

IMPROVING STUDENTS READING COMPREHENSION THROUGH STORY MAPPING STRATEGY AT SMA NEGERI 1 TERUSAN NUNYAI

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Penelitian ini bertujuan untuk meneliti apakah ada peningkatan pada kemampuan siswa dalam kemampuan pemahaman membaca setelah belajar melalui strategi story mapping. Penelitian ini adalah penelitian kuantitatif. Sasaran penelitian ini sebanyak 32 siswa. Tes membaca, observasi dan wawancara digunakan sebagai alat untuk pengambilan data. Analisis data menggunakan paired sample test. Hasil menunjukkan bahwa terdapat perbedaan signifikan secara statistik pada pencapaian kemampuan pemahaman membaca siswa dengan tingkat signifikan $0.00 < 0.05$. Dapat disarankan bahwa pengajaran membaca menggunakan strategi story mapping dapat membuat siswa aktif dan kreatif dalam pembelajaran dan dapat membantu siswa menemukan informasi yang terdapat di dalam teks dengan mudah.

The aim of this study was to find out whether there was a statistically significant improvement of the students' reading comprehension ability after they were taught through story mapping strategy. This research was quantitative. The subjects of this research were 32 students. The reading test, observation, and interview were administrated as the instrument of this research. The data were analyzed using paired sample test. The result showed that there was a statistically significant improvement of the students' reading comprehension ability with the significant level $0.00 < 0.05$. This suggests that teaching reading using story mapping strategy facilitates the students to find information from the text easily.

Keywords: *strategy, story mapping, reading comprehension*

INTRODUCTION

Reading is one of the important skills that is needed by the students from elementary school through university levels. By reading the students are able to get a lot of information based on what they have already read. Although generally people think of reading as a simple, passive process that involves reading words in a linear fashion and internalizing their meaning one at a time, it is actually a very complex process that requires a great deal of active participation on the part of the reader. Reading is stated as an active process, the readers form a preliminary expectation about materials, then select the fewest, most productive clues necessary to confirm or reject that expectation (Mackay, 1979). Reading is a process of putting the readers in contact and communicates with ideas (Simanjuntak, 1988:3). Whereas Nuttal (1982) defines reading as the meaningful interpretation of printed or written verbal symbols. Other linguists, Finocchiaro and Bonomo (1973:199) state that Reading is bringing and getting meaning from the printed or written materials. Joyce (2006:2) says that reading is an active skill, where the reader interacts with the text, and to some extent the researcher.

Learning English in Indonesia is more focused on reading. It can be proven by looking at the English National Examination question, there are more questions about reading comprehension than the other skills. According to the researchers' experience when she took the field practice program in SMA Negeri 1 Terusan Nunyai 2016 -2017, the researcher found that one of the problems faced by the students was that they often found difficulty in comprehending the text. They also thought that the way of their teacher teach them was difficult to be understood. The teacher could not make an interesting learning activity that

might make the student more active and easy to understand the material that was given by the teacher. The teacher also could not help the students to comprehend English text. In this case, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading. Setiyadi (2006) said that the teacher considerably needed to provide the students with the right techniques, so that they were optimally engaged in studying. One of the successful keys in teaching learning process may depend much on the method or strategies the teachers employ in the classroom.

In this study, the researcher implemented a leaning strategy as the method to improve students' reading comprehension. According to Hilliard (2015), there are seven learning strategies which are used to improve students' reading comprehension one of them is visualizing and organizing. In that learning strategy, students use graphic organizer to create mental images of the text, graphic organizers help to provide structure and allow students to generate ideas from the text. Based that, the researcher used visualizing and organizing reading strategy using graphic organizer also known as story mapping. According to Adler (2004), story mapping is used to chart the story structure. These can be organized into fiction and nonfiction text structures. For example, defining characters, setting, events, problem, and resolution in a fiction story; however in a nonfiction story, main idea and details would be identified.

There was a classroom action research which was aimed to improve students' reading comprehension skill of narrative text by using story map technique conducted by Rosada (2015). As a result, she concluded that student's reading comprehension ability of narrative text to

the tenth grade students of SMA Negeri 10 Pontianak in academic year 2014/2015 improved by using Story Mapping. And the other research carried out from Prakusumasari (2015). She conducted descriptive research to analyze the result of story mapping for developing students' reading skill of narrative text. She tried to analyze the result of story mapping technique which was applied in teaching-learning narrative text. Based on observation and interview, she found that the story mapping technique gave positive impact to the success of teaching reading of narrative text. Anggraeni (2013) found that there were several improvements reached by the students, not only on their academic score, but also on their behavior to the lesson. The use of story map improved the eighth grade of junior high school students' achievement in learning English especially in reading comprehension.

