

**RESEARCH ARTICLE**

**PENGARUH PEMETAAN CERITA PADA KEMAMPUAN MEMBACA  
SISWA KELAS SEMBILAN DI SMPN 5 KEDIRI  
TAHUN AJARAN 2016/2017**

***THE EFFECT OF STORY MAPPING  
TO STUDENTS' READING COMPREHENSION  
TO THE NINTH GRADE STUDENTS OF SMPN 5 KEDIRI  
IN ACADEMIC YEAR 2016/2017***



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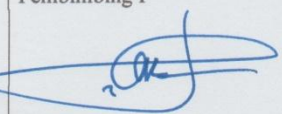

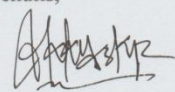
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# **THE EFFECT OF STORY MAPPING TO STUDENTS' READING COMPREHENSION TO THE NINTH GRADAE STUDENTS AT SMPN 5 KEDIRI IN ACADEMIC YEAR 2016/2017**

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## **ABSTRACT:**

The purpose of this study is to find out how far the effect of using story mapping to students' reading comprehension to ninth grade students. Reading is a receptive skill when people gaining knowledge from the written text when people receive input through their background and experience then apply it to the socialization activity. But many students find reading as the difficult skill to master since they couldn't able to analyze the important aspect of the text and understood of the content itself. One of the strategies can be applied to solve those problems is by using story mapping technique. Story mapping is a visual graphic map which is provided the elements of story to help the readers associate the whole content, thus they can easily manage their ideas as they read the story. The research question is: How far is the effectiveness of using story mapping to reading comprehension of ninth grade students in SMPN 5 Kediri Academic Year 2016/2017? The researcher used experimental design and quantitative approach. The research was conducted at SMPN 5 Kediri. The subject of the research was the ninth grade students which consisted of 34 students. They were given pre-test, post-test and two meetings of treatment to know the effectiveness of story mapping in reading comprehension. The data got from pre-test and post-test score were analyzed using SPSS version 21.

## **KEY WORDS :**

Reading Comprehension, Story Mapping

## **A. Introduction**

Reading is a skill which has important roles and gives many benefits because reading can improve the students' ability in gaining knowledge of the world. This competence is acquired to develop understanding about the idea through a book or writing form. As Patel and Jain (2008: 113) state that reading means to understand the meaning of printed and written symbols. It is supported by Nunan

(2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Reading encompass into receptive skill alongside of listening. This is supported by the statement of Pollard (2008: 15) that the receptive skills are reading and listening: the students receive and understand the input. Harmer (2001: 199) considers receptive skills are the ways

in which people extract meaning from the discourse they see or hear.

It is clear that reading is a receptive skill which the readers receive input that formed from the background knowledge and prior experience then interpret what has been learned through their daily live.

Reading is the window of the world. Reading skills allow people to interpret and become engaged in the world around them. Successful reading comprehension enables people to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success. Patel and Jain (2008: 113) state that reading is most useful and important skill for people. By reading, students would get not only important knowledge and information for their life but also a pleasurable feeling in their mind. In addition, reading is a source of joys. Good reading is that which keeps students regular in reading which provide them both pleasure and profit.

However, the problems sometimes arise when students are getting difficulty in reading comprehension process. Klingner et al (2008: 5) states students with learning disabilities are likely to demonstrate difficulties with decoding, fluency (reading words quickly and accurately), and vocabulary. Difficulty in any of these three

areas will interfere with reading comprehension. In addition, Kisfinata et al (2013: 98) states that in teaching learning process students cannot relate what they already known about the topic or they may read slowly and frequently open their dictionary to get the meaning of some difficult words.

As a matter of fact, the students of SMPN 5 Kediri particularly the ninth grade students had the difficulties in comprehending the text especially in narrative text. Based on the English teacher explanation from ninth grade students to the researcher, after the assessment was done, it could be concluded that the students' result in reading comprehension skill was still lower than the ideal result.

Based on those experts' arguments, the teachers need to take an immediate action to overcome this matter. There is various technique or methods which possibly applied during the reading comprehension process in the class. One of technique which is available is story-mapping technique. According to Khatib & Faruji (2012: 1116) cited in Crandall et al (2002: 2) a story map is considered as a kind of graphic organizer which includes "a visual aid that displays the chunks of information to be studied". Ibnian (2010: 182) states that story mapping is a visual

depiction of the settings or the sequence of major events and actions of story characters with the aim of enabling students to relate story events and to perceive structure in literary selections. Theoretically, it can be concluded that story mapping is kind of graphic organizer which formed of visual depiction and provided the elements of the story enable the students to relate story events and to perceive structure in literary work.

Dealing with the problem above, the researcher concerned in formulation of the research: “How far is the effectiveness of using story mapping to reading comprehension of ninth grade students in SMPN 5 Kediri?”

This research is expected to give useful information about teaching reading comprehension and the using of story mapping technique for the researcher, the students, the teacher, other researcher and all the readers.

## **B. Research Method**

The research approach that is used in this study is quantitative which researcher may seek to know the effect of story mapping to ninth grade students’ reading comprehension. Experiment design was carried out in the implementation of the method. Creswell (2012: 20) states that experimental design is procedure in

quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants.

In this study, the experimental group was carried out on ninth F grade of SMPN 5 Kediri. It consists of 34 students. They received new treatment as the material of reading comprehension. To acknowledge their reading comprehension, the researcher would be applied pre-test and post-test by using story mapping technique. The pre-test and post-test were given to take the score of the student’s achievement before and after being taught by using story mapping.

