EFL Education Journal

Anam S Mibyantoro, **Aan Erlyana Fardhani, Made Adi Andayani T.**	**Improving the XI IPS 2 Students' Narrative-Texts Reading Comprehension Achievement by Using Story Mapping Strategy at the** *SMAN Kalisat* **Senior High School**
Eka Ambarwati, **I Putu Sukmaantara, Erfan**	**A Content Analysis on the Relevance of an English Textbook to the Recent Curriculum in Indonesia**
Husnul Hotimah, **Eka Wahyuningsih, Asih Santihastuti**	**Improving Students' Vocabulary Achievement by Using Word Cards at a Junior High School class**
Nur Laila Oktarita, **Bambang Arya WP, Eka Wahjuningsih**	**The Eighth Grade students' Ability in Using Transition Expression in Recount Text at SMPN I Tongas**
Iin Z Mahmudah, **Sugeng Ariyanto, Bambang Arya WP**	**The Effect of Using Scaffolding Technique on the Tenth Grade Students' Descriptive Text Writing Achievement at the Arjasa Senior High School**
Nur Fithria Taufik, **Bambang Suharjito**	**A Descriptive Study on the Eighth Grade Students' Ability in Writing Descriptive Text at SMPN 7 Jember in 2017/2018 Academic Year**
Rachma Medina K, **Made Adi Andayani T., Erfan.**	**The Effect of Using Crossword Puzzle on the Eighth Grade Students' Vocabulary Achievement**
Rini Shofiani, **Budi Setyono, Aan Erlyana Fardhani**	**The Influence of Implementing Out-door Language Learning (OLL) on the High School Student's Descriptive Text Writing Achievement**

THE ENGLISH EDUCATION DEPARTMENT, THE FACULTY OF TEACHER TRAINING AND EDUCATION, THE UNIVERSITY OF JEMBER

Volume 5	Number 1	March 2018	1093-1204	ISSN: 2338- 4190

A publication on EFL Education Journal

EFL Education Journal is published 3 times a year in the months of March, July, November ; it presents articles on EFL education and research

NOTES FOR CONTRIBUTORS AND SUBSCRIBERS

Policy. The EFL Education Journal is one of the professional publications of both the lecturers and teachers' research findings or conceptual issues of EFL educationin and outside the FKIP Jember University. It appears 3 times a year in the months of March, July, and November. The Journal presents information and ideas on English as a foreign language (EFL) learning and teaching. Articles based on the teachers' research findings are of primary interest and relevance to the EFL teacher training and education, Jember University.

Contributions. Contributions, which should be original and not published elsewhere, are welcomed from educationists: both the lecturers and students in EFL education. Main articles should be between 1000 and 5000 words in length. Manuscripts for review should be sent to the Editor, EFL Education Journal, Prodi BahasaInggris, FKIPJember. A contributor will receive one copy of the issue in which his/her article appears.

Subscribers. The subscription is highly recommended for sophomores as references in their study.

EFL EDUCATION JOURNAL

Improving the XI IPS 2 Students' Narrative-Texts Reading Comprehension Achievement by Using Story Mapping Strategy at the *SMAN Kalisat* Senior High School

Anam Setiyo Mibyantoro, **Aan Erlyana Fardhani, Made Adi Andayani T**.
FKIP, The University of Jember
E-mail: anamsetiyo@gmail.com

Abstract: The research was intended to improve students' reading comprehension achievement by using story mapping strategy. The research design was classroom action research. The research area was at the *SMAN Kalisat* Senior High School. The research subjects were thirty two students of class XI IPS 2.The research data were collected by interview, documentation and test. The result showed that the percentage of the active students in two cycles increased from 71.85% to 81.25% and the percentage of the students who improved in reading comprehension achievement increased from 68.75% to 78.12%. It can be said that this research fulfilled the criteria of success. Therefore, the use of story mapping strategy could improve the students' reading comprehension achievement at the school.

