

**THE USE OF STORY MAPPING IN IMPROVING STUDENTS' READING COMPREHENSION OF THE NARRATIVE TEXT AT ELEVENTH GRADE STUDENTS OF SMKN 6 MATARAM IN ACADEMIC YEAR 2023/2024**

Yudi Kurniawan<sup>1</sup>, Udin<sup>2</sup>, Lalu Jaswadi Putera<sup>3</sup>, Yuni Budi Lestari<sup>4</sup>

<sup>1</sup>Universitas Mataram, Jl. Majapahit. No. 62, Mataram 83115, Indonesia

E-mail : yudikkurniawan7850@gmail.com

**ABSTRACT**

*This study aims to find out whether there is any significant effect of using story mapping technique in terms of reading comprehension of the narrative text at eleventh grade students of SMKN 6 Mataram. This study was conducted quantitatively by using quasi-experimental method and used one group pre-test and post-test design. The sample of this study was 13 students of class TKR II at SMKN 6 Mataram. The instrument of collecting the data was reading test in pre-test and post-test. The data analysis process was carried out using statistical calculation in manual calculation. The result of this study showed that t-test value (10.725) was higher than the t-table (1.782) at the significance level of 0.05. The effect size of the treatment score (2.04) was higher than 0.8, so it can be concluded that the use of story mapping gives highly effective in improving students' reading comprehension of the narrative text at eleventh grade students of SMKN 6 Mataram.*

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

**A. Introduction**

There are four language skills in the English language: speaking, listening, reading, and writing. In the teaching and learning process of English as a foreign language, those four language skills must be mastered by the learners in order to ease their education, especially in language subjects. Among the four, reading is the most significant skill. Brown stated that in a learning environment, reading is undoubtedly the most crucial skill (Douglas, 2004). By mastering reading skills, the students will be capable of processing any word, have

fluency in reading text, and comprehend the printed word.

According to Nunan (2003), Reading is an evolving procedure in which readers construct meaning by fusing information from a text with their own prior knowledge. Cameron (2001) stated that reading is an active process of understanding. In addition to deciphering words or codes, readers also seek to understand the larger message being conveyed by the text.

According to Grabe et al (2022), there are several goals of reading. First is reading to find straightforward details, one of many ways to dig up

information and gain knowledge is by reading. Not only the simple information that we can get, but also the complex one. Indeed, the main objective of reading is exactly to find the information in any written word and copy it to our mind in the form of knowledge.

Second is Reading to skim quickly, this is one of the reading strategies to quickly find information in the text without reading it fully. The reader can guess where the important point that they seek might be and jump to read only that point.

Third is reading for learning from the written word, reading for learning from the written word commonly happens in learning environments where students read the text with the purpose of learning and getting a lot of information from it.

Fourth is reading to sharpen critical thinking and argue, this case is also commonly found in academic areas when the students read any written text, comprehend the information, and give an opinion, critique, or some feedback about the text that they read.

Fifth is reading to get the general point, reading to get a general point is the opposite of skimming. Reading for

general information requires full consciousness from the reader to read the text fully and perceive the whole information from it.

There are various types of reading are well-known by the people, yet two significant reading types are the most. First is intensive reading, this type of reading is commonly used if the reader needs to pay full attention to the text in order to understand every word in it. Intensive reading requires full consciousness and involves the learner reading in detail with a specific learning aim and task. The students or learners usually used this type of reading during the examination in the reading section, such as combining it with the skimming reading strategy in answering true or false statements or filling gaps in a summary.

Second is extensive reading, students commonly use this type of reading when they want to achieve enjoyment while reading a text.

According to Harmer (2007), One essential requirement of an effective extended reading program is that students only read what they already comprehend. The main objective of extensive reading is to find enjoyment while reading. It means that the learner should be provided with

suitable material that is appropriate for their level and accessible to them in order to get pleasure from reading.