In this study, the researcher replicated previous research, however she used quantitative approach to find out whether story mapping strategy can improve significantly students' reading comprehension and to find out which aspects of reading that improve the most, and also the researcher wanted to know how students' opinion toward story mapping strategy. The participants of this research were the first grade students of SMA Negeri 1 Terusan Nunyai.

METHODS

This research was quantitative which used one-group pretest-posttest design. It was conducted at the first grade of SMAN 1 Terusan Nunyai, Lampung Tengah regency; also, the samples of this research were class X MIA 2 as the tryout class which consist of 25 students and X MIA 5 as the experimental class which consisted of 32 students in second semester of

2016/2017 academic year. For the data collection instrument, a pretest and a posttest of reading test, observation and interview were administered. The tryout test was conducted for 90 minutes. The pretest was conducted for 60 minutes. The posttest was administered after treatments and it also took 60 minutes. Observation was administered during the treatment and the interview was administered after the posttest. This research was conducted in nine meetings: tryout test, pretest, first treatment, second treatment, third treatment, fourth treatment, fifth treatment, posttest and interview. The students' scores from the pre-test and the post-test were analyzed by using t-test of SPSS 16 program. The gained data were analyzed by the repeated measure T-test.

RESULTS AND DISCUSSION

Results

The total score of pre-test in the experimental class is 1880.30. The mean of pre-test is 58.7594; the highest score is 76.7; the lowest score is 40. Since mean score is 58.7594, it indicates that there are still many students get score below 70 as the KKM (passing grade). Clearly, from 32 students on X MIA 5 only 7 students passed the standard score. It proves the assumption before that reading comprehension is difficult for the students. It is based on my experience in teaching when I took PPL in SMA Negeri 1 Terusan Nunyai.

The total scores of post test in the experimental class is 2264.70. The mean of post test is 71.1281; the highest score is 86.7 and the lowest score is 56 and the mode is 73. It can be seen from the mean score that there are differences in students' score. It improves from 58.7594 up to 71.1281. From 32 students, there were 19 students that have passed and 12 students that have not passed the target score. The

distribution of the students' pre test and post test score in experimental class are described as follow.

Table 1. Distribution Frequencies of Pre Test

Pretest	Statistic	
	N	Valid
	Missing	0
Mean		58.7594
Median		60.0000
Mode		60.00
Std. Deviation		10.5475
Range		36.70
Minimum		40.00
Maximum		76.70
Sum		1880.30

Table 2. Distribution Frequencies of Post Test

Posttest	Statistic	
	N	Valid
	Missing	0
Mean		71.1281
Median		73.0000
Mode		73.00
Std. Deviation		8.6282
Range		30.00
Minimum		56.00
Maximum		86.70
Sum		2276.10

The treatment of teaching reading through story mapping strategy contributed well to attainment of the reading teaching learning. Specifically, the use of story mapping strategy improved the students' reading comprehension in all aspects of reading comprehension, such as main idea (11.5% increased), specific information (16.8% increased), inference (13.0%

increased), reference (8.8% increased) and vocabulary (10.0% increased). Moreover, story mapping strategy mostly improved the students' reading comprehension in specific information, in which their ability in that aspect was 16.8% increased significantly. The table below shows the improvement of each aspect of reading.

Table 3. The Improvement of Each Aspect

Aspects Of Reading	Pretest (%)	Posttest (%)	Increase (%)
Main Idea	40,6	52.1	11.5
Specific Information	73,05	89.84	16.8
Inference	56,8	69.8	13.0
Reference	53,8	62.5	8.8
Vocabulary	65,6	75.6	10.0

During the treatments the researcher observed the students' behavior in the class. Based on the observation in teaching reading of narrative text which was conducted from 24th January through 7th February 2017, the researcher found that the teaching-learning process in the X MIA 5 class was going well. After the researcher administered the posttest to the students in the X MIA 5 class, she did the interview in the last meeting on the February, 10th 2017. Based on the interview which was conducted after the treatment had been done, it showed that the students are able to use story mapping in reading narrative text. The researcher interviewed 10 students as the representation from the sample, she found that story mapping strategy helped the students remembering the important information of narrative text.

