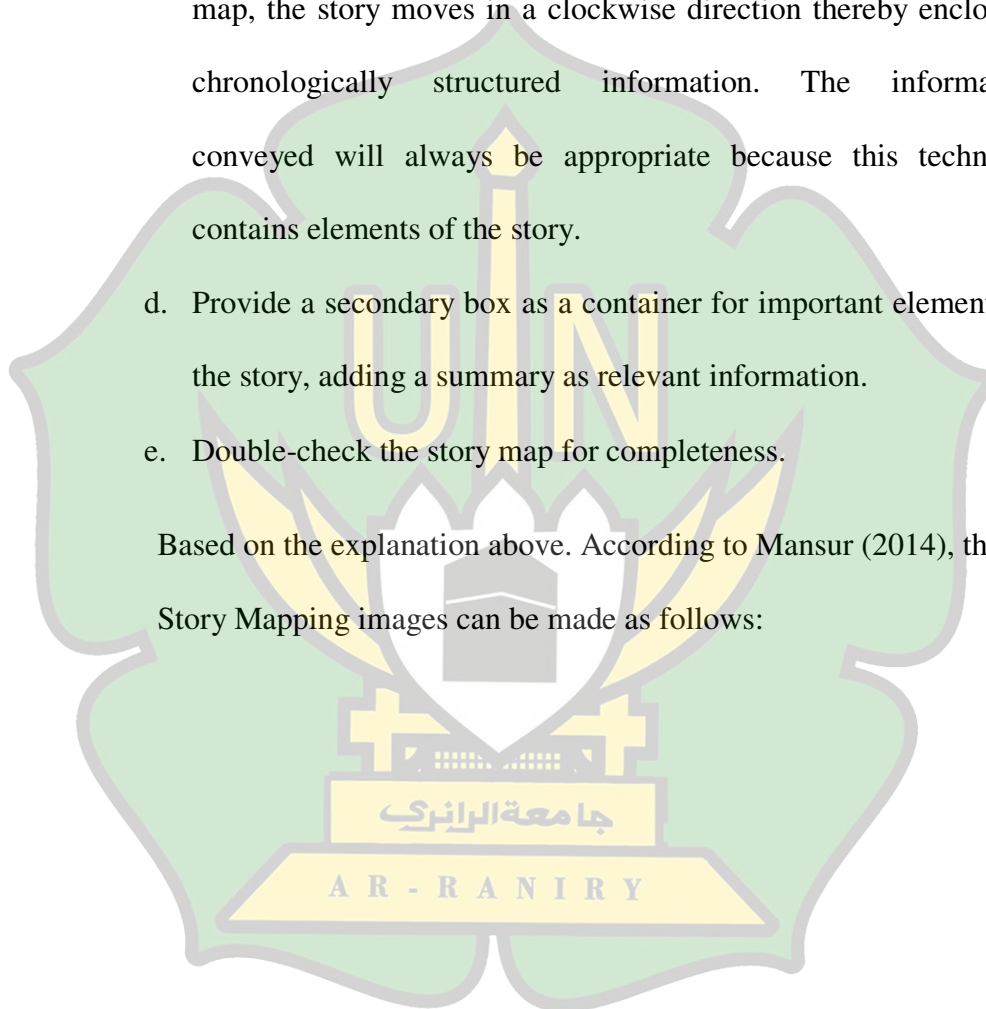
According to Khairunnisa (2016), students' reading ability can be developed through intensive training activities. This exercise can be done by growing students' interest in reading using the right strategy so that it can be used as the first step in intensive reading learning which aims to improve students' comprehension skills in intensive reading of a text. One way that can be done to improve the quality of intensive reading learning is to use a story mapping strategy. There are some ways or stages of using Story Mapping according to Farris, et al as cited in Khairunnisa (2016), as follows:

- a. Read stories. Then students write a summary sequence of the main

ideas, important events, and characters that make up the plot of the story.

- b. The story topic or title is centered in the map box.
- c. Explaining the relationship symmetrically from the center of the map, the story moves in a clockwise direction thereby enclosing chronologically structured information. The information conveyed will always be appropriate because this technique contains elements of the story.
- d. Provide a secondary box as a container for important elements in the story, adding a summary as relevant information.
- e. Double-check the story map for completeness.

Based on the explanation above. According to Mansur (2014), the Story Mapping images can be made as follows:



