USING STORY MAPPING STRATEGY TO IMPROVE THE ABILITY OF THE SECOND GRADE STUDENTS OF SMA TRI BHAKTI PEKANBARU IN COMPREHENDING NARRATIVE TEXTS

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2014

Abstract: Teachers tend to improve the students' ability by applying strategies. One of them is the topic of this article. This article is based on a research report about using story mapping strategy to improve students' ability in comprehending narrative texts. The aimof this research was to know whether or not using story mapping strategy could improve students' ability in comprehending narrative texts and how it could improve the ability. Classroom action research was designed in two cycles at 39 students of XI-1 Science of SMA Tri Bhakti Pekanbaru as the participant of this research. The data were collected through reading comprehension test, observation sheet, and field note. This research found that story mapping strategy could improve the students' ability in comprehending narrative texts. Students' mean score improved from 40 in pre-test to 66 in post-test 1, and to 79,7 in post-test 2. It is in line with the activeness of students that improved from 83% in cycle 1 to 96,5% in cycle 2. Story mapping strategy helps students in visualizing the narrative texts. It analyzes each part of the story and tells how it relates to each other. The students were introduced to the essential part to make them comprehend the text easily. This research recommended that teachers could use story mapping strategy to improve students' ability in comprehending narrative texts since it was an effective strategy by providing the structure and organization of the texts.

Key words: story mapping strategy, ability, narrative text

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Abstrak: Guru cenderung meningkatkan kemampuan siswa dengan menerapkan beberapa strategi. Salah satunya adalah topik dari artikel ini. Artikel ini didasarkan pada laporan penelitian tentang penggunaan strategi *story mapping* untuk meningkatkan kemampuan siswa dalam memahami teks-teks naratif . Tujuan dari penelitian ini adalah untuk mengetahui apakah menggunakan strategi *story mapping* dapat meningkatkan kemampuan siswa dalam memahami teks-teks naratif atau tidak dan bagaimana hal itu bisa meningkatkan kemampuan siswa. Penelitian tindakan kelas ini dirancang dalam dua siklus pada 39 siswa XI IPA 1 SMA Tri Bhakti Pekanbaru sebagai peserta penelitian ini. Data dikumpulkan melalui tes pemahaman membaca, lembar observasi , dan catatan lapangan. Hasil dari penelitian ini menunjukkan bahwa strategi *story mapping* dapat meningkatkan kemampuan siswa dalam memahami teks-teks naratif . Skor rata-rata siswa meningkat dari 40 di pre - test menjadi 66 di post-test 1 , dan meningkat ke 79,7 di post-test 2. Hal ini sejalan dengan keaktifan siswa yang meningkat dari 83 % pada siklus 1 dan 96 , 5 % pada siklus 2. Strategi *story mapping* membantu siswa dalam memvisualisasikan teks naratif. Startegi ini menganalisa setiap bagian dari cerita dan menceritakan bagaimana kaitannya satu sama lain. Para siswa diperkenalkan ke bagian penting untuk membuat mereka memahami teks dengan mudah. Penelitian ini merekomendasikan bahwa guru bisa menggunakan strategi *story mapping* untuk meningkatkan kemampuan siswa dalam memahami teks-teks naratif karena strategi ini efektif dengan menyediakan struktur dan organisasi dari teks.

Kata Kunci: *story mapping strategy, ability, narrative text*

INTRODUCTION

Reading is one of four important language skills that should be learned by students when learning English. Reading is a way to gather information, enhance knowledge,increase vocabualary, and for enjoyment. Reading a text generally tells about the aim to understand the author's ideas. It is not simply a process of getting the meaning of the printed speech. It also involves skills of the visual recognition of words. The readers should interpret what they have read and comprehended from the text. By reading a lot, students will have better comprehension and knowledge. Through reading, the readers will know about the text, understand the main idea of the text or get the point of the reading materials. In addition, it helps them learn many aspects even in other language skills such as writing, speaking, and listening skills.

Many second grade students of SMA Tri Bhakti Pekanbaru still claim that reading is the most difficult one. It seems the students still get difficulties in comprehending the reading text including comprehending narrative texts. They get difficulties in identifying the social function, the story component, and the language aspect of narrative texts. Narrative text deals with complication or problematic events which leads to crisis and in turn finds a resolution (Sudarwati:2006).

