

THE IMPLEMENTATION OF STORY MAPPING STRATEGY IN INCREASING STUDENTS' READING COMPREHENSION

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***Abstract:** The Implementation of Story Mapping Strategy in Increasing Students' Reading Comprehension.* This research was aimed to explore the implementation of Story Mapping strategy to foster the students' reading comprehension achievement at the second grade of SMPN 2 Trimurjo. This research was classroom action research. The data were obtained from the pre-test, post-test, observation, and questionnaires. The samples of this study were 25 students of SMPN 2 Trimurjo from the class VIII B. The data were analyzed using the descriptive analysis. The result of this research showed that the students who achieved the target of minimum score were 88% at the cycle II. The results of the observation showed that 84% students were actively engaged in reading class after the implementation of Story Mapping strategy. This suggests that the implementation of Story Mapping strategy in reading helps the students to improve their comprehension achievement.

Keywords: Improve, Reading, Comprehension, Story, Mapping

Abstrak: Penggunaan Strategi Story Mapping dalam Meningkatkan Kemampuan Pemahaman Siswa dalam Membaca. Penelitian ini bertujuan untuk meneliti bagaimana meningkatkan kemampuan pemahaman siswa SMPN 2 Trimurjo dalam pembelajaran membaca menggunakan strategi Story Mapping. Penelitian ini adalah penelitian tindak kelas. Data diperoleh dari pre-test, post-test, lembar pengamatan, dan kuisioner. Sampel dari penelitian ini adalah 25 siswa SMPN 2 Trimurjo dari kelas VIII B. Data dianalisa menggunakan uraian deskripsi. Hasil penelitian menunjukkan bahwa siswa yang mencapai target nilai minimum adalah sebanyak 88% siswa di cycle II. Hasil pengamatan menunjukkan bahwa 84% siswa terlibat aktif dalam pembelajaran membaca setelah menggunakan strategi Story Mapping. Ini dapat disarankan bahwa penggunaan strategi Story Mapping dalam membaca dapat membantu meningkatkan kemampuan pemahaman siswa.

Kata Kunci: Meningkatkan, Pemahaman, Membaca, Story, Mapping

INTRODUCTION

English has four skills. There are listening, speaking, reading and writing. Reading, as one aspect that should be taught in English comprehension, becomes the most important aspect for the students to be mastered because reading has a role as the window of knowledge in helping people be able to get much information. People will find the answer of H5W1 questions by reading. Nuttal (1982) in Zahrul (2011: 9) defines reading as the meaningful interpretation of printed or written verbal symbol.

Many students have difficulty in comprehending the idea in reading text. For those students, reading can be a boring activity. According to Carrel (1984) in Setiyadi (2007: 5.5) reading teachers should use materials that the students are interested in, including materials self-selected by the students. It can be said that in order to minimize the students' problem in reading, it is assumed that every student should have interesting reading material to make them enjoy the reading, so they can get fully information and comprehend the reading text easily.

According to KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006, there are several texts that are learnt by the Junior High School Students. Some of those texts are procedure, descriptive, argumentative and narrative text. The writer chooses narrative text. According to Anderson and Anderson (1998: 3) a narrative text tells a story and, in doing so, entertains the audience. In their second book, Anderson and Anderson (2003: 6) state that narrative is used to present a view of the world that entertains or informs the reader or listener. It means that social function

of narrative is to amuse or entertain the readers and inform something to the readers through the story. According to Chatman (1993: 23), narrative text has four classified elements, there are characters, setting, plot, and conclusion. Kenney (1966: 37) believes that without plot, fiction is impossible.

Mostly, the problems of students in reading class especially in reading narrative text are; 1.) The students cannot reach the purpose of narrative text itself because they have been forced to get their greatest score in reading test at the end of the reading process than enjoying the story of the text, 2.) Students' lack of motivation in reading, 3.) Students' lack of vocabulary. Suparman (2005) in Apriyani (2016: 12) states that there are two major reasons for reading. There are reading for pleasure and reading for information (in order to find out something or in order to do something with the information readers get). There are some strategies that can be used by the English teachers to reach their goals in reading class related to comprehension. In addition, the strategy used by English teachers in teaching reading must be adjusted to the kinds of reading text. The writer would like to propose the strategy that might be increasing students' understanding of narrative text, which is story mapping.