Keywords: Story Mapping, Reading comprehension

1. Introduction

There are four basic language skills to be learnt in learning a language, they are listening, speaking, reading, and writing. Reading as one of the basic language skills plays an important role in the teaching learning process of English. Through reading, language learners or students are able to get information from the text, get main ideas and comprehend contents or elements of the text. As Grellet (1996) states that reading involves a variety of skills such as recognizing the script of language, understanding explicitly stated information, identifying the main point or important information and distinguishing the main idea from supporting details. In addition, Elizabeth (2003) points out that reading consist of two related processes:

word recognition and comprehension. It means that reading is an active process which requires highly comprehension and certain ability.

In order to have a good reading comprehension, language learners should have good capability in recognizing content and genre of English text. Furthermore, they also have to be able to actively work on the text, try to think critically about the message of the text and capture what the author is trying to say in the text. As Oakhil (2015) confirms that readers cannot understand a whole text if they cannot identify (decode) the words in that text. In the Senior High School Students level especially eleventh grade students, the 2006 curriculum (KTSP) states that students should master five different types of text. They are narrative, spoof, report, analytical exposition and hortatory exposition texts.

There are still many students who have problems in comprehending an English text especially in the genre of Narrative text, it happens because of some causes. Firstly, the problem may come from the fact that they cannot get any information which is usually implicitly stated in the text so that they can't relate what they read to what they already know about the topic. The second causes happen because of they lack of vocabulary, they may read slowly and frequently open dictionary to get the meaning of difficult words. It will disturb the process of identification and comprehension of the text. This situation represents the condition in which the English teacher informed the researcher that the students in SMAN Kalisat.

After the preliminary study done on September 22nd 2016 at SMAN Kalisat, the researcher could find that there were still many students who had the same problem as the researcher stated before. It was proven by the result of the test among the eleventh grade students of social science, consisting XI IPS 1, 2 and 3. Among

those three classes, XI IPS 2 got the lowest average score, the result showed that 17 students (53%) of 32 students got score less than 75 which was the passing grade score. Therefore, there must a teaching strategy of how to improve their reading comprehension achievement, for example story mapping. The Story Mapping Strategy can be used to make the students' reading comprehension improved. The implementation of the Story Mapping is supported by Davis and McPherson (in Weih, 2000) who claimed that story maps provide such a strategy and provide a practical means of helping students organize story content into coherent whole. In line with this idea, Mendiola (2005) also stated that the story map is a highly effective, practical way to help students to organize story content, further he said that story map enables students to store information in their personal schema more efficiently and facilitates the recall of story elements more completely.

Thus, the researcher conducted a Classroom Action Research to improve the eleventh grade students' reading comprehension achievement in narrative text by implementing story mapping strategy at SMAN Kalisat.

2. Literature review

2.1.Story Mapping Strategy in ELT: Theoretical Framework

In teaching English as Foreign Language (EFL) especially in reading comprehension class, the teacher should takes some strategies or techniques to help students comprehend certain types of text. Various types of srategies in teaching is needed in order to help students with their problems in class. Thus, the researcher selected an appropriate strategy for teaching reading comprehension that was Story Mapping. Mapping has different terms as it is stated by different experts. Some experts call as clustering or diagramming (Langan, 1997); concept mapping (Cooper, 1999); web or maps (Hennings, 1991); semantic mapping or text mapping (Carrel, 1999); and clustering (Buscemi, 2002). The researcher used the term of

mapping that was story mapping. This was because the researcher believed that s tory mapping can help students in comprehending reading text in the genre of Narrative.

As stated by the researcher at the beginning that story mapping was a strategy in teaching reading comprehension that provides students with a diagram or map which contains basic elements of story such as characters, setting, problems, events, and story outcome. This is strategy to recognize basic elements and organize those elements into a map or diagram based on the word, phrase, and sentence in the text. In line with this idea, Mathes*et al.* (1996) confirm that story map is simply a graphic representation of story grammar elements. Further, Moore and Scevak (in Weih, 2000) state that story maps are structured visual aids such as maps and diagrams, as visual, spatial material that is graphically displayed rather than purely written material. It can be said that story mapping is a strategy that provides students with a diagram or map which contains basic elements of story so that they can relate what they have already known about the topic of the story with the information from the story and draw it in the form of meaningful mapping.

