*T*he Effect of Using Story Mapping Technique on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 8 Jember.

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Abstract

The objectives of this research was to know whether or not there is a significant effect of using Story Mapping Technique on reading comprehension achievement of the eighth grade students at SMPN 8 Jember. The design of this research was quasi-experimental research using Randomized-Groups Post-test Only Control Group Design. The research area was chosen by using purposive method. The data collection methods of this research were test, documentation, and interview. Two classes as the experimental group and the control group were chosen by using cluster random sampling method. The experimental group was taught by using Story Mapping Technique, while the control group was taught by using Three Phases Technique. At the end, a post test was administered to both classes to collect the data and the collected data were analyzed by using t-test. The result of the analysis showed that the value of t-test was higher than that of t-table (3.01 > 1.99). Therefore the alternate hypothesis (H1): There was a significant effect of using Story Mapping Technique on reading comprehension achievement of the eighth grade students at SMPN 8 Jember, was accepted. It can be stated that the use of Story Mapping significantly affected grade eight students' reading comprehension achievement of narrative text at SMPN 8 Jember.

Keywords: Reading Comprehension Achievement,Story Mapping Technique

Introduction

Reading as one of the English language skills plays a great role in teaching and learning process. It can be used as the key to open the window of the knowledge. According to Carrel, *et al.* (1988:1) for many students, that reading is by far the most important of the four language skills in a second language, particularly in English as a second or a foreign language. It means that reading has great influence in teaching learning process at school. In line with this, Grellet (1996:8) states that reading comprehension skill is the basic skill in learning English because most of learning activities in the classroom involve reading. By reading, hopefully the reader can understand the main message from the writer of the text. Furthermore, Fairbairn and winch (1996:8) state that it may seem an obvious things to say when we read in order to gain meaning from the text. It means that the important thing of reading is to get the main meaning of the text. As the students read, they search for and construct meaning based on what they comprehend from the text.

However, there are many students who have many difficulties in comprehending an English text. Their difficulties may come from the fact that they cannot relate what they read to what they have already known about the topic given. In addition, they often read the text slowly and frequently open the dictionary to get the meaning of each word in the text. It will disturb the process of comprehending the text meaning in reading comprehension.

Related to the students' difficulties in reading comprehension, a teacher should take some techniques and certain methods to help the students solve their difficulties in comprehending the reading text. To help students in understanding the information from the reading text, Henning (1997:275) mentions some visual strategies including webbing, charting, or outlining. In line with this, Buehl (2001:135) states that the result of visual outline helps students build a coherent framework for understanding and remembering a story. It means that visual outline can help students to understand the text and it can help students to have long term memory of a story. Moreover, Beck and McKeown (in Buehl 2001:135) state that Story Mapping is a strategy that helps students use their knowledge of narrative structure to analyze stories. Hence, story mapping as one of the visual outlines helps the students to comprehend reading text in narrative story by understanding the structure of each part.

According to Boss and Vaughn (1991:162), story mapping provides the students with a visual guide to understand and retell stories. It supports the students to

store information in their personal schema more effectively and it facilitates to recall the elements of story more complete and accurate. Boulineau (2004), states that story mapping directs students' attention to relevant elements of stories using a specific structure. This is a technique to generate, visual and organize ideas into map based on the word, phrase, and sentences by using a diagram or a chart that usually presents key components of a story, for instance, characters, setting, problem, action, and ending or resolution.

Several researchers did the research dealing with story mapping technique. Ikasari (2011), who investigated the effect of using story mapping on reading comprehension achievement of narrative text of grade eight students at SMPN 2 Lumajang found that there was a significant effect of using story mapping on reading comprehension achievement of narrative text. It significantly affected grade eight students' reading comprehension achievement. Kisfinata (2013) also did the same research. She investigated the effect of using story mapping on reading comprehension achievement of the eighth year students at MTs Negeri Bangsalsari the 2012/2013. She found that there was a significant effect on students' reading comprehension achievement after using story mapping method. She proved that the use of story mapping technique at MTs Negeri Bangsalsari was 9% more effective than a conventional method.

Reutzel (in Amer, 2003) found that story mapping was a good alternative technique to store and retrieve the information from the text to help the students comprehending the reading of a story. It can be said that story mapping is a good alternative technique to help students in comprehending text.

Idol (1987) found that story mapping brings the readers' attention to the important and inter-related parts of narrative text. It means that story mapping is a type of story concept for organizing and categorizing the important component of the story. According to Boss and Vaughn (1991:162), story mapping provides the students with a visual guide to understand and retell stories. It supports the students to store information in their personal schema more effectively and it facilitates to recall the elements of story more complete and accurate. Story mapping is visual description of a story that can help the students to recognize the basic pieces of a narrative text.

