Enhancing Students' Reading Comprehension in Narrative Text Using Story Mapping Strategy

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ABSTRACT

This study was a classroom action research that deals with story mapping strategy usage in enhancing the reading comprehension of students in narrative text. The aim of the study was to reveal the implementation of this strategy in learning narrative, and also to explain the understanding of reading after using the classroom story mapping strategy. The participants were all grade VIII.5 students of SMP Negeri 1 Tembilahan Hulu. The qualitative data collection methods used an observation sheet, an interview, and a field note. The quantitative is a test. It is noticed on the basis of data analysis that story mapping strategy improved the comprehension of reading in narrative text by students. In cycle 1 and cycle 2, the changes occurred. The reading comprehension enhancement for students in cycle 1 was 60.3 (enough) to 77.4 (good) in cycle 2. The outcome indicates that for grade VIII.5 students, the use of the story mapping strategy is an effective strategy in improving the students' comprehension of reading a narrative text. The variables that modify student enhancement depending on the interview and observation outcomes reflect the excitement of students when using story mapping sheets in the story mapping strategy.

Keywords: Story mapping strategy, reading comprehension, narrative text.

INTRODUCTION

Reading is a skill that needs to be learnt by students. The primary purpose of reading is to gain ideas and information. To acquire this aim, it is required for each student to understand the reading texts. Ability to comprehend the text is one of English language learning scopes at junior high schools (SMP/MTs). The students at junior high schools are taught to read different kinds of texts, namely narrative, recount, procedure, descriptive and report. Among these texts, narrative is a predominant text type. As mentioned in the national curriculum, students are taught to read narrative text since they are in grade VIII until grade XII (Depdiknas, 2006).

Reading with deep comprehension is not an easy job. It is a complex process in which many factors can be involved. However, it is a fact that there are students who cannot read with good comprehension. The researchers were seeking an effective way to encourge

students enjoy in reading English texts. To do that, the researchers firstly identified the problems that made them difficult to comprehend the text being read.

In SMP Negeri 1 Tembilahan Hulu, the researchers found some difficulties that arose when they were asked to read narrative text. Some of them were unable to read a passage fluently and comprehend the content of the text because they were merely concentrating on sound out of text. Some students could read the text fluently, but they were unable to make or create new meaning because they had lack of vocabulary and low understanding of the text structure. Consequently, these difficulties hindered their ability to comprehend the text.

The learning performance of the learners is affected by the reading difficulties of the students. Many of the assessments for determining the academic performance of students in their school include questions or exams for reading comprehension. Because of the findings, many students did not meet the minimum level achievement requirement, which is 75. The students who could reach the minimum criteria of achievement were only 7 students (25.9%). Thus, 20 students (74.1%) of the students could not reach the minimum criteria of achievement.

The learning output of the students is affected by the difficulty of reading. Many of the assessments to measure pupils' academic success include questions or tests on reading perception. As a result, several students struggled to meet the standard minimum of 75. There were 7 students (25%) who met the minimum performance requirements. So, the minimum achievement requirements were not met by 20 students (74.1%).

There are many kinds of graphic organizer. One of them is story mapping. It is assumed that story mapping is an appropriate way that could be used to solve the students' problem. It is also considered as a kind of graphic organizer which includes a visual aid that displays the chunk of information to be studied. Rathvon (2008) suggests that students learn to use a graphic structure in story mapping that focuses their attention on key elements in narrative text to help them organize and interpret content, such as character, context, and outcome.

In summary, using story mapping is considered as an effective tool that students can use to enhance their reading comprehension. It is assumed that this graphic organizer may help the students understand a text being read. Therefore, this study is expected to focus on the use of the story mapping strategy in teaching students in reading comprehension of narrative text.

LITERATURE REVIEW

In Indonesia, English has become a compulsory subject which includes four skills; speaking, reading, listening and writing. These skills should be mastered by the students from

elementary up to university level. Reading is one of the important skills in language teaching and learning and it is the basis of reading practice knowing adequate scientific concepts and the language, i.e. comprehending or understanding Kustaryo (1988). Furthermore, reading by intimate comprehension is very crucial. It means the students should have ability to comprehend the text.