Based on the 2006 curriculum called the School-Based Curriculum (KTSP), narrative text is one kind of texts taught in every semester of Senior High School, from the first semester in first grade until the second semester in the third grade. The students are expected to be capable in comprehending narrative texts including understanding the purpose, the organization, the language features, and the communicative purpose of the text as the indicators of comprehending narrative texts based on the syllabus. They should have good comprehending of narrative text in order to achieve the indicators. The second grade students in SMA Tri Bhakti Pekanbaruhave difficulties in achieving the indicator of comprehending narrative text existed in the syllabus.This is the suitable condition to apply research to them in order to solve problems in teaching and learning process.

The components in understanding texts are finding factual information, finding main ideas, finding the meaning of vocabulary in context, identifying references, and making inferences. However, through the discussion with English teacher and observation at SMA Tri Bhakti Pekanbaru, the writer noticed that the students still had a lot of difficulties in reading at all of those reading components. These problems make the students cannot reach the indicator of reading such understanding the purpose of the text, the generic structure of the text, and the language function of the text. In reading narrative texts, students have to understand the social function of the text. The social function of narrative text is to amuse and entertain the reader. In this case, the students should know the social function constructed in order to generate comprehension. It is based on the text organization of narrative texts which consists of exposition, complication, and resolution. The students also still have problems identifying the major elements of narrative texts such as plot, setting, character, and conclusion. They also get problem dealing with the representation of idea and information given. In language acquisition aspect, the students have difficulties in understanding the meaning of the word existed in the text. So, they cannot fully understand about the text they read. In reading, the students are expected to know the details of the story so they can comprehend it completely.

Based on the reading test given by the teacher, more than 50% of students failed in reading test since the Successful Learning Criteria(KKM) in SMA Tri Bhakti Pekanbaru is 78. About 25% of the students only reached 78 and the rest only reached 50-55. It shows that their reading comprehension is still in poor to average level.

While teaching reading skill, the teacher also said that that the student's interest in reading the text is still low. The students are still difficult to read and analyze the text. Moreover, it is even harder if they deal with longer and more complex text. This problem might be due to how the teachers teach. They still use the traditional teaching method and monotonous media. Furthermore, the teachers seem to have difficulties in attracting students' attention and in providing interesting teaching materials.

Based on these phenomena, the teacher should use the appropriate strategy to maintain students' interest and motivation. The appropriate strategy will be useful to help the students to comprehend the text well. In this research, the writer assumes that story mapping strategy is a suitable strategy in order to help students in comprehending the text, especially in narrative text. Story mapping is a strategy which can increase reading comprehension and instructional strategy to increase comprehension by creating a graphic representation of a story that includes story elements and how they are connected (Klingner: 2007). According to Daqi Li (2007) story mapping is a story map is a graphic technique designed specifically to facilitate story organization. This technique uses a diagram (called a story map) to depict visually the settings or the sequence of events and actions of story characters.

To comprehend the content of the text, students should not only have good mastery of English but also reading strategy. Story mapping uses a graphic organizer to help students learn the major elements of the story. Story mapping is a strategy 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. 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.

Finally, from the explanation about, the writer is very interested to offer a bit solution related to the comprehension of reading text through Story Mapping strategy. In order to achieve the aim of the research, these following questions were formulated: 1) Can using story mapping strategy improve students' ability in comprehending narrative texts? 2) How does using story mapping strategy improve students' ability in comprehending narrative texts?

RESEARCH METHODOLOGY

This was a classroom action research. Itwas conducted from May 20[th]to July 07th, 2014. This research was conducted to improve the student's ability in reading narrative text for the XI-1 Science students of SMA Tri Bhakti Pekanbaru.This research was conducted by the second grade English teacher of SMA Tri Bhakti Pekanbaru. The story mapping strategy was applied by the teacher in teaching narrative texts. The writer was only as the observer in this research.

Elliot (2004), states action research is the process through which teachers collaborate in evaluating their practice jointly, raise awareness of their personal theory, articulate a shared conception of values, try out new strategies to render the values

expressed in their practice, record their work in a form which is readily available to and understandable by other teachers, and thus develop a shared theory of teaching by researching practice. It shows that in doing action research, there are some steps that the writer should carry out to finally get the result of the research that is useful for other teachers. It is conducted by developing the available technique and applying it in the classroom in order to increase the certain ability of the student and reach the result of the research.