Reading comprehension is the result of the reader's interaction with the text, in which they actually perceive the point of the text. Reading by comprehending the text and ordinary reading of a text are different. The process of transforming the written text from eyes to brain with readers' prior knowledge and finally understanding the meaning is called reading. Tankersley (2003) stated that comprehension is the core of reading. She also added that Reading is a life activity, and comprehension is the core of the reading process.

Snow (2002) stated that through contact and contribution with composed expression, comprehension is the procedure of both deriving and creating meaning. Reading is not as simple as reading the text rawly; it requires further processing. The learners are required to analyze the meaning of the printed word that they read.

According to Hornby, full understanding is the key to comprehending any written text (Hornby, 1972). It means that the learners will find it effortless to find and

perceive certain points of the printed word by reading with comprehension. Reading activity cannot be separated from comprehension because the goal of reading is to fully perceive what is written in the text.

Based on the researcher's initial investigations on September 24<sup>th</sup>–November 10<sup>th</sup> in SMKN 6 Mataram, there are several problems that the researcher found, specifically in narrative text. Many of the students still lack motivation to read because they consider English texts difficult to understand. The students will have less interest in reading the text provided by much written and long-story text, such as narrative text. The students still confuse in identifying the elements of narrative text such as plot, characters, setting etc. Furthermore, they still lack in vocabulary bank, so they cannot find the meaning of certain words.

The phenomenon happened because the students' reading frequency is still low. According to Mart (2012), students who read frequently must possess a higher level of reading skill. The students are only eager to read if the text is matched to their genre, and since English text is

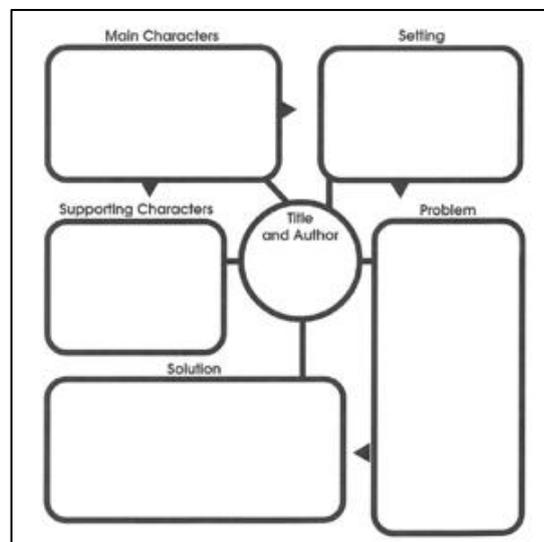
considered the most difficult, they have no interest in reading it.

In addition, the use of ineffective methods by the teachers also affects the reading skills of the students. The teacher still used the conventional way of teaching reading activities. For example, focusing only on the language features of the narrative text, focusing on teaching the grammar to the students, and not paying attention to improving students' reading skills.

Based on the problems and phenomenons above, the researcher tried to conduct a study. This study aimed to give solution and to solve the existence issues. The researcher applied the story mapping to improve students' reading comprehension of the narative text and help the students to identify the elements of the narrative text.. Based on J. Farris (2004): the source of story maps is rooted within story grammar study. The phrase "story grammar" refers to the psychological or hierarchical patterns that humans use to construct and recall stories, or the "skeleton" of a story. Both adults and children employ these psychological comprehension and memory techniques to encode and retain

information in their long-term memories.

Farris added that mapping is a great approach for teaching narrative texts as well as strengthening the note-taking and analytical abilities of the students. Story mapping is able to assist the students in visualizing how the text describes the characters and how the text explains the order of the story's events. It would be beneficial for the students to have it assist them in recognizing certain points in narrative text. Farris divides story mapping into two forms, story map in graphic form and chart story map.