Comprehension of reading relates to ability of the readers in using meta-cognitive reading strategies for comprehending the meanings of the text. Besides, it is a complicated process that requires a combination of text and readers and three main styles of reading are usually reasonable are accuracy (phonological and orthographic processing included), fluency (including time), and understanding (Ahmadi, Hairul, & Pourhossein, 2012; NICHHD, 2000). It is in line with Klingner et al. (2007: 3) who define understanding reading as the process of meaning building by coordinating a variety of dynamic processes that include word reading, comprehension of words and worlds, and fluency.

The implementation of reading comprehension to the students in language learning requires the strategy to assist their understanding in English text like graphic organizer which one of them is story mapping. Cullen & Metatla (2019) state that story mapping is used in schools to facilitate the under play of stories and narrative structure by children. It can encourage innovation as a team practice and foster community inter-action. In addition, according to Sholichah (2017), story mapping is a technique that helps students learn the elements of a book or story using a graphic organizer. Story mappings provide a graphical visual display for key narrative text content. A diagram (called a 'plot mapping') is used by this instruction method to visually represent the setting or the sequence of events and story characters' action.

The procedure of implementation of story map by Rathvon (2008) mentions that story mapping strategy is designed to facilitate readers understanding of text structure consisting of introduction, class discussion and evaluation as follows:

Step 1: Introduction

1. Teacher selects a narrative passage and introduces the story grammar.
2. Teacher tells the students that understanding the story grammar helps them comprehend the text easily.
3. Teacher explains each element in the story grammar (setting, characters, complication, actions or events, and the story ending).

Step 2: Class Discussion (using story mapping strategy)

1. Teacher introduces the students to the story mapping graphic organizer or strategy.

2. Teacher tells the students that the graphic organizer helps them to identify the story grammar by answering these questions:

    a. When do the events happen?

    b. Where does the story take place?

    c. Who is the story about?

    d. What is the problem?

    e. Why did this happen?

    f. How is the problem solved? or How did the story end?

3. Teacher divides the students into groups (3 or 4 students in a group).

4. Teacher provides a story by the title "Cinderella" (narrative text) for each group.

5. After they read the text, teacher distributes story mapping graphic organizer and then asks the students to use/fill in the graphic organizer in groups.

6. Teacher asks every group to write new stories based on the facts provided in graphic organizers. Teacher makes sure that neither group that is able to see the original (the original story is taken back by the teacher).

7. Each group discusses these questions based on the text:

    a. When did the events take place (setting)?

    b. Where did the events take place (setting)?

    c. Who are the main characters or people in the story (characters)?

    d. What was the main character's dilemma (problem)?

    e. What happened (plot/event)?

    f. How did the story end (resolution)?

8. Teacher makes sure that the students are familiar with the graphic organizer and able to use it as a reading strategy.

9. After the students complete the graphic organizer, the graphic organizers are collected and have the group get back together then show their stories with the original one. Students can then see if they wrote effective organizers based on their members' stories.

Step 3: Evaluation

1. Teacher evaluates the students' answers in the graphic organizers. The evaluation is focused on students reading performances; thus, the teacher uses the following questions:

    a. Can the student determine the setting?

    b. Can the student state the problem?

    c. Can the student recognize the main characters?

    d. Does the student provide the events in sequential order? Are the events given critical to the story?

    e. Can the student identify the resolution?

2. Teacher gives reading comprehension test.

Some previous researchers (Kisfinata et al., 2013) investigated that the use of story mapping in teaching learning process gave a very significant effect on students' reading comprehension. It also showed that the strategy used a diagram or a chart to create and organize the ideas on the basis of the word, phrase into a map typically representing key ingredients of a plot, such as characters, environment, dilemma, action, and ending or resolution. It is in line with Anggraeyni et al. (2012) who found that implementing the strategy of story mapping in reading skill was more effective. The students were competent for mapping outcome the components primary of the stories likes goals, problem and setting.

From the above explanation, it can be inferred that story mapping strategy enhances students' reading comprehension. Therefore, it is very important to know how the story mapping strategy is implemented on students' reading comprehension in teaching learning process.