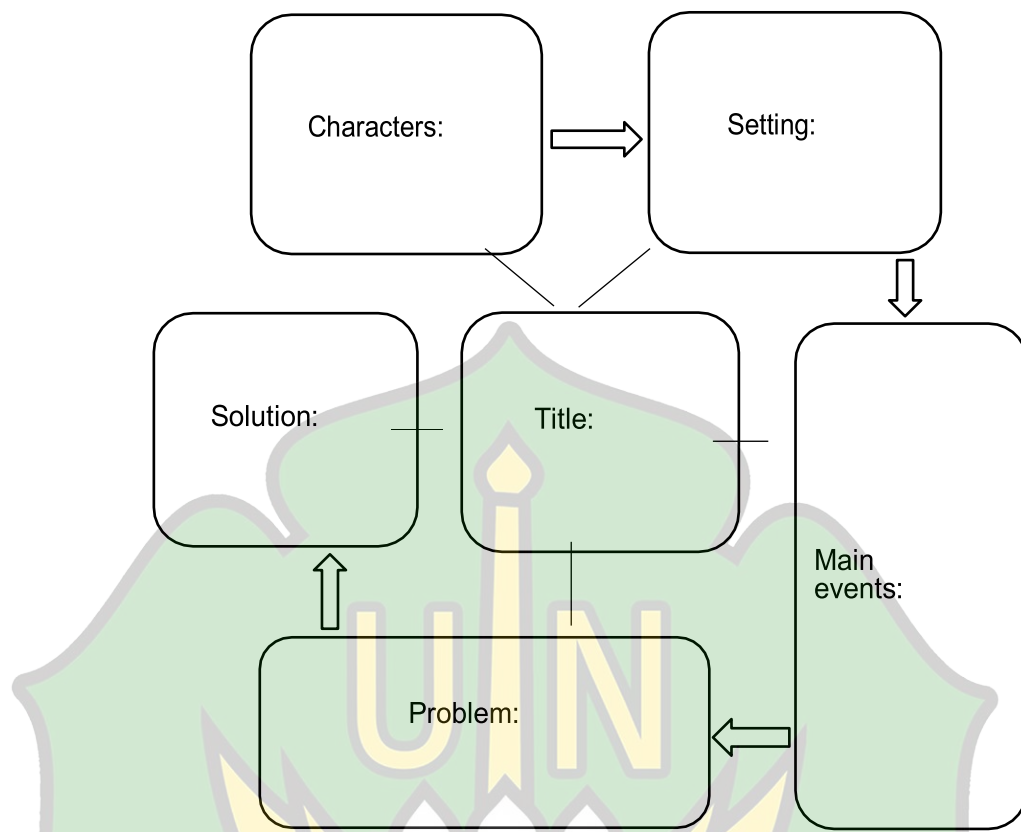


Figure 2.1 *Story Mapping*

In reading the text, story mapping can be used to extract prior information and shorten the discourse. It could also be used to direct the reader and help them recall important details about the subject or to review the text's information after they have finished reading it (Boulineau et al., 2004). Teo et al. (2016) also suggested that teachers could provide texts or stories with an apparent chronological order to help students with learning difficulties comprehend the key details from the story, such as the characters, issues, and solutions, without being confused. According to several studies (Alnahdi, 2015; Isikdogan and Kargin, 2010), the story-mapping technique helped students with learning impairments

read more clearly. Additionally, Boulineau et al. (2004) felt that teachers should employ the Story-Mapping Strategy to teach the story's components since it enhances and safeguards students' comprehension abilities even if the teacher stops the lesson.

3. The Advantages of Story Mapping

As we are aware, story mapping gives the impression that we are making notes while reading. The reader will get a lot from it. Top-down and bottom-up approaches both made an appearance due to story mapping. According to Kurniawan (2010), there are several advantages of story mapping strategies, including:

- a. Story Mapping is a very practical and creative learning technique in making students able to arrange ideas coherently.
- b. Become a good strategy to increase understanding of the material received by students.
- c. Making teachers more involved and active in learning when structuring reading texts.
- d. Concrete representation in visualizing the story.
- e. Students find it easy to use their minds to think about what will happen again by looking at the fragments of the story.
- f. Story Mapping allows students to retain information for a long period and facilitates the writing of complete and accurate story elements.

According to Sufi (2015), this strategy also has the following advantages:

- a. Students can certainly remember the narrative. Students will find it simpler to compile lists of summaries for each tale aspect using the mapping organizer chart that contains the story elements. To clarify understanding when students write some essential terms from their reading in the tale aspects section.
- b. Students can improve their reading comprehension abilities. In reality, this strategy is applied to a variety of texts, not just narrative ones. Creating ideas from each component of the tale parts is generally the essence of story-mapping. Facilitating the retelling of the story by students. This method has the effect of assisting pupils in retelling stories through oral or written summaries. They can develop their points or keywords into a sentence because they appear in each section of the tale they write in the column. These are the sentences in a story that make up a lengthy paragraph.

According to Fink (2008), another advantage of story mapping is that teaching students about a tale's parts improve their comprehension of the plot's events. Students that use story mapping techniques to try to comprehend stories will discover story components such as characters,

settings, issues, events, and solutions. It is intended that by understanding the story's components, students' reading comprehension will be enhanced.

C. Dyslexia

1. The Definition of Dyslexia

Limitations in learning become an obstacle and make students unable to achieve their goals of achieving good grades in school. According to IDA (2002) that students with dyslexia have difficulty spelling and understanding the words listed in a text or book. The neurological differences seen in students with dyslexia are usually genetic, and because they are neurological in nature, a person with dyslexia may have difficulties throughout their life. Secondary consequences may include problems in reading comprehension and a reduced reading experience which can hinder vocabulary growth and background knowledge. Burr et al (2015) stated that children with Learning Disabilities have neurological conditions that interfere with, hinder and affect students' ability to learn botreadings, writing, and counting. Students with Learning Disabilities not only experience limitations in learning as mentioned above, but they also experience limitations in regulating emotions and coordinating their memories so with that students with Learning Disabilities must be presented with different learning and have

techniques to teach them to understand the lessons they receive.

From the explanation, it can be concluded that students with Dyslexia have difficulty understanding the lessons that take place in class, students with Dyslexia also have an imbalance in their feelings, are less mature in controlling emotions, and have difficulty digesting lessons. Therefore, students with Dyslexia must be taught techniques that can help them easily understand it.

2. Types of Dyslexia

A neuro-biologically based condition called dyslexia is characterized by difficulties with spelling, word recognition, and symbol coding. Some other professionals define dyslexia as a condition of processing input/information differently (than normal children), which is frequently characterized by difficulty reading and can affect cognitive domains like memory, input processing speed, timing ability, aspects of coordination, and movement control. There may be issues with vision and phonology, and there are typically disparities in abilities in different developmental domains (Rofiah, 2015). According to Filasofa and Miswati (2021), There are three types of dyslexia:

a. Dysponesia/Auditory phonological dyslexia

The correspondence between letters and sounds is the fundamental issue. Children with this dyslexia have trouble

identifying the phonetic sounds in words or letters. Therefore, the sound of the letters confuses this dysponic dyslexic child. For instance, in Indonesian, the word "Buku" can make one think of the letter "Kubu," therefore the child is unable to connect the sounds to the letters.

b. Dysnemkinesia or developmental dyslexia

The child's flipping of the letters in sentences is primarily caused by memory and motor movement issues. Children struggle to distinguish the letters p, q, b, and d due to poor special visual ability development. The child will then struggle to form words and expand their vocabulary. As a result, the child will read it slowly. What needs to be emphasized from this explanation is that kids have poor memories and frequently flip letters. For instance, a youngster may write or read the word "Budi" as "idub" or "dibu".

c. Dyseldesia or visual dyslexia

People with this type of dyslexia can see well but cannot distinguish, remember, and form pictures, and numbers. The characteristics, for example, are difficult to distinguish quotes or letters that are almost the same, for example, bas-pas, ubi-ibu. And also often mentions words upside down such as broomsticks in Indonesian as sapu), then has no desire for sports activities (Inkofar, 2017). Dyseldesia Dyslexia or visual

dyslexia is difficulty reading words or sentences and deciphering words as a whole, so that the sentences read are irregular. In addition, this child is difficulty receiving information sequentially. In visual dyslexia, sufferers have short-term memory and vision sequentially (Hermijanto & Valentina, 2016). From this explanation, it is difficult for children to read one full sentence. Reading it also can not be coherent starting from the first word, second, and so on. Short-term memory allows the child to recognize consecutive words or information.