The eighth grade students of SMPN 8 Jember have never experienced of how to comprehend of narrative texts by using story mapping. In the interview, the teacher said that she never applied story mapping in teaching reading. The English teacher usually teaches English for the eighth grade students by using English textbooks and LCD Projector. Therefore, based on the explanation above, it was interesting to conduct an experimental research entitled "The Effect of Using Story Mapping Technique on the Eighth Grade Students' Reading Comprehension

Achievement at SMPN 8 Jember 2013/2014 Academic Year".

Research Method

The design of this research was quasi-experimental research using Randomized-Groups Post-test Only Control Group Design (Frankel and Wallen, 2006:273). The researcher chose this design because this research was intended to know whether or not there was a significant effect of teaching reading by using Story Mapping Technique on the eighth year students' reading comprehension achievement at SMPN 8 Jember. In this research there were two groups that were taken as the samples from the existing seven classes of grade eight students at SMPN 8 Jember. The two groups were experimental group and control group. The experimental group received treatment that was teaching reading comprehension by using Story Mapping Technique while the control group did not receive any treatment that was teaching reading comprehension without using story mapping technique the control group was taught by three phases technique.

The research area was determined by purposive method. This research was conducted at SMPN 8 Jember. This area of the research was chosen based on the consideration that the English teacher has never applied the story mapping technique in teaching reading comprehension, and there was no research that had ever been done on story mapping technique in teaching reading comprehension in that school. In addition, the principal has given permission to conduct this research at that school.

The research used cluster random sampling so all the subject had the same chance to be selected. The respondents of the research were taken from the eighth grade students of SMPN 8 Jember since the population was the eighth grade students of SMPN 8 Jember. The students in the eighth grade at SMPN 8 Jember were divided into seven classes, VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, and VIII G in which each class consisted of 34-36 students.

There were three kinds of data collection methods in this research. They were: a reading comprehension achievement test, interview and documentation. In this research, a reading comprehension achievement test was used to collect the data about the students' reading comprehension achievement. It was given as a post test. The post test scores of both the experimental and control groups were used as the data to investigate the different effects of the treatment using Story Mapping Technique for experimental group and Three Phases technique for the control group. This research used free structured interview to collect the information from the English teacher to get the information about students' reading comprehension

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achievement, the method used in teaching reading comprehension, the book used in teaching reading comprehension and the activities in teaching reading comprehension. The documentation was about the name of respondents (the experimental group and control group) of eighth grade students' record of the English reading comprehension achievement in SMPN 8 Jember.

The post test scores of both the experimental and control groups were analyzed statistically by using t-test formula to know whether the mean difference between the experimental group and the control group was significant or not. Then, it was consulted to the t-table significant level of 5%.

Discussion

The experimental treatment in this research was teaching reading comprehension by using Story Mapping Technique. The experimental treatment was done in two meetings.At first, however, the students had difficulty in applying the Story Mapping technique because it was new for them. The researcher helped them by giving the students a copy of the story map that would be used in the lesson and then explained the components of story mapping such as the settings, the problem, the goal, the action, and the resolution of the story. After the students understood all the explanations, the researcher asked them to complete the story map independently during silent reading. In the control group, the students accepted what the researcher gave to them in the form three phases technique, reading the text aloud and finding the difficult words in the text.

In the first teaching learning process, the students in experimental class could not answer all the questions but in the second meeting they could finish to answer the questions. By using story mapping technique the students got better comprehension of the text. They could answer all the questions by relating each element of story mapping. This finding is relevant to the theory that story mapping helps the students to identify the relationship among concept and events, organize specific details, and understand the message that embedded in the text (Reutzel in Amer, 2003).

The researcher conducted the post-test in order to get data about the students' reading comprehension achievement. The total number of the test was 20 in the form of multiple choice and it should be finished in 60 minutes. The result of data analysis proved that Story Mapping Technique significantly affected the students' reading comprehension achievement at SMPN 8 Jember. It was shown by the statistical computation value of t-test was higher than t-table (3.01>1.99). From the scores of post test (*See Appendix M*), it could be seen that experimental group who was taught reading by using Story Mapping got better

score compared to the control group who was taught reading by using Three Phases technique. The evidence showed that using Story Mapping Technique had a significant effect on reading comprehension achievement of the eighth grade students of SMPN 8 Jember.

Conclusion and Suggestion

Based on the results of data analysis and discussion, it could be concluded that there was a significant effect of using Story Mapping Technique on reading comprehension achievement of the eighth grade students at SMPN 8 Jember.

By considering the results above, some suggestions are given to the following people:
1) Teacher
The English teacher is suggested to use and apply Story Mapping technique in teaching reading to help the students comprehend the reading narrative text completely and efficiently.
2) The Students
The students of SMPN 8 Jember are suggested to actively involve themselves and more interested in teaching and learning process of reading comprehension by using Story Mapping technique to comprehend the reading text better because it was proved that the use of Story Mapping technique has a significant effect on the students reading comprehension achievement.

3) The Future Researchers
The future researchers are suggested to conduct a further research dealing with similar topic in different aspects of investigation. In addition, the researchers are suggested to conduct different research using different research design, such as: A descriptive study on the use Story Mapping technique on students' reading comprehension achievement.

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