METHOD

This research was a mixed method which aims to implement of story mapping strategy in teaching learning students' reading comprehension on narrative text and elaborate the understanding of reading after implementing the strategy. It applied classroom action research and the participants were all of grade VIII.5 students of SMP Negeri 1 Tembilahan Hulu, Riau. In gathering the data, the qualitative method was applied through observation sheet, interview and field note. While the quantitative was applied through a comprehension test.

The technique of analysing the data was divided into two parts through qualitative and quantitative methods. For the qualitative method, firstly data reduction was done. It means selecting the data which were relevant, important, and meaningful, and it was focused on the data that could be analysed in order to answer the questions of this research. The next step was data display which was describing them into graphs, charts, or networks. And the last one was drawing the conclusion that gave statement about the effect of classroom action research. While the quantitative technique analysis was done through scoring to find out the students' individual score. The criteria of interpretation adapted from Ridwan (2009:41) are as follows:

Table 1 Criteria of Interpretation

Scores' Classification	Categories
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very Poor

RESULTS AND DISCUSSION

The test was done at the third meeting in cycle I. There were 20 items of narrative text in multiple choices form.

Table 2 The Students' Score Classification in Cycle 1

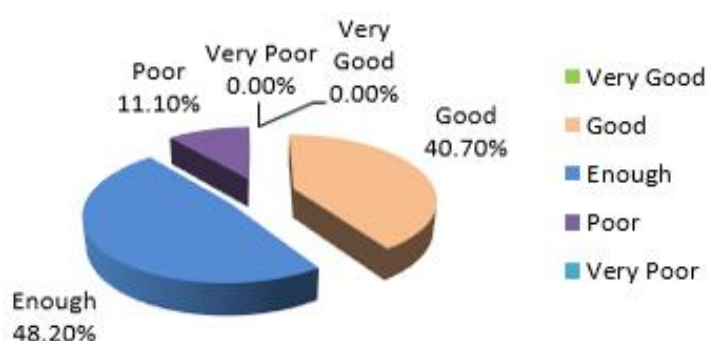| No	Classification		Frequency	Percentage
	Score	Level		
1	81-100	Very Good	0	0%
2	61-80	Good	11	40,7%
3	41-60	Enough	13	48,2%
4	21-40	Poor	3	11,1%
5	0-20	Very Poor	0	0%
	Total		**27**	**100%**

Figure 1 The Percentage of the Students' Score in Cycle 1

Table 2 and figure I show that 11 students were categorized as having good reading comprehension of narrative text. Then, 13 students or 48.2 % of the students were

categorized as having enough reading comprehension, and 3 students (11.1%) were categorized as having poor reading comprehension.

In addition, the students' mean score in reading comprehension test result was 60.3. Therefore, the researchers decided to continue the cycle of the classroom action research because of two reasons; they were two students categorized as having poor reading comprehension and the mean score did not reach the KKM yet, namely 75 and only 8 students reached the KKM.

The test was done at the sixth meeting in cycle II. There were 20 items of narrative text in multiple choices form.

Table 3 The Students' Score Classification in Cycle II

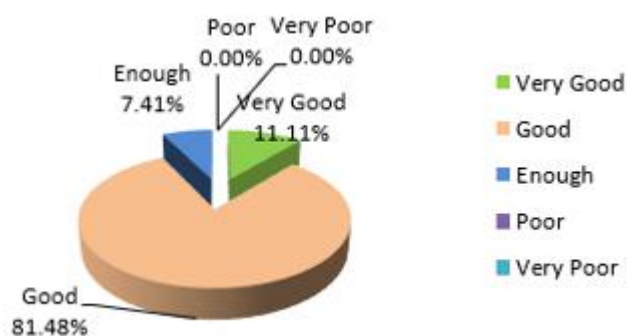| No	Classification		Frequency	Percentage
	Score	Level		
1	81-100	Very Good	3	11,1%
2	61-80	Good	22	81,4%
3	41-60	Enough	2	7,4%
4	21-40	Poor	0	0%
5	0-20	Very Poor	0	0%
	Total		**27**	**100%**

Figure 2 The Students' Score Classification in Cycle II

Data above show that 3 students (11.1%) were in very good reading comprehension Then, 22 students were classified as having good reading comprehension (81.4%), and 2 students were classified as having enough reading comprehension (7.4%). Fortunately, none of the student was classified both as having poor and very poor reading comprehension.