Four aspects are included in the cycle of action research that story mapping strategy applied as suggested by Kemmis and Mc. Taggart (1988) which were planning, acting, observing, and reflecting.

A. Planning

The first step in an action research is planning. It means that all of the activities conducted in action research planned in order to help the writer in conducting the research. Before applying teaching narrative texts using story mapping strategy, the were some planning activities in classroom action research as follows: first, the writer identified the problem and the implementation of problem solving. And then, the lesson plan was prepared for teaching and learning process. After that, reading material, tasks, teacher strategies, and evaluation formwere determined. The observation sheet for both teacher and students were also prepared.

This research was conducted in two cycles. The Cycle 1 was conducting story mapping strategy in comprehending narrative texts for three mettings. After all stages performed, the next step was evaluation. The evaluation was held by discussion to discover the obstacles in each stage and then solved them accordingly the result of the evaluation. The result of the Cycle 1 showed that the students could not achieve the successful learning criteria of the research. They still had difficulties in identifying the problem/events and the communicative purpose of the story. According to those problems, the Cycle 2 should be conducted. Before conducting story mapping strategy in Cycle 2, the writer planned and revised all of the activities conducted in order to help the writer in conducting the research and solve the problems of the students found in Cycle 1. The Cycle 2 was carried out in two meetings conducting the procedure in the second and third meetings in Cycle 1. The difference in Cycle 2 was that there were some improvements in way of teaching according to the reflection performed in Cycle 1. In Cycle 2, it focused on teaching narrative text using story mapping strategy regarding story components: problem/events and moral value.

B. Action

The plan arranged was used as guidance in conducting the action. All of the activities conducted in the research were based on the plan or lesson plan prepared. In this research, the writer classified the procedure of story mapping strategy into three different lesson plans due to the lack of time in teaching and learning process in SMA Tri Bhakti Pekanbaru. The Cycle 1 consisted of three meetings and the Cycle 2 consisted of two meetings (2nd and 3rd meeting in cycle 1). The Cycle 2 was focused on story components: problem/events and moral value as the students' difficulties in comprehending narrative texts in first cycle. Kemmis and McTeggart (1988) said that action is guided by planning in the sense that it looks back for its rationale. The detail activities had been conducted in the following for this research as follows:

1. Giving the Pre-Test

   The pre-test was carried out to determine the reading ability of the students before having the treatment. The test items used for the pre-test contained 30 comprehension questions regarding the story components.
2. Procedure of Teaching Reading in narrative text using Story Mapping Strategy
3. Giving the Post-Test

   Post test was the test that was conducted after the students got some treatments. The post-test was administered at the end of the research. The components used for this test were taken from the pre-test. The result of the post-test was analyzed and would be used as final data for this research.

C. Observation

   Observation is used to collect and record the effects of action conducted by the writer. The writer should carefully carry out the observation as it relates to the final result of the research.

D. Reflection

   In the reflection, the writer analyzed and made conclusion about the action done. If the result of reflection showed that the result of the research was not satisfied, the writer had to revise the planning.

The participants of this research were the second grade students of SMA Tri Bhakti Pekanbaru. The writer chose XI-1 science students. The number of students in this class was thirty nine students. The writer chose the class due to the problems were found in this class.

In this research, the writer used two techniques in collecting the data; quantitative data and qualitative data. Quantitative data was obtained through test, while the qualitative data was obtained through observation.In this research, there were three instruments used to measure the students' ability in comprehending narrative texts. The first instruments in this research were reading comprehension test adapted from English text books (Sudarwati:*Look Ahead 2* and Wijayanti:*Be Smart in English*). The test was in form of filling in story map (text organization) based on text and reading comprehension questions given. It consisted of 30 reading comprehension questions about the components of narrative texts and moral value. The second and third instrument was observation sheet and field note.

This following formula was used to know the students' score in answering the reading comprehension questions as suggested by Hatch and Farhady (1982).

$$P = \frac{X}{N} \text{ x } 100$$

Where:
P = Individual score
X = The number of correct answer
N = The number of items

To know the mean score of the students' ability in comprehending narrative text, the writer will use the following formula:

$$M = \frac{\sum fx}{N}$$

M = The mean score of the students

∑fx = The summation of the students' score

N = The number of the students

This following level of ability was used to know the students' level of ability in comprehending narrative texts as suggested by Harris (1974).