2.2.Review of previous studies

There has been several research studies related to the issue of story mapping in the last three decades. First, Idol and Croll (1987) investigated the use of story mapping to improve reading comprehension. Five elementary schools students in Midwest City with reading comprehension problem during classroom teaching were chosen. They were instructed to use story mapping procedures as a schema-building technique by identifying the element of narrative story (e.g., setting, problem, goal, action and story outcome). The result showed that performance of all five students

were improved in responding ten explicit and implicit comprehension questions and the ability of the students in answering those questions was also increased.

Second, Mathes, D. Fuchs and L. S. Fuchs (1996) conducted a qualitative descriptive research, they described one technique that is called Cooperative Story Mapping to promote greater reading comprehension development in grade 2 through 6 of elementary school in America. They combined the use of story mapping strategy with cooperative learning procedures to create an activity in which all students were actively engaged in analyzing and discussing the stories. The result reported that both the teachers and the students were satisfied with Cooperative Story Mapping. One of the teacher reported that Cooperative Story Mapping enable students working in a cooperative group, thus they could enhanced their reading comprehension achievement. Likewise, the students also told that enjoyed Cooperative Story Mapping and believed the procedure had helped them to become better readers.

Third was Boulineau, Fore III, Hagan-Burke, and Burke (2004) conducted a study on 6 students in north Georgia with learning disabilities who attended to 3rd and 4th grades. In the study, the students were asked to fill the story map about the story that they had read in order to show the effectiveness of story map technique's effectiveness and maintenance. A single-subject design was used and there was an increase in the reading comprehension of the students and finding the components of the story and this increase was maintained after the study.

Next, Isikdogan and Kargin (2010) investigated the effect of story mapping technique on reading comprehension. They applied pre test and post test experimental design with a control group and experimental group. They also

involved 14 students of elementary school in Ankara, Turkey with mild mental retardation as the research participants. The findings of their study revealed that the story mapping technique positively affected the reading comprehension skills of the students in experimental group.

Fifth, Narkon and Welles (2013) demonstrated a design of learning, called universal design for learning (UDL) with the evidence-based story-mapping strategy to improve reading comprehension for elementary students with a reading disability. By applying the principles of universal design for learning in the instructional design of a story-mapping lesson they believe it can increases accessibility and removes barriers to engagement and interaction experienced by students with learning disabilities who have reading and writing challenges. Further they claimed that an illustration of the planning and delivery of a universal design for learning enhanced story-mapping lesson that fits into the classroom schedule in inclusive general education or special education classrooms.

3. The Study

3.1. Research Context

The research was conducted in the EFL (English as a Foreign Language) context and the research area was at a Senior High school namely SMAN Kalisat. The Story Mapping Strategy was chosen to help students improve the XI IPS 2 students. Moreover, the head master and the English teacher of this school gave permission to the researcher to conduct this Classroom Action Research.

3.2.   Reseach Design

The design of this research was a Classroom Action Research and the aim was to overcome a certain issue of the class that was being observed. Aryet. al. (2010)say

that action research is a research conducted by the practitioners based on the issue in a certain location. Thus, it could be said that this design used to overcome the issue/problem in the school. The issue was the students' got difficulty in comprehending a narrative story and the researcher implemented the Story Mapping Strategy to help them to overcome the problem then.

In conducting the research by implementing the Story Mapping Strategy, it was implemented in two cycles. These cycles consisted of four satages suggested by Arikunto (2011), they are 1.) planning of the action, 2.) implementation of the action, 3) observation of the action, and 4.) reflection of the action. Thus, the implementation of Story Mapping Strategy followed these stages.

In the research, planning of the action meant that the researcher planned the classroom activities which were written structurally in the lesson plan including the narrative text as the material used in the implementation. In implementation, the researcher implemented the teaching steps of the Story Mapping Strategy by adapting the teaching steps suggested by Rathvon (2008). There were three main steps namely, modelling phase, leading phase and using phase.

