IMPROVING STUDENTS’ READING COMPREHENSION IN FINDING ELEMENTS STORY THROUGH STORY MAPPING STRATEGY

Fitrisya Anggraeyni, Urai Salam, Luwandi Suhartono
English Education Study Program, Tanjungpura University, Pontianak
Email: Fitrisyazha@gmail.com


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Abstract: This research aimed to describe the process of improving students’ reading comprehension in finding elements of story through story mapping strategy in SMP Negeri 3 Manis Mata. It was conducted to the eight year students. The researcher conducted a classroom action research. Achievement test, observation checklist and field note used as the tools of data collecting. The research findings showed that story mapping strategy was appropriate for teaching reading comprehension. Students’ mean score increased from 60,76 to 78,85. The students were able to map out basic components of the story such as setting, problem, goals, action, and outcomes. Story mapping provides structure and organization so students were able to comprehend the story more effective.

Key words: Narrative Text, Story Mapping Strategy.

Reading is an active process that requires a great deal of practice and skill” (Moreillon, 2007: 10). It is useful to enrich student’s knowledge. Reading’s characterized as a receptive skill activity, because students are just sitting in their chairs and looking for words in the text. Nevertheless, when students read, actually they do interaction with the text in narrative text. The main purpose of reading is comprehension. Reading comprehension is an attempt to understand, evaluate, and also recognize the author’s ideas of reading text. A reader needs comprehension to catch the content of message or information from the text.
According to Snow (2002:11) reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Comprehension is an active process. Active reading involves interacting with the information or creating internal dialogue with the material. The reader is expected to be actively engages with the text to construct meaning. Kendeou, et al (2007:28) states that a general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation or picture in the reader’s mind of what the text is about. The important thing you can do to improve reading comprehension is to become an active reader.

Reading comprehension is the process of constructing meaning from text. Martin (1991: 7) states that reading comprehension requires motivation, mental framework for holding ideas, concentration and good study technique.” It means that in order to success in reading comprehension, the reader needs to motivate him/herself to be more concentrate in reading, try to form mental frame works for holding ideas, and the reader must have a good technique in reading. Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

As said by Norton (1983:5-6), “stories allow students to identify with good characters and reject the bad.” It has its moral value that should be taught in the school. It can be real or fiction or about legend, myth or fable. In reading narrative text, there is a need to comprehend the story. One of the comprehensions in reading narrative text is identifying elements of story such as theme, characters, setting, problem, and resolution that contribute to the goal, outcome, or resolution of each passage.

In this research, the researcher used legend as material, because the legend most suitable types of narrative text that improve reading comprehension in junior high school in SMPN Manis Mata. Legend carry out element of story, where is in legend, the students can find the elements of story, such as theme, character, setting, problem, events, and resolution.

Based on researcher teaching experience in SMPN 3 Manis Mata, the students still get difficulties in identifying the elements of the story that are theme, setting, character, problem, events, and resolution of narrative text. They are difficult to find them because they are guided only by questions. As the result, the students cannot catch the important information from the text. Overall, it makes their reading activity effortless, for example, they are not interested in the text, and they could not find detailed information from the text.

To comprehend the content of the text, students should not only have good
mastery of English but also reading strategy. Therefore, in this research, the writer is interested to provide a solution to help the students improve their reading comprehension, especially on narrative text. This research was conducted by applying an appropriate reading strategy, in this research the writer used story mapping that uses a graphic organizer to help students learn the major elements of the story. Story mapping is a technique used after a story has been read. It includes identifying the main elements, and categorizing the main events in sequential order. A graphic representation is often used to illustrate the story structure and sequence of events.

By using story mapping, the researcher tried to foster the learners to find out the elements of narrative texts. Beck &McKoewn cited in (Boulineau, et.al. 2004: 02) that the story mapping procedure have been used, modified, studied, and evaluated with a range of individuals with various abilities and grade level. This strategy uses visual representation (graphic organizer) to help students organize important elements of a story by identifying story theme, character, setting, and resolution. Students read carefully to learn the details. Therefore, the researcher believed that the story fosters the learners to comprehend the narrative texts.