**Figure 1.1 Story mapping layout by Hatimah (2021)**

**Table 1.1 Character  
 Perspective Chart by Pratiwi (2022)**

In applying the story mapping in  
 A Blank Character Perspective Chart

<b>Main character : who is the main character of the story?</b>	Another character : who are the support characters?
<b>Setting : when and where do the story take place?</b>	Setting : when and where do the story take place?
<b>Problem : what is faced by the main character's in the story?</b>	Problem : what is faced by the support character's ?
<b>Goal : what is the main character's goal? what does he/she want?</b>	Goal : what are the support characters' goal? what do they want?
<b>Attempt : what is the main character attempts to overcome?</b>	Attempt : what is the support character try to overcome?
<b>Outcome: what will happen as a result of the attempt?</b>	Outcome: what will happen as a result of the attempt?
<b>Reaction: how does the main character response about the outcome?</b>	Reaction: how does the support character response about the outcome?

the class, it will be wise for us to know the procedure of applying the story map. Based on what Farris stated in Prawulandari (2014), there are some general steps that we should follow. First, teachers should start with the knowledge of what story mapping is

and its benefits. Introducing the story mapping to the students in order to avoid confusion and misperception from the students. Secondly, explain all the elements of narrative text to the students. In this section, make sure the students clearly understand the teachers' explanation by reviewing their understanding. The third one is having teachers select one narrative story and ask the students to read it for their exercise. The students have to observe the text closely and independently. In order to ensure the comprehension of the students, teachers should ask them to re-read the text. Fourth, give a worksheet to the students and guide them to find the keywords of the story. Fifth, ask the students to fill out and complete the worksheet after reading the text. The last one is evaluating the students work by checking their worksheet and giving them feedback orally.

## **B. Method**

This study was conducted quantitatively through a quasi-experimental design. According to Ary et al. (2010), in a conscious effort to reduce contextual complexity, quasi-experimental methods were sought to improve observation. Griffiee (2018)

stated that the underlying premise of experimental design is that the two groups being compared, such as the experimental and control classes, are equivalent in all critically essential ways. He added that experimental design is an effective method for assessing and separating out important variables.

The researcher uses a one-group pre-test and post-test design. Through a quasi-experimental design, only one class is taken by the researcher, and that is the experimental class. The experimental class is where the researcher applies the story mapping technique. The experimental class is given a pre-test and a post-test. A pre-test is given in order to figure out the natural score or the students' achievement before the treatment is given. While the post-test is to find out the students' score after the treatment is given. After conducting the treatment, the researcher compares the pre-test and post-test scores in order to find out the improvement in the students' scores by using the story mapping technique.

The population of this research is 144 eleventh grade students of SMKN 6 Mataram consisting of 6 classes with 5 different major, TPL (Teknik

Pengelasan), TKR (Teknik Kendaraan Ringan), TBO (Teknik Body Otomotif), TBSM (Teknik dan Bisnis Sepeda Motor) and DPIB (Desain Pemodelan dan Informasi Bangunan). Only TKR has two classes, TKR 1&2, the rest of them only have one class.

the researcher uses the purposive sampling technique to choose the representative class as a sample. It is a non-probability sample that is selected based on the characteristics of the sample and the objective of the study. Briefly, one class is finally chosen: TKR II. This class is chosen because it has characteristic problems and has the lowest students' achievement compared with another class, such as a lack of vocabulary and less motivation in the English subject. TKR II is chosen as an experimental class. This class has 21 students, so the sample size in this study is 21.

The procedure of collecting the data was started with pre-test, treatment and post-test. Pre-test section is conducted before the treatment. Pre-test is given in order to find out students' reading skills in narrative before the story mapping technique is applied. During the pre-test section, the researcher provided a

number of 20 questions, which consist of two narrative texts. The students were given 40 minutes to do the test.

The next step was treatment. The treatment was conducted in five meetings. In this treatment, the learning model divided into three types, grouping, pair and individual. The first and second meeting were grouping, third and fourth meeting were pairs, and the fifth meeting was individual. The idea of making this kind of learning model was to build the students' confidence in using story mapping.