Table 1. The Students' Level of Ability

No	Test Score	Classification
1	80-100	Good to Excellent
2	60-79	Average to Good
3	50-59	Poor to Average
4	0-49	Poor

In analyzing qualitative data, it deals with meanings, descriptions, values, and characteristics of people and things.According to Gay (2000) the steps to analyze the qualitative data as follows:

1. Data managing

    Data managing involves creating and organizing the data collected during the research. The data organization is checked for completeness wheter it has gotten from qualitative data (observer's comment on studnets' reading activities and teacher's teaching activities using story mapping strategy). The observation checklist both for students' and teacher's activities was prepared in this step.

2. Read the data

    The first step in analyzing is reading. The observer's comment on observation every end of each cycle seemed important was read and noted. The record of initial thoughts and sense of the data were collected.

3. Categorize the data

    The typical ways of aualitative data analysis were broken down and organized it through the process of classifying. The obesrver's comment on students and teacher's activities in comprehending narrative texts using story mapping strategy class are ordered in this step.

4. Describe the data

    The researcher described the data got from teaching and learning process in order to complete the information about students' and teacher's activity during reading narrative texts using story mapping strategy class.

5. Interpretation

    The researcher should know about the aspects and correction of the data to make a summary. It determined how one identified what was important, why it was important, and what it indicated about the students and context studies in observation checklist on students and tecaher's activities in reading class.

FINDINGS AND DISCUSSIONS

Presentation of research findings

The writer presents the findings concerning students' ability in comprehending narrative texts by using story mapping strategy.

Table 2. Comparison between Students' Ability in Pre-Test and Post-test

No	Score	Ability Level	Percentage			Frequency		
			Pre-Test	Post-Test I	Post-Test II	Pre-Test	Post-Test I	Post-Test II
1	80 – 100	Good to Excellent	0%	15,4%	71,8%	0	6	28
2	60 – 79	Average to Good	20,5%	59,0%	23,1%	8	23	9
3	50 – 59	Poor to Average	5,1%	12,8%	5,1%	2	5	2
4	0 – 49	Poor	74,4%	12,8%	0,0%	29	5	0
	Total		100%	100%	100%	39	39	39

From the table above, it can be seen that there as a significant increase number of students in *'Good to Excellent'* level. In pre-test, none of the students were in *'Good to Excellent'* level. It means that no student passed the successful learning criteria (KKM) of English lessson in comprehending narrative texts. However, in post-test I, six students or 15,4% were in *'Good to Excellent'* level. Even only few of the students passed the successful learning criteria (KKM), the number of students improved after conducted the action using story mapping strategy. In addition, in post-test II, the number of students that were in *'Good to Excellent'* level increased significantly. 28 students or 71,8% were in *'Good to Excellent'* level. It means that 28 students had passed the successful learning criteria (KKM) of English lesson.

Table 3. Comparison between Students' Ability in Each Aspect of Reading in Pre-test and Post-test

No	Aspect of Reading	Pre-test	Post-test I	Post-test II
1	Setting	65%	80%	94%
2	Character	70%	85%	85%
3	Problem/Event	16%	52%	80%
4	Solution	50%	77%	82%
5	Moral Value	11%	50%	70%
	T.Average	42%	69%	82%

For 'Setting', the average score of students in pre-test was only 65%, and then it improved to 80% in post-test I, and then improved to 94% in post-test II. For 'Character', in pre-test was 70% and improved to 85% in post-test I, then it was steady in 85% in post-test II. In pre-test, the average percentage for 'Problem/Event' was only 16%, but it improved to 52% in post-test I, and kept improving to 80% in post-test II. 'Solution' in pre-test was only 50%, but then improved to 77% in post-test I, and also

improved in post-test II to 82%. The last aspect was 'Moral Value' in pre-test was only 11%, but then improved to 50% in post-test I, and also improved to 70% in post-test II.

The activeness of the students in this research showed as follows:

Table 4.The Result of the Observation of the Three Treatments in Cycle 1

No	Meeting	Average
1	First Meeting	82%
2	Second Meeting	83,6%
3	Third Meeting	84,6%
	Total Average	83%

The average percentage of the three meetings is 83%. Based on the result of the observation above, it can be proven that the story mapping strategy can improve the activeness of the students in comprehending narrative texts.