In this research, there is one hypothesis that should be proved. To prove the improvement of the students' reading comprehension ability, the researcher calculated the students' scores using SPSS

16.0 for windows. The table below shows the result of Paired Samples Test.

Table 4. Paired Sample Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest - pretest	1.18375E1	2.81388	.49743	10.82299	12.85201	23.797	31	.000

It shows that the significant level was lower than 0.05 and it can be concluded that there was improvement of the students' reading comprehension ability through story mapping strategy.

Discussion

Reviewing the result, it shows that, the pre-test the highest score was 76.7 and the lowest score was 40 with 26 students scored less than 70 and 12 students scored highest than 70. In contrast the post-test highest score was 86.7 and the lowest was 56 with 12 students scored less than 70, and 20 students scored higher than 70. The mean score in pre-test is 58.7594 increase to 71.1281 in post test with 12.3687 of gain. The research activity during five treatments run well and condusive. Students become more active and enthusiastic because they are interested during the lesson. It makes students are able to comprehend the narrative text easier by themselves. As the result, their score improve significantly. Then, Story Mapping strategy can be assumed as a good way to be implemented in teaching reading.

The result of this research is in line with Prakusumasari's (2015) findings, after conducting research about the use of story mapping in teaching reading skill, she said that that the use of story mapping

technique as a technique in teaching reading could help the students understand the narrative text easily. Kurniawan (2015) also stated in his research findings that the students comprehension of narrative text improved by implementing the teaching strategy. During the observation in the each treatment proved that behavior of the students change gradually. It is supported by Angraeny (2013) in her research findings also found that there were several improvements reach by the students, not only on their academic score, but also on their behavior to the lesson. Kurniawan (2015) also said in his research that story mapping strategy leaded to a more active learning environment.

The result of this research showed that all aspects of reading improve, specific information with increase 16.8%, and the second is inference with increase 13.0%, then main idea improved 11.5%, followed by vocabulary 10.0% and reference 8.8%. It means that story mapping helps students to comprehend the text because when students create their own story mapping they read the text carefully, and analyze them into some charts of the elements of narrative text, such as title, characters, setting, problems, and resolution. It is supported by Kurniawan (2015) in his research he said that by

applying story mapping strategy, the students could divide the story into separate components and events. Story mapping is a good strategy to build students' comprehension ability. 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.

Furthermore, the second hypothesis which stated that the specific information is the aspect of reading that improved the most is accepted. The improvement of this aspect was 16.8%. It got the highest improvement. Specific information aspect improved since students read the text carefully to complete their chart of story mapping with any ideas from the text. As the result, they also got the information more detail and could answer the questions that related to this aspect. It is supported by Rosada (2015), in her research she said that teaching reading comprehension on narrative text by using story map positively helped the students to organize their ideas into a map which help them to integrate the concepts and idea from the story. Story mapping enables the students to store information in their personal schema more efficiently and facilitates to recall the story elements more completely and accurately.

In summary, it can be stated that story mapping strategy can be used to improve students' reading comprehension ability of narrative text. It is due to the capacity of Story Mapping strategy make students easy to comprehend the text, and it is make students more active and creative. It is proved by the mean score of the pre-test and post-test before and after the treatment, observation during the treatment, interview after the treatment.

CONCLUSION AND SUGGESTION

Referring to the discussion of the researcher in the previous chapter, the researcher comes to the following conclusions and suggestions.

Conclusions

Based on the findings in the fields and from the statistical report in the last chapter, it was found that story mapping strategy could significantly improve students' reading comprehension ability, because by using story mapping helped the students to find out the information of the text easier rather than using conventional ways.

Besides that, it not only improved their reading comprehension ability but this strategy also improved all aspects of reading in term of main idea, specific information, inference, reference and vocabulary. Where the aspect of reading improved the most is specific information.

Suggestions

By seeing the advantages of the implementation this technique, the English teachers are suggested to use story mapping strategy in teaching reading and before implementing the story mapping the teacher should choose suitable text for students. The teacher can make a group work consisting of some students, if the students find difficulty when they make their own story mapping. Then, story mapping is made by illustrating the information from story into a chart of map, so it is beneficial for teaching narrative text and recount text.

In addition, the researcher recommends that for future studies can be done on different level of students for example in the elementary school students, junior high school students or university students. And the future researchers are

suggested to use other kinds of text and another skill in English for example in writing. To vary Story Mapping, it can be done in pairs or group work.

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