The last section was implementing the post-test. The post-test is conducted at the sixth meeting after all the treatments from the previous five meetings are given. The questions in the post-test are different from the pre-test; this method applies with the purpose of finding out the true achievements of the students in reading comprehension of the narrative text after the treatments given. A post-test was conducted by providing the students with one narrative story and asking them to answer five questions orally, one by one. The post-test is held for about 45 minutes.

the researcher used a reading test to collect the data. The tests are given for both the pre-test and post-test sections in order to figure out the improvement in students' reading comprehension before and after the treatments were conducted. The test itself consists of 20 multiple-choice questions, which contain two narrative texts in each of the 10 questions.

**Table 2.1 Scoring Rubric by Hatimah (2021)**

<b>Classification</b>	<b>Score</b>
<b>Excellent</b>	96-100
<b>Very Good</b>	86-95
<b>Good</b>	76-85
<b>Fairly Good</b>	66-75
<b>Fairly</b>	56-65
<b>Poor</b>	36-55
<b>Very Poor</b>	0-35

### **C. RESEARCH FINDINGS AND DISCUSSIONS**

The implementation of story mapping technique was applied in order to figure out whether the use of this technique can improve students' achievement in reading comprehension of the narrative text at eleventh grade. The result indicated that there was a significant improvement from the students' achievement after getting several treatments using story mapping

technique. It can be proved by analysing and comparing the result of pre-test and post-test.

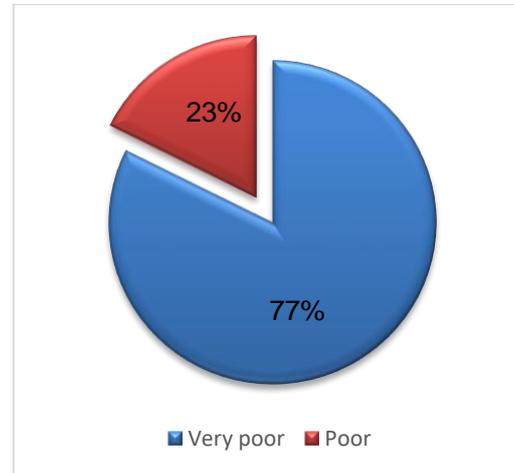
**Table 3.1 students' pre-test and post test score**

Test	N	Total score	Mean score	Lowest score	Highest score
Pre-test	13	370	28.461	10	50
Post-test		940	72.307	45	90

Before applying story mapping technique, the highest score that the student can gain was 50 and mostly the students got Very Poor category of score. After applying story mapping technique in five meetings of treatment, the students' scores have significant improvement in the post-test. The highest score that the students gained was 90, and mostly the students got Good category of score. All the students getting improvement in their score although there were still a few of them gained Poor, fortunately, their score was increasing. The mean score of students showed improvement after getting treatment. The mean score of the students in pre-test was 28.461 and it is categorized as Very Poor. After applying the story mapping technique, the students' mean score in

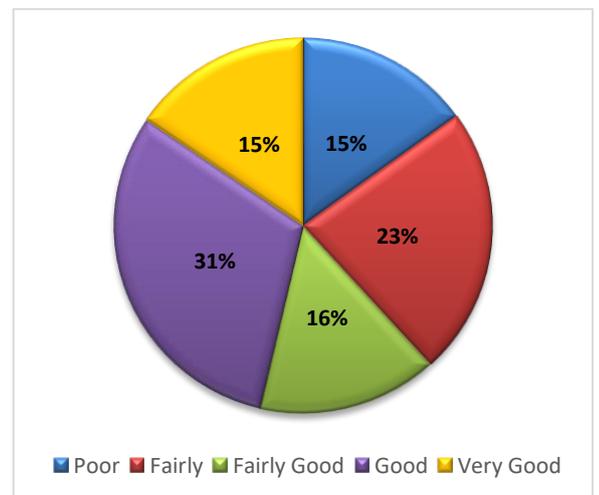
post-test became 72.307 and it is categorized as Fairly.