3. Dyslexia student's learning style

According to Abdurrahman, (2012, p. 174-176) there are several methods of teaching reading to children with learning difficulties, some of them are :

a. Fernald

Fernald's teaching is similar to teaching multisensory reading and the VAKT method (Visual, auditory, kinesthetic, and tactile). This method uses reading material that is selected from the words spoken by the child, and each word is taught in its entirety. For example, the teacher writes the word to be studied on paper with crayons. Then the child traces the writing with his finger (tactile and kinesthetic). When tracing the writing, the child sees the writing (visual) and pronounces

it aloud (auditory). This kind of process is repeated so that the child can write the word correctly without looking at the examples.

b. Gillingham

The Gillingham Method is a highly structured approach that requires five hours of study over two years. The first activity is directed at learning various letter sounds and the combination of these letters. Children use tracing techniques to learn different letters. The single-letter sounds are then combined into larger groups and then the phonics program is completed.

c. Analysis Glass

Through the Glass Analysis method, children are guided to recognize groups of letters while looking at the word as a whole. This method emphasizes practice auditory and visual centered on the word being studied. The material needed to teach recognizing groups of letters can be made by the teacher.

From several definitions of learning styles and types above, according to Filasofa and Miswati (2021), it can be concluded that dyslexia is a disorder that is characterized by difficulty recognizing words reading, understanding symbols, and distinguishing letters so it inhibits cognitive development in children due to neurobiological abnormalities. This is inseparable from the theory of cognitive

development by Jean Piaget which leads to the ability to think, process, and assess before doing an action. The action always involves thinking, Knowledge and creativity in learning (Ubaidullah & Zaman, 2011).



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is about implementing the Story Mapping technique on students with Learning Disabilities to improve students' reading comprehension. The Researcher uses a quantitative approach to examine the problems. The purpose of using quantitative methods is to calculate how effective the Story Mapping Technique is in improving reading comprehension skills when it is used on students with Learning Disabilities. Quantitative methods have three structures, namely experimental, correlation, and survey (Creswell, 2012). Here the researcher uses experimental research to have the data.

Experimental research is suitable for this research because it leads the researcher to implement the story-mapping technique in the classroom. According to Sugiyono (2012), experimental design is divided into three, namely, pre-experimental design, true experimental, and quasi-experimental. Here the researcher uses a pre-experimental design with the type of one-group pre-test post-test design. So in this design, there is a pre and post-test to see more accurately the data obtained between the two; after the pre-test, there will be some treatment and after that, a post-test is given.

B. Research Location

The present study will be conducted at SLB YPPC Banda Aceh, which is located in Labui, Ateuk Pahlawan in Baiturrahman sub-district, Banda Aceh city, Aceh province. This school has been established on August 30, 2021. The principal is named Dra. Kasidah M. Pd. with a total of 19 teachers, and 44 students with 27 female students and 17 male students. There are four different categories of disabled students who attend this school, including 16 children with dyslexia, two deaf students, three physically disabled students, and 15 students who are mentally retarded. Five classrooms and one restroom are present.

C. Population and Sample

1. Population

According to Best and Kahn (2006) population is a group of individuals who make researchers interested in them with the same or different characteristics and traits. The population in this study were students at the junior high school level at SLB Negeri Banda Aceh which contains 10 students in one class.

2. Sample

According to Arikunto (2002), the sample is part or representative of the population studied. Quantitative sampling techniques are divided into two types, namely random sampling/probability sampling and non-random sampling/non-

probability sampling (Darmawan, 2014). In this study, the researcher uses a non-random sampling/non- probability sample, namely purposive sampling, namely the participant who was selected to become a member based on the researcher's considerations based on the criteria that the student is dyslexia and attends the junior high school level. The sample that will be used is one class of students.

This school only has 10 students with dyslexia in junior high school. As stated by Arikunto (2002) that if the number of participants is less than 100, all samples are taken and the research namely a population study. If the number of participants is more than 100, then the sampling is 10% - 15% or 20% - 25% or more. So here the researcher took the entire population as a sample.

D. Method of Data Collection

1. Test

A test is a tool or set of methods used with rules to measure student work results by using them (Arikunto, 2012). The researcher conducted two kinds of tests namely the Pre-test and the Post-test. A pre-test is conducted before the researcher does the experimental teaching. After doing some treatment for the students the researcher conducted the Post-test.

For experimental teaching, the researcher held 5 meetings with students, in the first meeting the researcher gave the pre-test, and in the

last meeting the researcher gave the post-test. In three meetings in the second to fourth, the researcher conducted teaching treatment to students.

2. Experimental Teaching

1. First meeting

At the first meeting, the researcher entered the class to take attendance first and invited students to pray together before starting the test. The researcher introduced herself and warmed up with the students. Then the researcher gave a pre-test to the students, this test contained a narrative text and several questions related to the important elements contained in the text. After all, students finished filling in the pre-test questions, the researcher took each of the collected papers.

2. Second meeting

At the second meeting and the opening of the class, the researcher checked the attendance of students and also prayed with students, then continued with a warm-up before treatment. After that the researcher introduced the story mapping technique to students, how to identify the information contained in the text and fill it in, the researcher also taught about what elements should be in it. The researcher also gave the text of Cinderella and read it together with the students.

3. Third meeting

At the third meeting, the researcher started the class with greeted, praying, and warming up the students, followed by checking the attendance of students. In this meeting, the researcher gave the blank boxes of the story mapping and directed the students to filled the blank boxes with their life stories.

4. Fourth meeting

At the fourth meeting, the researcher started with greeted, praying, and warming up the students, followed by checking the attendance of students. In this meeting, the researcher repeated the discussion about the important elements that must be identified by the students. Then divided the students into several groups which contain one to three students in one group and directed them by discussing with their group members. The researcher also gave them the text of Hare and Tortoise and then directed them to filled some information in the story mapping boxes related to the text.

5. Fifth meeting

At the last meeting, the researcher entered the class greeted, and prayed, followed by checking the attendance fee of students. At this meeting, the researcher gave a post-test that contained a narrative text and several questions about the

elements in the text to see if there was a significant change after they were taught by using story mapping techniques and increased their ability to read narrative texts.