Table 5. The Result of the Observation of the Treatment in Cycle 2

No	Meeting	Average
1	First Meeting	96%
2	Second Meeting	97%
	Total Average	96,5%

The average percentage of the three meetings is 96,5%. Based on the result of the observation above, it proved that the story mapping strategy could improve the activeness of the students in comprehending narrative texts.

The collaborator had taken a note in observing their activities.
A. Cycle 1:
   1. First Meeting:
      Teacher:
      a. The teacher had difficulty in asking the students who want to read the text aloud.
      Students:
      a. Some students didn't want to participate in taking turn in reading aloud. Even they had been asked by the teacher.
      b. Some students still had difficulties in reading the text fluently.
      c. Some students were busy with their own business.
   2. Second Meeting:
      Teacher:
      a. The teacher monitored the students while they were doing their exercise by going around the class.
      Students:
      a. Some students were more interested in the class activity.
      b. Some students more focused and understood with the teaching procedure.

3. Third Meeting:
   Teacher:
   a. The teacher asked the students who were not active enough in the class to read the story.
   Students:
   a. Some students still asked their friends for the answer indoing the exercise.

B. Cycle 2:
   1. First Meeting:
   Teacher:
   a. The teacher managed the class well while the students were doing the exercise.

   Students:
   a. The students were interested in reading the text given by the teacher.
   b. Some students were more active in participating in teaching and learning process.
   2. Second Meeting:
   Teacher:
   a. Teacher could make the students active in explaining the component of the story
   Students:
   a. Students could answer and participating in answering the questions from the teacher about the story components and explaining them directly.

Discussions

In the first cycle, the students could not find the moral value of narrative texts and many students still had difficulties in identifying the problem/events of the story. The research finding showed that the students' mean score at post-test 1 was 66 or in *Average to Good* level. It meant that the writer had to prepare the better planing for the next cycle. In the second cycle, the students' mean score was 79,7 or in *Good to Excellent* level. The percentage of students's avchievement of this cycle was presented as follows: based on the succesful learning criteria (KKM) of English subject in this school, 71,8% students passed the criteria. The activeness of the students also improved from the first cycle to the second cycle based on data of observation sheet and field note.

Based on the result of this research, it can be concluded that there is an improving level of the students' ability after they got treatment by using story mapping strategy. In other words, using story mapping in teaching narrative texts in the classroom could improve the ability of the second grade students of SMA Tri Bhakti Pekanbaru in comprehending narrative texts.This finding isin line with the findings of previous researches that had been conducted story mapping strategy (Isikdogan, 2010; Daqi Li, 2007; Idol, 2007).

Story mapping is a highly effective, practical way to help students organize story content (Mendiola; 2011). Story mapping helps students to organize the component of the story coherently. It also helps the students in visualizing the story and relating each

component of the story. Therefore, using story mapping improves students' ability in comprehending narrative texts.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The questions of this research are answered according to the research findings. There is improvement of the second grade students of SMA Tri Bhakti Pekanbaru in comprehending narrtive texts using story mapping strategy. After conducting story mapping strategy in two cylces, the score of the students improve based on the test given. The students' ability level improve from *'Poor'* level to *'Good to Excellent'* level. This finding answers the first question of this research *'Can using story mapping strategy improve the second grade students of SMA Tri Bhakti Pekanbaru in comprehending narrative texts?'*

Story mapping strategy helps students in visualizing the narrative texts. It analyzes each part of the story and tells how it relates to each other. Moreover, it uses graphic organizer to help the students visualize the story consisted of the text organization of narrative texts. Story mapping strategy improve students' ability since it ease the students comprehend the whole story by relating each part of story component to other components. The students are introduced to the essential part of the story to make them comprehend the text easily. They can also comprehend what lesson they get from the texts. This finding answers the second question of the research *'How does story mapping strategy improve students' ability in comprehending narrative texts?'*

Recommendations

Based on the result of the research, recommendations are offered as the teachersare suggested to use story mapping strategy in comprehending narrative texts since it can improve students' interest in comprehending narrative texts. The graphic organization (story map) consisted of essential part of the story eases students in comprehending the texts. And then, other researchers are suggested to conduct a research regarding the use of story mapping strategy in other language skills such as in listening writing, and speaking. And the last, teachersare suggested to give rewards for students' achievement which can improve their motivation to learn more.

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