Hornby (2003: 815) states that 'story' is a description of events and people that the writer or speaker has invented in order to entertain people and a fiction selection to entertain a reader; as a part of pleasure. Meanwhile, map is defined as a drawing to describe or give the information about something in the way it is organized or arranged. It can

be said that if the word map is added with –ing, become mapping, it refers to a sketch or drawing that shows location or relation between things or place. Story mapping is a graphic visual representation of a story. The map illustrates ways to show an overview of a story, the information about its generic structure and the element of the story. In short, story mapping is a strategy that designed to describes how the story is in a simply way. One of the story mapping purposes is to bring the joy to reading, while the purposes of narrative text is to entertain the readers; make the readers enjoy reading.

Based on the informal interview with the students of SMPN 2 Trimurjo, most of students in SMPN 2 Trimurjo do not know what kind of the text that they have read, what is the meaning of the element of story, what is the real purpose of the text that they have read and cannot understand the whole story of the text because they cannot enjoy their reading. They cannot comprehend the text well because they just being forced to have a good achievement in reading rather than to enjoy their reading and reach their real purposes in reading. According to Kurniawan (2013), story mapping strategy could help the readers to increase their ability to comprehend the text. Therefore, the researcher conducted story mapping strategy in the second grade students of SMPN 2 Trimurjo in order not only to find out how story mapping strategy can be implemented in reading class to increase the students' reading comprehension achievement but also to analyze the extent of students' engagement.

Regarding all of the statement above, therefore, this study was entitled "*The*

Implementation of Story Mapping Strategy in Increasing Students' Reading Comprehension at The Second Grade of SMPN 2 Trimurjo".

METHOD

This research aimed to find out how story mapping strategy can be implemented in reading class to increase the students' reading comprehension achievement. So, the researcher conducted this qualitative research. This research used classroom action research to find out the extent of students' engagement when they were being taught reading by using story mapping strategy. The researcher wants to see the process of this study, so the researcher has an observation sheet and questionnaire to know the extent of students' engagement in reading and to know the students' perception about story mapping strategy. Subjects in this study were 25 students of VIII B of SMPN 2 Trimurjo. The material was in several narrative text based on KTSP curriculum of junior high school. The instruments used in this research were reading test, observation sheet, and questionnaire.

RESULTS AND DISCUSSION

RESULT

The data of this research were taken from class VIII B. The data were taken from the reading test and observation in precycle, cycle I and cycle II. From the research, it was found that the scores of students' reading achievement in cycle I were higher than precycle and the scores of students' reading achievement in cycle II were higher than cycle I. The table below showed about the improvement of students' score and the percentage of students who were actively involved in reading class

Table 1 showed the progress of students' score before implementing the story mapping strategy (precycle) and after implementing story mapping strategy (cycle I and cycle II). Table 2, 3, and 4 showed the percentage of active students in every cycle.

Table 1. Students' Reading Achievement in Precycle, Cycle I and Cycle II

NO .	Score	Precycle	Cycle I	Cycle II
1.	Total Score	1500	1730	2030
2.	Mean	60	72.08	92.2
3.	Number of Students who Achieved the Target	7	12	22
4.	Percentage (%)	28%	50%	88%

Table 2. The Percentage of Active Students in Precycle

Students' Activities	Number of Active Students	Percentage (%)
Pre-viewing -Responding to the topic enthusiastically	8	32
While Viewing -Paying attention to the teacher's explanation -Responding to the teacher's questions -Following the teacher's instruction	18 15 14	72 60 56
Post Viewing -Able to respond the teacher's questions and answer the task.	12	48

Table 3. The Percentage of Active Students in Cycle I

Students' Activities	Number of Active Students	Percentage (%)
Pre-viewing -Responding to the topic enthusiastically	18	72
While Viewing -Paying attention to the teacher's explanation -Responding to the teacher's questions -Following the teacher's instruction	21 18 20	84 72 80
Post Viewing -Able to respond the teacher's questions and answer the task.	21	84