3.3.   *Research Participants*

The research participants of this research were 32 students of class XI IPS 2 at SMAN Kalisat. The research subjects were chosen by choosing the class which had the lowest scores after having the preliminary test which was conducted on the 22nd September 2016. The students in this class had the lowest scores among other two classes

3.4. Research data and analysis

For the data used in the research, the researcher conducted a reading test in the end of meeting of each cycle as a primary data, interviewed the English teacher and the students' attendant list (documentation) as the secondary one. The test used in this research was achievement test Hughes (2003) says that achievement tests are directly related to the language courses. These tests are used to know how successful individual student, group of students or the courses themselves have been in achieving the learning objectives. In this research, the achievement test was used to measure the students' achievement in comprehending the reading text in the genre of narrative by implementing story mapping strategy.

The total number of the test items was 35 items. The test were in the form of multiple choice, essay and true false test which covered questions for words comprehension, sentences comprehension, paragraphs comprehension, and text comprehension. There were five texts was given in the test. First text entitled "The Hawk and The Hen", second text entitled "The Witch's house", third text entitle "The Rabbit and The Crocodile", fourth text entitle "The King of Crete", and the last text entitle "The Fox and The Crow". The researcher gave the score of each types of test in different score because each types of test had a different difficulty level. In this case, the score was 2 points for each correct item of multiple choice, 4 points for each correct item of essay, and also 4 points for each correct item of true false. So, the maximum score was 100. The data were analyzed by using descriptive statistics

There were three criteria of success of this research, first was at least 75% of the students were participate during the teaching learning process, second at least 75% of the students achieved the standard passing grade that was 75, and the last was the mean score of the students' reading comprehension test was at least 75.

4. Research results and Discussion

The result of this research was divided in three criteria. First, the students' participation during the teaching learning process of reading class, second the students' reading comprehension achievement and the last was the mean score of the students' reading comprehension test. These results are represented in the following chart.
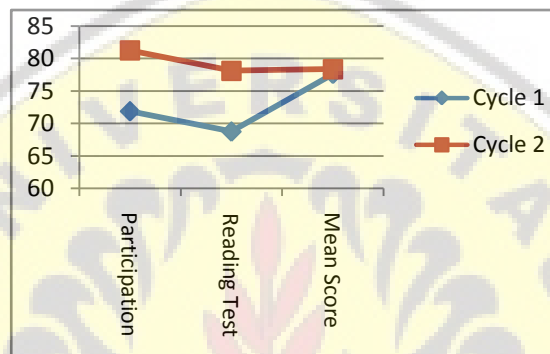
The chart shows that the use of Story Mapping Strategy could improve the Eleventh Grade Students' reading comprehension achievement and their participation in reading class at SMAN Kalisat. It was proved by the significant improvement on the percentage of the students' participation and reading test from Cycle 1 to Cycle 2. In the first cycle the percentage of the students' participation was 65.62% in the first meeting and 71.87% in the second meeting. For the reading comprehension test, the result in cycle 1 showed that only 22 out 32 students or 68.75% from the total number of the students were achieved the standard passing grade.

The research result of Cycle two was much better than Cycle 1. The students were participated more actively in the class. As a result, the percentage of the students' participation increased from 75% in the first meeting to 81.25% in the second meeting. The same thing also happened on students' reading comprehension test,

the result increased from 68.75% in the first cycle to 78.12% in the second cycle. In addition, the mean score of the s tudents' reading comprehension test was 77.62 in the first cycle and 78.37 in the second cycle. It can be concluded that the result in cycle two has reached the success criteria of this research.

This means that the implementation of the Story Mapping Strategy could improve the students' reading comprehension achievement in the narrative text. It was proven by the percentage improvement of the students' reading comprehension achievement from preliminary study result (the students' reading comprehension achievement before being taught by implementing the Story Mapping strategy), to Cycle 1 and then continued to Cycle 2. Those research findings above were in line with what Weih (2000) states that story mapping instruction could be used as a viable method for teaching the structure narrative stories, particulary students who read and write fluently but experience difficulty in remembering and understanding what they read.