E. Method of Data Analysis

The test was given to students as an instrument in data analysis to see how the students' reading comprehension improved by using the Story Mapping Technique for students with learning disabilities. The research was aimed at junior high school students at SLB Negeri Banda Aceh to increase their capacity and understanding of reading. Then two tests were given, namely, a post-test to find out how far their reading skills had reached, and a post-test was given after the experiment to find out how effective the technique given by the researcher was to the students. As for how to analyze the data with a statistical formula, the formula is as follows:

a. The range of data

$$R = H - L$$

R : the range of the score

H : the higher score

L : the lowest score

b. The number of interval class

$$K = 1 + (3,3) \log n$$

K : the amount of interval class

N : the amount of sample

c. The length of the interval

$$P = \frac{R}{K}$$

P : interval space

R : the range of scores

K : the amount of interval class

d. Table distribution of test

Data/Score	Fi	Xi	FiXi
Total			

Fi : refers to the frequency

X_i : refers to middle score interval class

$F_i X_i$: the amount of multiplication between the frequencies and the middle scores of interval class

e. Mean

$$\bar{X} = \frac{\sum f x}{\sum f}$$

\bar{X} : the mean score

$\sum f x$: a total of the mean score

$\sum f$: a total of frequency

f. Standard Deviation

Standard deviation is a formula to calculate the statistic that aims to show the total variation of the characteristics measured by the researcher. The formula is as follows:

$$SD^2 = \frac{\sum f (X - \bar{X})^2}{N - 1}$$

SD : standard deviation

$\sum f$: the sum of the frequency

N : the number of students

g. T- Score

The T-score becomes a very important part of the analysis in this study, the T-score is used to see the difference between the pre-test and post-test, to compare the effectiveness results obtained from the study. Its formula is as follows:

$$t - \text{score} = \frac{\bar{X}^1 - \bar{X}^2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

\bar{X}^1 : mean of the post-test

\bar{X}^2 : mean of the pre-test

SD_1 : standard deviation of post-test

SD_2 : standard deviation of pre-test

N : total students

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the implementation of the Story Mapping Technique to examine how students' reading comprehension improves over time. It offered the outcomes of the students' pre-tests and post-tests. To respond to the research questions given in the first chapter, the analysis's findings were further discussed.

A. Findings

The pre-test and post-test results were used by the researcher to examine the data that had been gathered. The researcher evaluated the mean scores from the students' pre-test and post-test to determine how much the students' reading comprehension had improved after learning with the Story Mapping technique.

1. Pre-test's score of student's reading test before using Story Mapping

The scores from the pre-test that have been done by all students before using the Story Mapping Technique in the learning process and conclusions are also made from the average results in the form of the table below.

Table 1. Students' Score on Pre-Test

Students	Score
1	33
2	50
3	33
4	17
5	50
6	67
7	67
8	33
9	17
10	17

The researcher used the following formula to calculate the data:

1) Range

$$R = H - L$$

$$R = 67 - 17 = 50$$

2) Class Interval

$$I = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 10$$

$$= 1 + (3,3), 1$$

$$= 4,3 = 4$$

3) Interval Class's Range

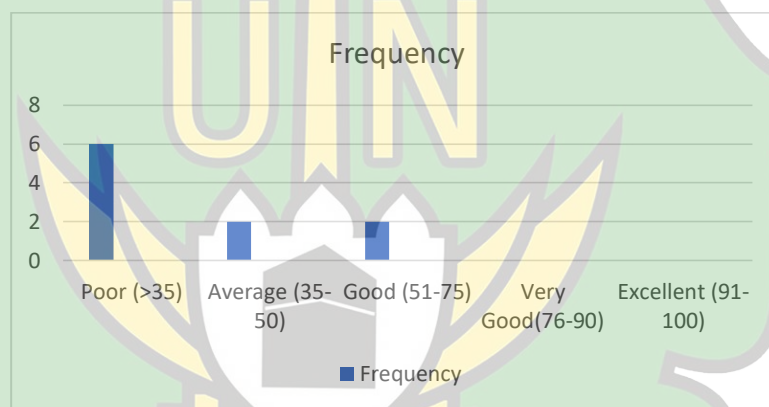
$$P = \frac{R}{I}$$

$$= \frac{50}{4} = 12,5 = 13$$

4) Distribution of Frequency

Table 2. Frequency Distribution of Pre-Test

Interval	Fi	Xi	FiXi
17-29	3	23	69
30-42	3	36	108
43-55	2	49	98
56-68	2	62	124
	= 10		= 399

Graphic 1. The Conclusion of Pre-Tests' Score

5) Mean of Pre-Test Score

The researcher calculated the mean of data based on the graphic above:

$$X = \frac{\sum fx}{\sum f}$$

$$= \frac{\sum 399}{\sum 10}$$

$$= 39,9$$

Here the researcher calculates the mean and we can see that the pre-average test is 39.9. The researcher concluded that the student's English reading comprehension skills were still lacking and were at an average or even poor frequency based on the frequency table. The average reading proficiency of students is still quite poor, and it is necessary to identify solutions to address issues that are now present. To increase students' comprehension of English reading, the researcher chose to incorporate the Story Mapping Technique into reading instruction.

2. Post-test score of student's reading test after using Story Mapping

Post-test was given after all treatments were given to students using the Story Mapping technique. This test was given to students at the 5th meeting by instructing students to answer multiple choice questions with two-story texts. The sum of the averages is indicated in the table below:

Table 3. Students' Scores of Post-tests

Students	Score of Post-Test
1	67
2	67
3	83
4	50
5	67
6	100
7	100
8	50
9	83
10	83

The researcher used the following formula to calculate the data:

1) Range

$$R = H - L$$

$$R = 100 - 50 = 50$$

2) Class Interval

$$I = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 10$$

$$= 1 + (3,3) \cdot 1 = 4,3 = 4$$

3) Range of Interval Class

$$P = \frac{R}{I}$$

$$= \frac{50}{4}$$

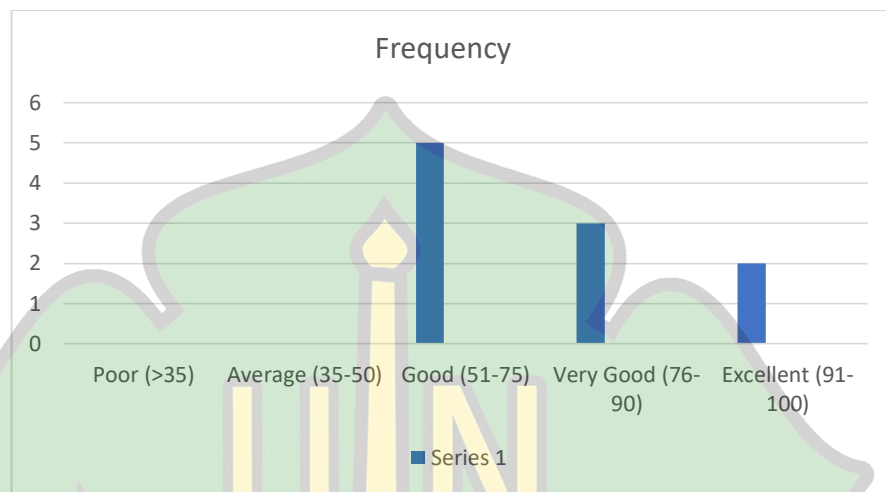
$$= 12,5 = 13$$

4) Distribution of Frequency

Table 4. Frequency Distribution of Post-Test

Interval	Fi	Xi	FiXi
50-62	2	56	112
63-75	3	69	207
76-88	3	82	246
89-101	2	95	190
	= 10		= 755