Table 4. The Percentage of Active Students in Cycle II

Students' Activities	Number of Active Students	Percentage (%)
Pre-viewing -Responding to the topic enthusiastically	20	80
While Viewing -Paying attention to the teacher's explanation -Responding to the teacher's questions -Following the teacher's instruction	22 20 21	88 80 84
Post Viewing -Able to respond the teacher's questions and answer the task.	21	84

There were some weaknesses that happened during the teaching learning process. The researcher and the observer noted the weaknesses and discussed those to decide the next step of every cycle. There were some students that seemed confuse about how to make a story mapping graphic and filled the blank spaces on the graph, but the researcher did not paid attention to one by one and did not notice that the students needed more help in making story mapping graphic and did not aware that the students need the private explanation from the researcher. Some students were not focus while the researcher gave the explanation about the narrative text and story mapping strategy at first. Actually, the researcher should make sure that all of the students gave their fully attention to the researcher explanation. There were some students who did not do the task because they did not interest in reading. Based on the problem, the researcher and the observer should made the students' motivation raised up at first in order to make all of the students interesting during the teaching learning process. The researcher as the teacher should read aloud the story at first before the students read the text by themselves.

During the cycle II, the researcher and the observer did not find much problem. The problem was only that some students could not stop their conversation with their friend. It made the situation of the class felt so noisy. Some students found that they were still confused about text analysis; even, they asked the other friends how to deal with story mapping graphic before the researcher helped them by giving the explanation once more. The researcher and the observer could

increase the motivation of the students in class by giving the active students a reward but it will be better to found another way to make them interesting in reading, especially through academically or formally way.

DISCUSSION

This research was conducted into 2 cycles. Each cycle, consist of planning stage, implementation stage, observation stage and reflection stage. While doing teaching learning process, the researcher acted as a teacher and asked the real English teacher of the class as the observer. The problems of the students in reading narrative text were as follows:

1. The students could not find the details information of the narrative text given very well.
2. Most of the students did not know about the generic structure and the element of narrative text.
3. The students felt bored in reading class because they cannot understand what the text is about.

In short, the students could not comprehend the narrative text well because they did not know the concept of narrative text well and they need strategy in reading to make them interesting and help them to comprehend the text in easier way.

A. Planning Stage

In the planning stage, some of the students still faced difficulties in finding the information from the text. The researcher and the observer choose a fable which is short and simple as the first narrative text that

used for the precycle. At the end of the precycle, the researcher and the observer found that the simple and the short one did not make the students understand about narrative text directly. The researcher and the observer tried to find out what kind of the text that should be given to the students for the first time they learn about narrative.

Based on that problem, the researcher and the observer decided to use a legend which is come from the origin of Indonesia for the narrative text and gave the students story mapping strategy to help them in reading class at the first cycle. It was a good choice because the students had a progress in learning process and learning product at the cycle I by using the familiar story and the story mapping strategy. Based on that progress, the researcher and the observer decided to use story mapping strategy in the fable text that had been used in the precycle to know whether the story mapping could help the students understand the story that difficult for them at first.

B. Implementation Stage

A familiar story was chosen for the students at the cycle I. Some students seemed did not understand at first because of their experiences in the precycle but when the researcher as the teacher introduce a story mapping strategy to the students, the students paid attention to the researcher explanation directly. It can be said that it was good choice from the researcher and the observer to use the urban legend that came from the origin region of Indonesia in the first cycle because it was easier to make the students understand the story which is familiar for them. The students knew well about the story, so

it made the students received and identified the detail information of the story easier than before and also make the students connect the story into story mapping strategy easily. The first cycle had not reach the target of learning process and learning product yet because some students' score had not passed the minimum score yet. The mean or the average of the students' score was also had not passed the indicator of the learning product yet but the researcher and the observer believed that the students could comprehend the narrative text easier than before through story mapping strategy because the students' score and the mean of the students' score had increased.