A story map is a visual depiction of the settings or the sequence of major events and actions of story characters. This procedure enables students to relate story events and to perceive structure in literary selections. In this research, the first procedure in applying the story mapping strategy is by distributing the outline of story map to the students and explaining to the students how to apply the story mapping strategy in their reading. The outline of story map was designed by Idol in 1987, it is covered the components of the story such as setting that include character, time and place, the problem of the story, the goal that the character wants to achieve, the action that the character does to solve the problem and to reaches his/her goal, and the last component is outcome were the problem is resolved.

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After completing the story map outline, the researcher hopes that the students are able to comprehend the components of the narrative story and also to find and understand the main idea of the narrative story as well. Chesla (2001: 11) states, “Finding and understanding the main idea of a text is an essential reading skill.” Therefore, to comprehend the whole story, the students need to comprehend the components of the story and understand the main idea in the story.
The main idea of a passage is the overall fact, feeling, or idea the author wants to convey about the subject. Main ideas are general enough to encompass all of the ideas in the passage. They also make an assertion about the subject that the rest of the passage develops and supports. Chesla (2001: 13) states “A main idea is also some the researcher believes story mapping strategy can help the students comprehend the narrative text. Because with this strategy, students are able to divide every parts of the story by putting each part of the story in the story map. Mendiola (2011:2) also states some advantages of story map reading strategy as follow:

1. The story map is a highly effective, practical way to help students organize story content into a coherent whole.
2. It is an effective strategy for exceptional and low achieving students (it improves comprehension of materials that are above their instructional levels).
3. Teachers become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others.
4. These concrete representations aid students in visualizing the story.
5. Students can more easily see how the story pieces mesh, knowledge they continually apply when they predict what might happens next in one story after another.
6. It enables students to store information in their personal schema more efficiently and facilitates the recall of story elements more completely and accurately.

Based on the advantages of the story mapping strategy above the researcher believes that the story mapping strategy was able to help the students to comprehend a narrative text. By using this strategy in their reading, students will be able to recognize the story elements of narrative text. Fink (2008:1) states, Knowing the elements of a story aids students in their understanding of what is taking place in the story. When students comprehend the story element of characters, setting, problems, events, and solutions, they become more involved in the story and take greater interest and detail.

By knowing the story elements of a text, the students will have good comprehension of the text. The research conducted was a classroom action research. Classroom action research is a research conducted by teacher in order to reflect upon and evolve their teaching it is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of teacher research is to gain understanding of teaching and learning within one’s classroom and to use that knowledge to increase teaching efficiency/student learning. Classroom action research is an approach to improving education by changing it and learning from the consequences of changes (Cohen, Manion and Morrison, 2000:229). This research was take several times based on the problems that was found in the first meeting so that the teacher and the researcher can get improvement of the way of teaching and can cover the problems occur previously.
METHOD

By using classroom action research where the researcher paid more attention to improving students’ reading comprehension on narrative text during teaching learning process. Classroom action research is a reflective process, which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve. According to Eileen Ferrance (2000) Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

The tools of data collection needed by the researcher are written test, field note and observation checklist. Field note is made to record the important events that appear throughout the teaching learning process when the treatment is applied, including students’ interactions and activity during Story Mapping sessions and situation in the classroom during those times to support the data from the observation checklist. Observation checklist is used to observe the students and the teacher action in the classroom activity in the form of checklist table which consist of students’ activity during the implementation of Story Mapping strategy and the seriousness of the students during learning process.

The subject of this research is the eighth grade students of SMP N 3 Ketapang in academic year 2013/2014. There are 13 students in this class. In this class, the students get difficulties in understanding the text, especially in finding out the detail information of the orientation, events, reorientation and understanding language features on narrative text.

FINDINGS AND DISCUSSIONS

Findings

The researcher conducted the classroom action research by using story mapping strategy to solve the students problem as well as improving students’ narrative reading comprehension. After that the researcher computed the students’ individual score to obtain the mean score. Both the researcher and the collaborator observed the students’ behaviour during teaching learning process. This research was conducted in two cycles.