**Figure 3.1 Students' Percentage score in Pre-test**



The pie chart above showed that the result of students' pre-test score. There are three students who got score 50 and it was categorized as poor. The rest students got score below 50 and it was categorized as very poor.

**Figure 3.2 Students' Percentage score in Post-test**



Based on the pie chart, the students who got post-test score that

was categorized into Very Good were 2 students (15%), students who got Good were 4 students (31%) and students who got Fairly Good score in the post-test were 2 students (16%). Students who got Fairly score were 3 students (23%) and the students who got Poor score were 2 students (15%).

**Table 3.2 Result of t-test and t-table**

t-test	t-table	comparison	clarification
<b>10.725</b>	1.782	<b>t-test &gt; t-table</b>	<b>Significance</b>

After doing the calculation of the significant of the treatment, the next step was researcher compared the t-value with the percentage point of the t-distribution. The researcher used two tail 0.05 and the number of free (N) was 12 and the result was 1.782, meanwhile the result of t-value was 10.725. It means that t-value obtained was higher than t-table (10.725 > 1.782). since the *t-test* (10.725)  $\geq$  *t-table* (1.782), which means that  $H_0$  (Null Hypothesis) that is saying “There is no significant effect of using story mapping technique in teaching reading comprehension of the narrative text at eleventh grade students of SMKN 6 Mataram.” was

rejected. In other word  $H_a$  (Alternative Hypothesis) was accepted. It can be stated that the use of story mapping technique significantly can improve students’ reading comprehension of the narrative text.

**Table 3.3 The Effect Size of the Treatment**

ES $\leq$ 0.2	Lowly Effective	Students’ Effect Size Score
<b>0.2 &lt; ES <math>\leq</math> 0.8</b>	Moderatly	
<b>ES &gt; 0.8</b>	Highly Effective	2.04 (Highly Effective)

The effect of size of the treatment (ES) was 2.04. Since the result was higher than 0.8, it was categorized as Highly Effective. It can be stated that the use of story mapping technique gives highly effective in improving students’ reading comprehension of the narrative text.

The use of story mapping proved that by using this technique in reading comprehension can help and encourage students to find the point idea in the text. Related to Farris (2004), mapping is a great approach for teaching narrative texts as well as

strengthening the note-taking and analytical abilities of the students.

After applying story mapping technique, the students became more confident and active during the process of teaching and learning in the class. They seem enjoy the learning using story mapping method and ignite their motivation to learn. Furthermore, the application of story mapping which provides with the map of story can helps the students in taking note of important ideas of the story. The students also can visualize how the story describes the sequence of events or the plot from the beginning until the ending by applying the story map.

Therefore, the use of the story mapping method in teaching students to read narrative texts is effective in improving students' skills in reading and mastering narrative texts.

### **E. Conclusion**

Based on the result of the analysis and hypothesis testing in previous chapter, it can be implied that *t-test* (10.725) was higher than *t-table* (1.782), which means that  $H_0$  (Null Hypothesis) that is saying "There is no significant effect of using story mapping technique in teaching reading comprehension of the

narrative text at eleventh grade students of SMKN 6 Mataram." was rejected. In other word  $H_a$  (Alternative Hypothesis) that is saying "There is significant effect of using story mapping technique in teaching reading comprehension of the narrative text at eleventh grade students of SMKN 6 Mataram." was accepted.

Based on the findings, discussions and the conclusions, the suggestions in order to make an improvement for the future study are expected. Firstly, the English teacher should use this technique as an alternative way to teach reading to the students, in the purpose of improving student's reading skill of the narrative text. Secondly, the students can apply this technique to improve their skill in reading comprehension. The last one, the future researcher may use this study can be used as a reference for other researchers to assist them to carry out more successful research in the future.

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