Graphic 2. The Conclusion of Post-Tests' Score



5) Mean of Post-Test Score

The researcher could calculate the mean of data based on the graphic above:

$$\begin{aligned}
 X &= \frac{\sum fx}{\sum f} \\
 &= \frac{\sum 755}{\sum 10} \\
 &= 75,5
 \end{aligned}$$

The researcher successfully computed the mean of the post-test, which is 75,5, from the graph above. It can be seen here that the pre-test score is 39.9 while the post-test is 75.5, there is a very significant increase. Based on the frequency table above, the typical range of students reading comprehension is very good with the highest score being in the "Good" group, namely from a score of 51-75. And the outcomes of this post-test

appear to be significantly better than those of the pre-test conducted without the use of the Story Mapping Technique. As a result, the researcher can conclude that using the Story Mapping Technique makes learning more effective and can improve students' reading comprehension.

3. Test of Hypothesis

The formula from the T-Score was utilized by the researcher to analyze the hypothesis. A t-test is required, by Sudjana (2008), in order to locate the outcomes of the research hypotheses. The T-score played a significant role in this study's analysis. To compare data, scores, and the effectiveness findings from the study, the T-score sought to identify a significant difference between the Pre-test, which served as the first test, and the Post-Test, which served as the second test. The researcher compared the calculated t-test findings with the t-table value after determining the results of the calculation. In this case, the researcher could see if the value and outcomes of the t-test were higher than those of the t-table (alpha: 5%), from which it could be stated that there are extremely noticeable and significant changes and differences in the outcomes attained by students while studying.

Table 5. The Overall Deviation Scores of The Students' Pre-Test and Post-Test

Students	Pre-Test	Pre-Test ²	Post-Test	Post-Test ²
1	33	1089	67	4489
2	50	2500	67	4489
3	33	1089	83	6889
4	17	289	50	2500
5	50	2500	67	4489
6	67	4489	100	10000
7	67	4489	100	10000
8	33	1089	50	2500
9	17	289	83	6889
10	17	289	83	6889
	$\Sigma = 384$	$\Sigma = 18.112$	$\Sigma = 750$	Σ
	$\Sigma^2 = 147.456$		$\Sigma^2 = 562.500$	$= 59134$

a. Calculating the Standard Deviation of Post-Test

$$\Sigma SD1 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$= 59134 - \frac{562.500}{10}$$

$$= 59134 - 56250$$

$$= 2884$$

b. Calculating the Standard Deviation of the Pre-Test

$$\Sigma SD2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

$$= 18112 - \frac{147456}{10}$$

$$= 3366,4$$

$$S_{X-Y} = \sqrt{\frac{\Sigma SD1 + \Sigma SD2}{N + N - 2} - \left[\frac{1}{N} + \frac{1}{N} \right]}$$

$$= \sqrt{\frac{2884 + 3366,4}{18} - \left[\frac{1}{10} + \frac{1}{10} \right]}$$

$$= 18,63$$

c. Calculating the T-Score

$$t - \text{score} = \frac{\bar{X}^1 - \bar{X}^2}{\sqrt{\frac{\Sigma SD1 + \Sigma SD2}{N + N - 2} - \left[\frac{1}{10} + \frac{1}{10} \right]}}$$

$$= \frac{75,5 - 39,9}{18,63}$$

$$= 1,910$$

d. Calculating T-Table used level 5% with df:

$$df = N + N - 2$$

$$= 10 + 10 - 2 = 18 \longrightarrow 1,734$$

The score with df 18 was 1,734 at the level of 5% significance in the t-table. Furthermore, the t-score's result is 1,910 was higher than the t table (1,910 > 1,734). This indicates that, based on the evidence of the comparison of t score and t table, hypothesis (Ha) There is a significant difference in students' reading

comprehension skills after they learn reading with the Story Mapping Technique, was accepted. Naturally, H_0 , which claimed that There is no significant difference in students' reading comprehension skills after they learn reading with Story Mapping Technique, was rejected.

B. Discussion

In this section, the researcher explains the research question which is also mentioned in chapter 1. Here, the researcher explained the research's findings. The following explanation of the research question in chapter I : Does the use of the Story Mapping technique improve Reading comprehension for Junior High School Students with Dyslexia?

After the students did the pre-test, the results showed that the students lack reading comprehension which were indicated by low mean score. On the last day of treatment, the researcher gave a post-test to see if there was an improvement in the students after learning with the Story Mapping technique. The average result from the pre-test is 39.9 and the average result from the post-test is 75.5, here we can see that there is a very good and far improvement in students' comprehension skills. It supported the hypothesis that There is a significant difference in students' reading comprehension skills after they learn reading with Story Mapping Technique. The t-score was greater than the t-table ($1.910 > 1.734$). After receiving five meetings in teaching experimental, students ultimately performed better on the post-test.

There are some studies that support this research, one of them is

from Lewin (2003), he proved that Story Mapping makes it easy for students to combine ideas that can be found in the text by creating continuity between stories. Another research comes from Teo et al (2016), who suggested that teachers could provide texts or stories with an apparent chronological order to help students with learning difficulties comprehend the key details from the story, such as the characters, issues, and solutions, without being confused. Also, the research conducted by Khairunnisa (2016) shows that the Story Mapping strategy can improve the intensive reading skills of third-grade elementary school students.

According to Isikdogan and Kargin (2010), the story-mapping technique helped students with learning impairments read more clearly. Additionally, Boulineau et al. (2004) felt that teachers should employ the Story-Mapping Strategy to teach the story's components since it enhances and safeguards students' comprehension abilities even if the teacher stops the lesson. Reed and Vaughn (2012) proved that Story Mapping can help students construct meaning from the ideas found in the text and Story Mapping also helps students improve vocabulary. By using Story Mapping, students can not only improve their reading comprehension but can also increase their vocabulary by looking for the meaning of combining the words they get and the elements they get.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the results from the previous chapter, here the researcher wants to write a conclusion about the use of the Story Mapping technique in improving reading comprehension.