In this chapter, the writer presents the research findings and its discussion. The descriptions are as follows:

1. First Cycle

From the field note on the first cycle, the teacher started the lesson by giving brainstorming to the students by asked the students about their experience in reading narrative text and asked them to mention the title of narrative text they had read. Then, the teacher explained the generic structure and the elements of narrative text. After that the teacher explained how to apply story mapping strategy. The teacher had to pay more attention to the student. The teacher had to make sure that all students were ready to start the lesson, so all the students could pay attention to the teacher’s explanation.

The teacher implemented the story mapping strategy as a model. The students seemed confused in the activity. It took quite long time for the students in understanding and implementing the steps of story map strategy in their reading activity. The teacher should help the students to manage the time.
The teacher administer the essay test to measure the students' comprehension. The students worked individually. The teacher monitored the students in their individual working. Some students seemed find some difficulties in doing the test. The teacher had to pay more attention in monitoring the students in their individual work, because there are some students were cheating in the test. In the first cycle, the students did not gain good result. The mean score of students’ competence in comprehend the reading text is 67.69. It was categorized as poor to average. This point showed that the students’ comprehension in reading was low.

2. Second Cycle

On the second cycle, the teacher reviewed the material on the first cycle. The teacher explained the generic structure and the elements of narrative text. After that the teacher explained how to apply story mapping strategy. The teacher had all the students attention in the second meeting. All of the students were ready to start the lesson, so all the students could pay attention to the teacher’s explanation.

The teacher asked the students to implement the story mapping strategy. The students can manage the time, so the problem of time management in the activity was solved.

The teacher administer the essay test to measure the students' comprehension. The students worked individually. The teacher monitored the students in their individual working. It seemed that the students could do the task easily. The students’ mean score in the second cycle was 78.85 It was categorized “average to good”.

![Picture 1: The graph of cycle I and cycle II of students’ score](image-url)
Discussion of Research Findings

This section presents discussion of the research findings during the research to answer the research question. The general research question concerned in the improvement of students’ reading comprehension ability in narrative text after being applied story mapping in the classroom. The results indicated the improvement in the students’ reading comprehension ability in narrative text after the teacher story mapping in the classroom.

The research question was on how story mapping improve students’ reading ability in narrative text finding story elements. The results show there was improvement on students’ reading comprehension ability in narrative texts of finding story elements. The students had difficulty in recognizing story elements of narrative texts. This research also proved the improvement of the classroom management in teaching reading comprehension ability in narrative texts of finding story elements.

Based on the chart, in the first cycle, the general mean score of students’ reading comprehension ability in narrative text was 67.69 and it was 78.85 in the second cycle. This meant that the students’ general mean score improved from the first cycle to the second cycle. The students’ general mean score increased 11.16% from the first cycle into the second cycle. Thus, the students’ students’ reading comprehension ability in narrative text improved successfully after being taught through story mapping.

In summary, this study showed how story-mapping feedbacks improved students’ reading comprehension ability in narrative text. Teacher found many ideas regarding to the teaching learning. The students as well could comprehend narrative text more clearly.

CONCLUSION AND SUGGESTION

Conclusion

There were several improvements reached by the students, not only on their academic score, but also on their behavior to the lesson. Dealing with the score that the students got, there was a significant improvement. The use of story map improves the eighth grade of junior high school students’ achievement in learning English especially in reading comprehension. It can be seen from the comparison between the mean score of test in cycle 1 and cycle 2. Related to the students’ attitude or behavior to the lesson, there were some positive progressions that supported them in mastering the reading comprehension taught. The story mapping strategy could create more comfortable atmosphere inside the class. During the teaching- learning process, the students were more active, enthusiastic and also interested to take a part in the lesson.

Suggestions

Story mapping for reading strategy should be a strategy for English teachers in teaching. It was useful to improve the students’ reading comprehension of text, especially narrative text. It could help the students understanding the elements of the text, finding the main idea and the moral value of a narrative text. To make
sure the teaching learning runs well, the teacher should explain clearly about story mapping strategy before starting the teaching learning process.

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