5. Conclusion

After this research had been completely carried out and the data require had been obtained, there are two things could be concluded as follow. Firstly, the implementation of Story Mapping Strategy could improve the eleventh grade students' participation during the teaching learning process of reading at SMAN Kalisat. It was showed by the result percentage of the students' participation in class which had already improved from 65.62% in the first cycle to 81.25% in the second cycle.

Secondly, the implementation of Story Mapping Strategy could improve the eleventh grad e students' reading comprehension achievement at SMAN Kalisat.

The improvements were indicated by the percentage result of the students' reading comprehension test in both Cycle 1 and Cycle 2. In Cycle 1 the percentage of students who got score equal or more than 75 was 68.75%, while in Cycle improved to 78.12%.

Moreover, it is suggested to the English teachers to consider in applying the Story Mapping Strategy to improve the students' participation in class and their reading comprehension achievement. It is applicable to be used in classroom because the finding of this research proved that the strategy enabled the students' participation in class and their reading comprehension achievement enhanced. For the future researchers, the research result can be useful references to conduct a further research about the implementation of the Story Mapping Strategy towards the students' reading comprehension achievement. They can implement the Story Mapping Strategy by using a different research design and different research area. They can implement the strategy by using an Experimental Research towards different research subjects with various grades to strengthen this research result.

REFERENCES

Grellet, F. (1996).*Developing Reading Skill*. Cambridge: Cambridge University Press.

Elizabeth S. Pang, *et al*, (2003).*Teaching Reading*. Switzerland: International Academy of Education.

Oakhill, J. (2015). *Understanding andTeaching Reading Comprehension.* New York:Wearset Ltd, Bold on, Tyne and Wear.

Weih, G.T. (2000). *How Fifth-grade Students UseStory Mapping to Aid Their Reading Comprehension.*Wichita,Kansas.Wichita StateUniversity.

Mendiola, R. (2005). *Reading Strategy: Story Map*. Available at :www. rafaelmendiola. com/FINAL%20Story%Ma pping%20Rafael %20 Mendiola.doc.

Mathes, P. G., Fuchs, D., Fuchs, L.S. (1996) *Cooperative Story Mapping (Remedial and Special Education)*. Austin, USA: PRO-ED Inc.

Idol, L., & Croll, V. J. (1987). Story mappingtraining as a means of improving reading comprehension. *Learning Disability Quarterly, 10,*214-229.

Boulineau, T., Fore III, C., & Hagan-Burke, S., & Burke, M. D. (2004).Use of story-mapping toincrease the story-grammar text comrehension of elementary students with learning disabilities. *Learning Disability Quarterly, 27*(1), 105-121.

Isikdogan, N., & Kargin, T. (2010).*Investigation of the Effectiveness of the Story-Map Method on Reading Comprehension Skills among Students with Mental Retardation.*KuramveUygulamadaEğitimBilimleri / Educational Sciences: Theory & Practice *10* (3) • Summer 2010 • 1509-1527

Narkon, E.D & Wells, C.J (2013) *Improving Reading Comprehension for Elementary Students with Learning Disabilities: UDL Enhanced Story Mapping.* University of Hawai, Honolulu, USA.Routledge Publisher.

Ary, D., Jacobs, L. C., Sorensen, C., &Razafieh, A. (2010).*Introduction to Research in Education* (8[th]ed.). Belmont: Wadsworth Cengage Learning.

Arikunto, S., Suhardjono, &Supardi. (2011). *PenelitianTindakanKelas.* Jakarta: PT BumiAksara.

Rathvon, N. (2008). *Effective SchoolIntervensions: Strategies for Enhancing Academic Achievement and Social Competence*. Available at:http//www. amazon.com/Effectiveschool/Intervensions-Evidence-BasedReactitione r/dp/15 72 309105.

Hughes, A. (2003). *Testing for Language Teacher* (2nd Edition ed.). Cambridge: Cambridge University Press.