Based on the data of students' scores in test of cycle II, the researchers found that the students' reading comprehension scores were higher than in test on cycle I. The students' mean score in reading comprehension test result was 77.4. The score had reached the KKM that was 75 and there were 25 students reached the KKM. It improved compared to the previous cycle. From this reason, the researchers found the answer of the formulation of the research:
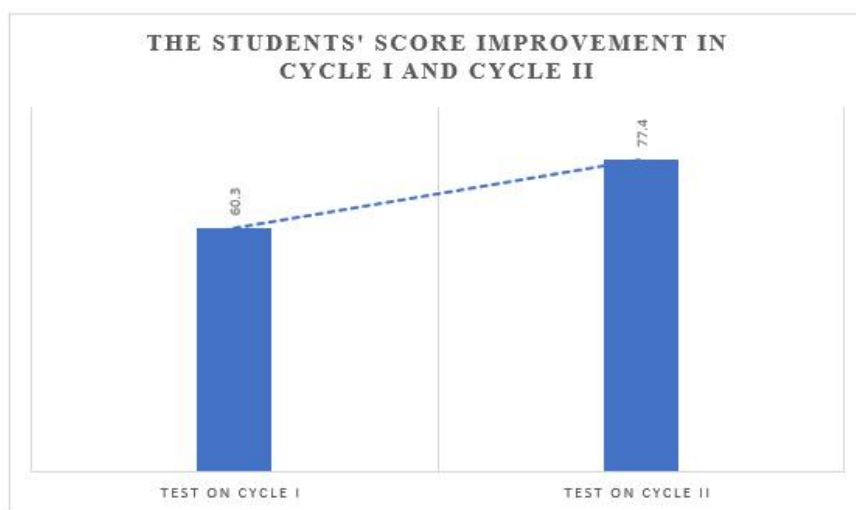

Figure 3 The Students' Score Improvement in Cycle I and Cycle II

From the data above, the students' mean score in reading comprehension test result improved. It was 60.3 in test of cycle I, then improved to 77.4 in test of cycle II. It is also improved in category, from enough category to good category. Thus, the researchers stopped this research at cycle II.

Table 4 The Observation Results of Students' Activities in Cycle I

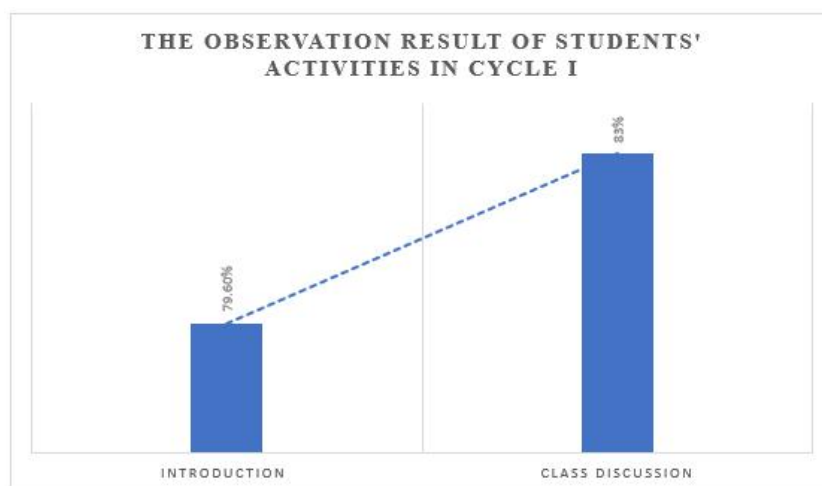| No	Observation Point	Percentage
1	Introduction	79,6%
2	Class Discussion	83%
Average =P/2		81,3%

Figure 4 The Observation Results of Students' Activities in Cycle I

Table 4 and figure 4 show that generally 79.6% of the students involved in the classroom in the first meeting of cycle I. In the second meeting, 83% of the students involved in the process of teaching and learning. It shows that there was improvement toward the students' activities from meeting 1 to meeting 2 as much as 3.4%. The average of percentage from two meetings of this cycle was 81.3%.