A. Conclusion

After the researcher conducted the research, it could be concluded that using the Story Mapping technique can improve students' reading comprehension. It is proven by the t score which is higher than the t table value ($1.910 > 1.734$). The improvements were visible after the treatment using this technique was carried out, this proves that using Story Mapping can increase students' focus on reading. Using Story Mapping also improves their understanding of connecting each existing piece of text or paragraph. This is also evidenced by the average pre-test score of 39.9 and the post-test score increasing to 75.5. Here there is a very significant improvement that this technique is very helpful for students in learning reading.

B. Suggestion

In applying the Story Mapping technique the researcher found significant improvement in students' reading comprehension skills, here

the researcher has some suggestions for teachers, students, and further researchers:

1. For Teachers

In using the Story Mapping technique, the researcher suggests the teacher use media that makes students feel enjoy while learning and can be active in class without feeling embarrassed to go forward. Teachers must be more creative in delivering lessons to students so that students are interested and pay attention to the teacher.

2. For Students

The researcher suggests that students can increase their focus and enthusiasm for learning, especially in reading. The researcher also suggests that students can pay attention to the teacher in delivering this technique because this is a new technique for them.

3. For Further Researchers

Future researchers, hopefully, can expand the scope of research and examine in more detail about the Story Mapping technique, for instance, by looking at the motivation of students in learning reading with this technique and the obstacles that may occur in the classroom during a teaching-learning process with story mapping technique.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2235/UN.08/FTK/KP.07.6/02/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 04 Januari 2022
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
 1. Syarifah Dahliana, M.Ag., M.Ed., Ph.D.
 2. Azizah, S.Ag., M.Pd
 Untuk membimbing Skripsi :
 Nama : Suci Shara
 NIM : 180203057
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Using Story-Mapping to Improve Reading Comprehension of Students with Dyslexia
 Sebagai Pembimbing Pertama
 Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

A R - R A N I R Y

Ditetapkan di: Banda Aceh
 Pada Tanggal: 14 Februari 2022
 Dekan,


 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6748/Un.08/FTK.1/TL.00/06/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala Sekolah SLB YPPC di Gampoeng Ateuk Pahlawan

Assalamu'alaikum Wr.Wb.
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SUCI SHARA / 180203057**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Lingkar Kampus Lr. Seroja Gampoeng Rukoh Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul **Using Story Mapping to Improve Reading Comprehension for Junior High School Students with Dyslexia**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 14 Juni 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. M. Chalis, M.Ag.

Berlaku sampai : 14 Juli 2022

جامعة الرانيري

AR - RANIRY



SEKOLAH LUAR BIASA YAYASAN PENYANTUNAN PENYANDANG CACAT

SLB YPPC BANDA ACEH

Jl. Syiah Kuala Lr. Delima Utama Dusun Diwai Makam Gp. Lambaro Skep
Kec. Kuta Alam Kota Banda Aceh Hp: 082361121111 Kode Pos: 23127
Email: slbyppcbandaaceh@gmail.com



SURAT KETERANGAN

Nomor: 422/SLB YPPC/BA/VI/93/2022

Kepala SLB YPPC Banda Aceh dengan ini menerangkan bahwa :


Nama : Suci Shara
NPM : 180203057
Prodi : Pendidikan Bahasa Inggris

Benar nama tersebut diatas telah melakukan penelitian ilmiah pada SLB YPPC Banda Aceh, dalam rangka penulisan skripsi yang berjudul "Using Story Mapping to Improve Reading Comprehension for Junior High School Students with Dyslexia".

Demikian keterangan ini dibuat berdasarkan yang sebenarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 18 Juni 2022

Kepala Sekolah


Dra. Kasidah, M. Pd
NIP 19650801 198610 2 002

جامعة الرانيري

A R - R A N I R Y

PRE-TEST

The purpose of this test is to see the ability of students before being given treatment

Name :

Class :

Please read the following text below and choose the best answer!

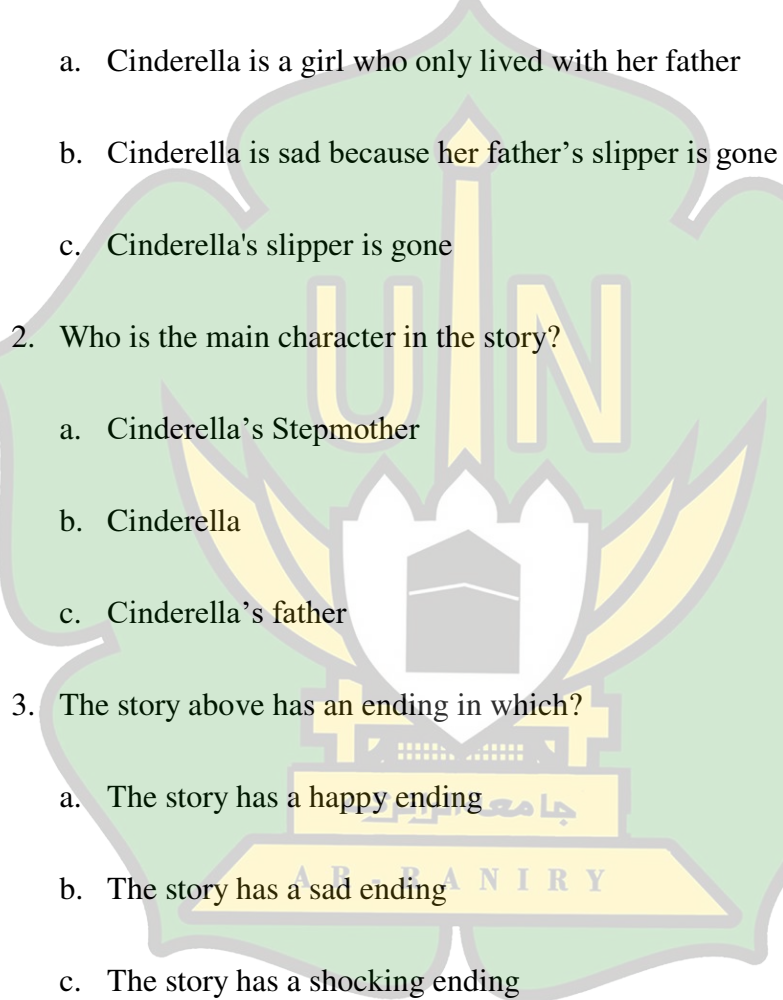
Cinderella

Once upon a time, there was an orphan named Cinderella. She was a girl who only lived with her father. Her father remarried Cinderella's new mother. Cinderella's stepmother had two daughters, namely Cinderella's stepsister. When Cinderella's father died, how sad Cinderella's heart was. A few days after Cinderella's father died, there was a dance at the royal palace.