The mean of the students' score in the precycle was 60 but the mean of students' score in the first cycle was 72.08. In the second cycle, the researcher and the observer used the same text as the precycle text in order to know whether the story mapping could help the students comprehend the text that they could not understand in the precycle and whether the story mapping strategy could make a progress in the students' score. The teacher also actively monitored the students' activity in implementing the story mapping strategy one by one.

C. Observation

The students seemed more active and enjoy during the teaching and learning process in the first cycle and second cycle. After observing the process and interpreting the data, both of the researcher and the observer decided to stop the cycle because the data showed that the indicator of success were passed. Based on the result of the research, story mapping strategy could improve the number of active students and also improved the

students' comprehension in narrative text. It is showed through the observation sheet and the progress of students score.

Based on the students' answer in the questionnaire form, the students would like to use the story mapping strategy in reading the narrative text. The students prefer to use story mapping strategy rather than reading and translating the text the whole story. The students also can comprehend the narrative text through story mapping than just by reading and translating the whole text. The students could find the element of the text and enjoy their reading activity through story mapping. Most of students agree that story mapping strategy is suitable for them in reading and comprehending the narrative text.

D. Reflection Stage

Narrative text has generic structures that consist of orientation, complication and resolution. In the orientation the students could find two elements, characters and setting. In complication they could find the events and problem. In the resolution they could find the ending of the story or the outcome of the story. By applying story mapping strategy, the student can divide the story components and events separately. The researcher believes that it is a good strategy to build their comprehension. At every stage of the story map, the students were able to provide the accurate information, which was a good evidence that indicated they had developed a complete understanding of the story. Story mapping also increase the student comprehension by organizing and sequencing main story events. The teacher should consider using the

familiar story at first rather than the short and simple one. It might be a longer story but if the students were familiar to the story, it will be easier for the students to connect the story into the story mapping graph and it will be easier for the teacher to explain and give example about narrative text and story mapping graphic.

In conclusion, the research findings were satisfying. The students' comprehension of narrative text was increased by implementing the story mapping strategy. The story mapping strategy provides structure and organization show the students could comprehend the story more effective. It did not seems that the students read the story only for answering questions and getting score but the students showed their interest in reading and enjoy the reading activity.

CONCLUSIONS

1. Story mapping strategy can be implemented in reading narrative text. It can be seen from the number of the students who were active in reading class. It can be seen from the result of the observation sheets. During the precycle, the percentage of students' activities was less than 75%. In cycle I some percentage of students' activities showed more than 75%, some other half showed less than 75%. During the cycle II all of the percentage of students activities were more than 75%, it means that the total number of students who were actively involved in teaching learning process increased well in the second cycle.

2. It was also found that the learning product of reading comprehension had increased as well. It can be proved that in precycle the means of the students score was 60 and students who passed the minimum score were only 7 students. In the first cycle it had increased from 60 to 72.08 and the number of the students who passed the minimum score was 12 students. In the cycle two, all of the students passed the minimum score of English which is stated by the school that is 75.

SUGGESTIONS

1. English teacher of Junior High School should consider the implementation of story mapping strategy in teaching reading of narrative text to make the students actively involved in learning process. In improving students' activity in teaching learning process, it is suggested for the teacher to help the students understand the text well. The teacher also should give attention fully to every student. The teacher should give the students the good and clear and also the simple brainstorming before talking about the topic. It will be better for the students if the teacher choose the familiar example. The teacher should give the explanation in a simple word and in a simple way.
2. For the teachers in general and particularly SMPN 2 Trimurjo who want to increase their students' learning product, especially students reading comprehension of narrative text

by implementing story mapping strategy, the teachers should explain all about the story mapping strategy completely to every students in the class. The students should be understood well about story mapping strategy before they use the strategy. Besides, the teacher should be able to create and choose the interesting materials and able to give clear explanation in order to make the students reach their purposes in reading.

3. The teacher should encourage the students' motivation in reading increase, in order to make the student' actively involved in the class room and make the students learning about the material easily by giving them such as various activities, interesting materials and learning strategy.

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