Table 5 The Observation Results of Students' Activities in Cycle II

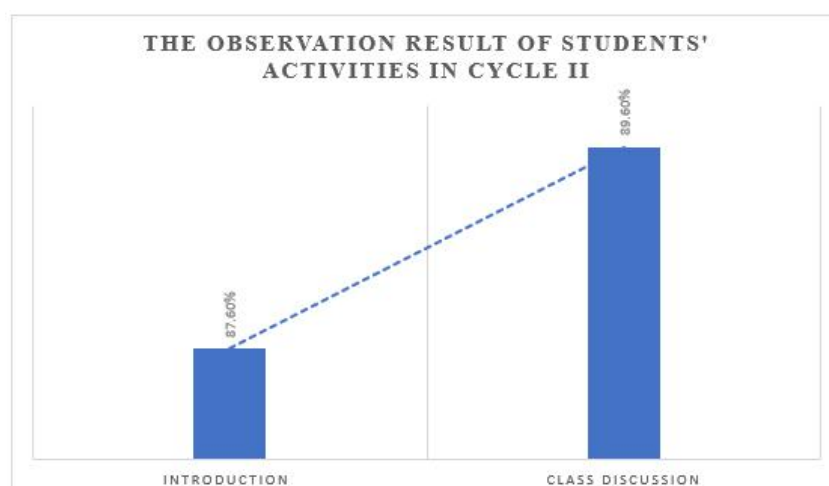| No	Observation Point	Percentage
1	Introduction	87,6%
2	Class Discussion	89,6%
Average =P/2		88,6%

Figure 5 The Observation Results of Students' Activities in Cycle II

Table 5 and figure 5 show that 87.6% of the students involved in the teaching and learning process in the first meeting of cycle II. In the second meeting, 89.6% of the students involved in the process of teaching and learning. This means that student activities have been strengthened from meeting 1 to meeting 2 as much as 2%. The average of percentage from two meetings of this cycle was 88.6%.

This study was carried out over two cycles. Students' interpretation of narrative text through the use of the story mapping strategy has been enhanced. The researcher taught students to comprehend narrative text by using a strategy for story mapping. As the result, students' reading comprehension on narrative text improved from cycle to cycle.

The students' mean score in reading comprehension test result improved. It was 60.3 in test of cycle I, then improved become 77.4 in test of cycle II. It also improved in category, from enough category to good category. Thus, the researchers stopped this research at cycle II.

Besides that, the percentage of students' participation in learning process also improved. In cycle I, generally 81.3% of the students involved in the learning process in the first meeting. Then, in cycle II, generally 88.6% of the students involved in learning process. This data showed that using story mapping strategy on narrative text was able to enhance students' reading comprehension and made their activities in learning process improved on the classroom.

From the interview, most of the students stated that they enjoyed when they were studying narrative text by using story mapping strategy. They said that they found it easier in understanding the content of the story. They could also draw their own story map design so that they could use their creativity which then influenced their learning enthusiasm.

The students were satisfied and felt glad in doing their tasks during the learning process. These facts were found in the results of interviewing some students and in the field notes. When the teacher approached a number of students who got low score in reading test, they stated that they have followed the process of learning in narrative text by the use of story mapping strategy and studied better than before.

CONCLUSION

Based on the result and discussion, it can be concluded that using story mapping on narrative text to teach reading comprehension contributes better improvement to the reading comprehension of the students. The mean score of the reading comprehension test results for students increased from cycle to cycle. It was 60.3 in post-test I, then improved to 77.4 in

cycle II. Therefore, the researchers could conclude that the reading comprehension of the students improved after the researchers collaborated with the teacher teaching the VIII.5 grade students of SMP Negeri 1 Tembilahan Hulu, Riau by using story mapping strategy.

Moreover, this research showed that the students' activities in teaching and learning process also improved after the research was conducted. In the first cycle of this research, the researchers found percentage data of students' activities was 81.3%, and it was improving on second cycle to 88.6%. The data showed that using story mapping strategy on narrative text to teach reading comprehension was able to improve students' activities on teaching and learning process in the classroom.

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