Cinderella was insulted by her two step sisters because Cinderella's dress was prettier than the two of theirs. The pumpkin fairy came to meet Cinderella. Cinderella's dress was changed to blue, with glass shoes and a shiny wagon. Cinderella went to the palace event. Then Prince Charming came to see Cinderella dance.

At midnight, the palace bell rang indicating that she had to go back and go home. Oops... Cinderella's glass slipper was left next to the palace. Then in the morning, the soldiers came to meet all the girls in his city. And the owner was

Cinderella. Finally, Prince Charming married Cinderella and lived happily ever after.

1. What is the main problem in paragraph 3?
 - a. Cinderella is a girl who only lived with her father
 - b. Cinderella is sad because her father's slipper is gone
 - c. Cinderella's slipper is gone
 2. Who is the main character in the story?
 - a. Cinderella's Stepmother
 - b. Cinderella
 - c. Cinderella's father
 3. The story above has an ending in which?
 - a. The story has a happy ending
 - b. The story has a sad ending
 - c. The story has a shocking ending
- 

Hare and Tortoise

Once upon a time, there lived a rabbit. Rabbits can run very fast. He is proud of his skills.

One day, the rabbit saw a tortoise that was walking very slowly. The rabbit laughed at the tortoise and said, "You walk so slowly! Hahaha."

"My friend, apparently you are very proud of your speed. For that, let's race and see who is faster," said the tortoise. The rabbit and the tortoise competed. Rabbits run very fast and far.

After a while, the hare turned to see where the tortoise was. As it turned out, the tortoise walked very slowly and was far behind him.

"The tortoise will take a very long time to approach me," thought the Rabbit. The rabbit thought about taking a short nap under a tree.

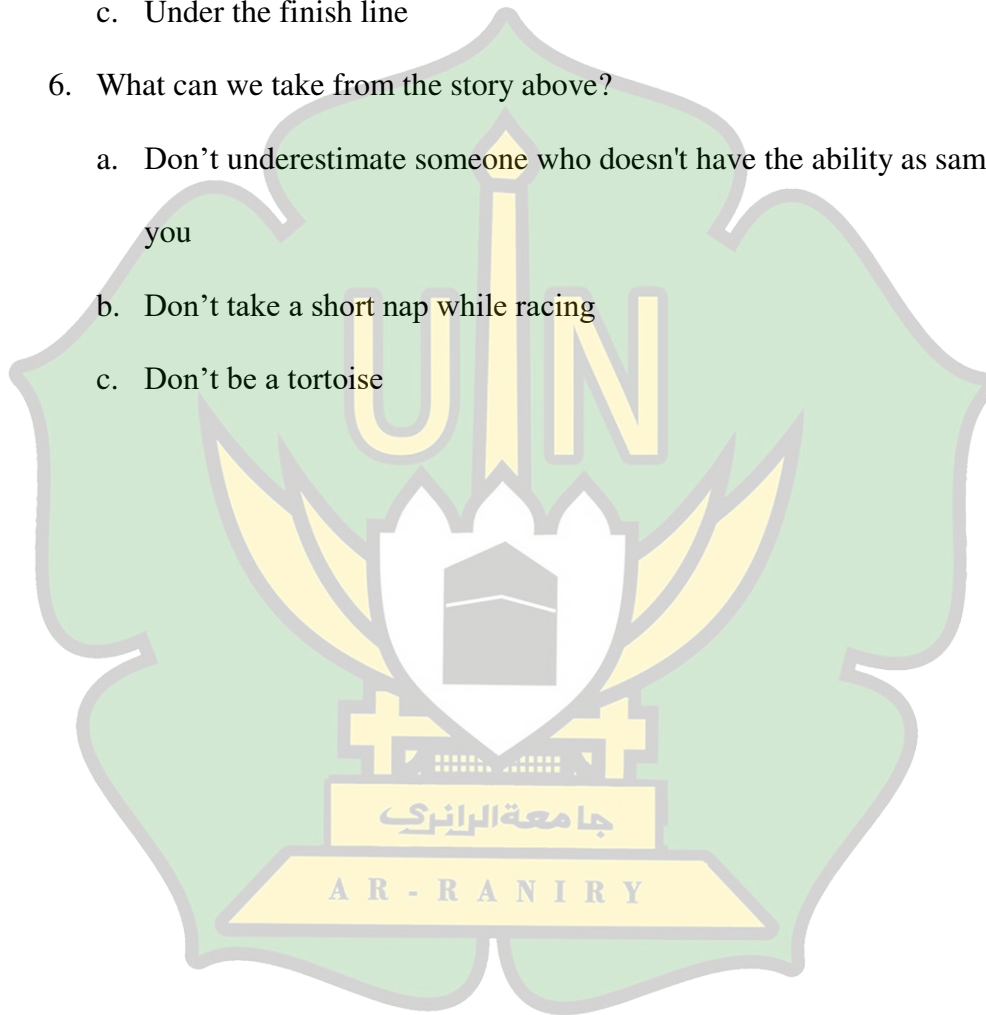
Before long, the tortoise slowly but surely passed the rabbit who was still fast asleep.

When Rabbit finally woke up, he was surprised to see the tortoise was so close to the finish line. The rabbit immediately got up and ran.

But his efforts were in vain. The tortoise had already won the race. The rabbit was very disappointed and was forced to admit that the tortoise was the winner.

4. What is the main idea in the second paragraph?
 - a. The Tortoise runs faster than the Rabbit
 - b. The Tortoise loses to the Rabbit
 - c. The Rabbit asked the Tortoise to join the race

5. Where is the place for the rabbit to take a short nap while waiting for the tortoise?
- a. Rabbit's house
 - b. Under the tree
 - c. Under the finish line
6. What can we take from the story above?
- a. Don't underestimate someone who doesn't have the ability as same as you
 - b. Don't take a short nap while racing
 - c. Don't be a tortoise



POST-TEST

The purpose of this test is to see the final ability of students after being given treatment

Name :

Class :

Please read the following text below and choose the best answer!

Timun Emas

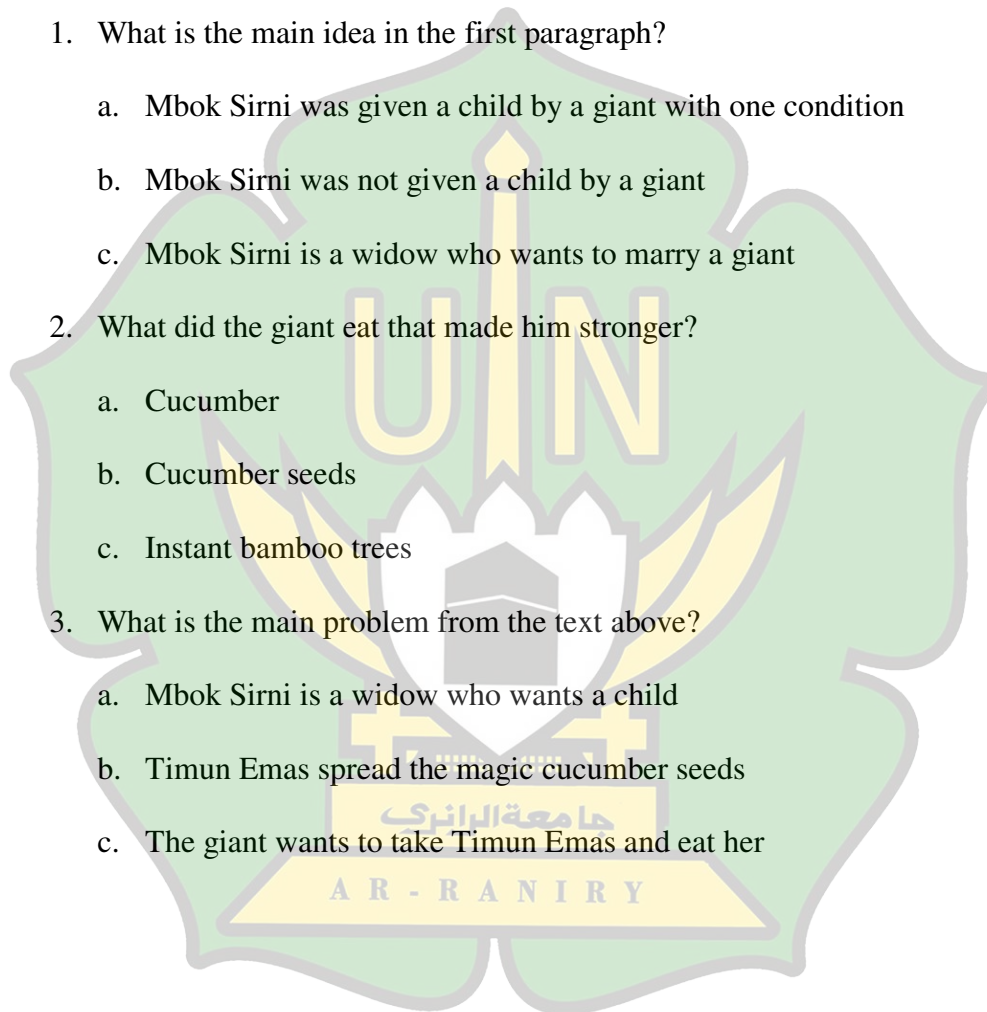
Mbok Sirni is a widow who wants a child. One day he was visited by a giant who wanted to give a child on the condition that when the child was an adult he had to be handed over to the giant to eat.

Mbok Sirni, who agreed, finally received cucumber seeds from the giant, which they planted and cared for. After two weeks, among the cucumbers, he planted there was one that was the biggest and gleamed like gold. Mbok Sirni carefully split the fruit and it turned out that inside there was a beautiful baby who was later named Timun Emas. Day after day, Timun Emas grew into a beautiful girl. One day a giant came to collect the promise.

The giant chased her. Timun Emas then spread the magic cucumber seeds which became a cucumber field that was full of fruit. The giant ate it but the cucumber added to the giant's power. Then the golden cucumber sprinkled the needles, and in an instant bamboo trees grew very tall and sharp so that the giant's feet became bloody. Timun Emas opened the parcel of salt and sprinkled it. In an

instant, the forest became a vast ocean so the giant with the injured leg became painful as it passed by. Finally, Timun Emas sprinkled the shrimp paste, instantly a sea of boiling mud was formed, and finally, the giant died. Finally, Timun Emas and Mbok Sirni live happily and peacefully.

1. What is the main idea in the first paragraph?
 - a. Mbok Sirni was given a child by a giant with one condition
 - b. Mbok Sirni was not given a child by a giant
 - c. Mbok Sirni is a widow who wants to marry a giant
2. What did the giant eat that made him stronger?
 - a. Cucumber
 - b. Cucumber seeds
 - c. Instant bamboo trees
3. What is the main problem from the text above?
 - a. Mbok Sirni is a widow who wants a child
 - b. Timun Emas spread the magic cucumber seeds
 - c. The giant wants to take Timun Emas and eat her



Lake Toba

One day there was a man named Toba who was looking for fish in the river. Once, the young man's hook caught on a goldfish, which suddenly turned into a beautiful woman. The young man also married the woman. On the condition that he is not allowed to reveal his wife's origins to anyone.

They both live happily and have a son named Samosir. One day Samosir was given the task of bringing lunch to his father in the fields. However, Samosir forgot and instead played with his friends. Because of hunger, Toba was angry and accidentally said "You little fish!" Immediately the earth shook. Water bursts from the cracked ground. It rained heavily.

Toba realized and regretted that he had broken his promise to keep his wife's origin a secret. However, it was too late. The disappointed mother turned back into a fish. The rain that did not stop gave rise to a large lake called Toba. The son Samosir, on the advice of his mother, survived by climbing a high hill in the middle of the lake, which eventually became known as Samosir Island.

4. Who is the main character in the story?
 - a. Samosir as Toba's child
 - b. Toba's wife
 - c. Toba
5. Where was Samosir told to deliver lunch for his father?
 - a. To the fields
 - b. To the school

- c. To Lake Toba
- 6. What can we take from the story above?
 - a. Don't play with friends during the day
 - b. Heed your mother's orders
 - c. Never break a promise that has been made



AUTOBIOGRAPHY

Name : Suci Shara
 Place/Date of Birth : Banda Aceh, 27th September 2000
 Nationality/Ethnic : Indonesia
 Religion : Islam
 Sex : Female
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 Occupation : Student
 Address : Desa Padang, Kec. Seunagan, Kab. Nagan Raya
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Educational Background

1. Elementary School : SDN 1 Nagan Raya
2. Junior High School : MTsN 1 Nagan Raya
3. Senior High School : MAN 1 Aceh Barat
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Parent's Bio

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