The experiment was done in four days. It included pre-test, treatment, and post-test. Pre-test was implemented on the first day. It was done in 60 minutes with the total number of students are 34. They were given a paper that consist of 20 written questions multiple choice of narrative text. The researcher gave treatment on the second and the third day. In each day spends 60 minutes. The researcher explained the application of story mapping to reading comprehension. Lastly, the researcher implemented post-test to know students’ competence, knowledge, intelligence and ability in reading comprehension after given treatment by using the story mapping



technique. The procedures were same as pre-test. It spent 60 minutes. The students were given 20 written text multiple choice. The questions would be not same as in the pre-test, but same type of each question. Before answer the questions, the students would firstly make a story mapping individually based on the post test text given.

### **C. Finding and Discussion**

#### **Finding**

Before the researcher analyze the data, the researcher evaluated the score of students' pre-test and post test result for data input. Then, the researcher inputted the data and calculated pre-test and post-test score using IBM SPSS version 21. The researcher analyzed the data by comparing the means using Paired Sample t-test in SPSS. There were data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, and Paired Samples Test.

#### **a) Paired Sample Statistic**

From the Paired Samples Statistics, the mean score was 57.21 with standard deviation 9.227 and the mean score of post-test was 74.71 with standard deviation was 7.379. The number of participants in each test (N) was 34.

#### **b) Paired Sample Correlations**

From Paired Samples Correlations, the output showed the data before and after being taught using Story Mapping was 0.344 with significance value (sig.) 0.000. It means there is a correlation between students' reading comprehension before and after being taught using Story Mapping.

#### **c) Paired Sample Test**

From Paired Samples Test, it showed that the mean of gain score was 17.500. Meanwhile, the standard error means was 1.652. Then, the t observation was 10.592. The result 10.592 indicates there is a difference of degree as much as 10.592 between pre-test and post-test.

Then, in order to complete the result of this study, the researcher tried to find out the degree of freedom (df) with the formula:

$$\begin{aligned} df &= N-1 \\ &= 34-1 \\ &= 33 \end{aligned}$$

Based on the table,  $df = 33$  at significance level of 5% was 2.034 and at significant level of 1% was 2.733. The comparison was  $(2.034 < 10.592 > 2.733)$ . It means that  $t_0$  (t-observation) is higher than  $t_{table}$ . Thus, there is a significant difference between the score of pre-test and post-test.

After analyzing the result of the data using IBM SPSS version 21, the researcher

got the result that Story Mapping affects to students' reading comprehension. From the score frequency of pre-test, it showed there were 33 students who could not pass the test and only 1 student who passed the test. The score frequency of post test showed that there were 13 students who could not pass the test and 21 students who passed the post-test. In conclusion, the number of students after being taught using Story Mapping was higher than the students' pre-test score.

It was also supported by the mean of post-test which was higher than the mean of pre-test. The mean of pre-test score was 57.21 with the total score was 1945, while the mean of post-test score was 74.71 with the total score was 2540. By comparing the mean of pre-test and post-test, it can be concluded that the mean of reading comprehension was higher than before being taught by Story Mapping. The comparison is presented below.

### Discussion

The purpose of the research was to find out the answer of research question which is "how far the effect of Story Mapping to the ninth-grade students' reading comprehension at SMPN 5 Kediri." Based on the data that has been analyzed by using IBM SPSS version 21 above, the result showed that there was very significant effect of using Story

Mapping to the ninth-grade students' reading comprehension. In the other words, Story Mapping was effective to be used in teaching reading. It was proven by the result of t-score 10.592 which is higher than the t-table in the level of 5% (2.034), and 1% (2.733). The increasing of students' improvement in reading comprehension also proven by the mean of post-test (74.71) which is higher than the mean of pre-test (57.21).

This result in line with theory proposed by Boulineau et al (2004: 106) states that story mapping directs students' attention to relevant elements of stories using a specific structure and to identify story elements then provide space for them to record this information. Furthermore, Idol-Maestas (2007: 9) states that story mapping provides a basic framework that draws the reader's attention to the common elements among stories. In addition, Blachowicz & Ogle (2008: 102) states that story mapping help students to keep focused on the way the information is related. It is used as an interactive guide for reading which students can brainstorm what they know about each section before reading, write those ideas on the map, and then make notes of new information on the map as they read. This process helps students focus on each part of the story while they read.

In conclusion, Story Mapping is a beneficial technique to help the readers associate the whole content of the story, thus that they can easily manage their ideas as they read the story. Story Mapping help students to keep focused on the way the information is related. It can also be used as an interactive guide and review while reading comprehension.

#### **D. Conclusion and Suggestion**

##### **Conclusion**

Based on the description of the previous chapter, the researcher concludes that reading is a receptive skill which the readers receive input that formed from the background knowledge and prior experience then interpret what has been learned through their daily live.

Story Mapping is a technique formed as visual graphic map which is provided the elements of story such as setting, characters, problems, and resolution which are presented to help the readers associate the whole content of the story, so that they can easily manage their ideas as they read the story. Story Mapping help students to keep focused on the way the information is related. It can also be used as an interactive guide and review while reading comprehension.

Based on the data that has been analyzed by using IBM SPSS version 21

above, the result shows that there is very significant effect of using Story Mapping to the ninth-grade students' reading comprehension. In the other words, Story Mapping is effective to be used in teaching reading. It is proven by the result of t-score 10.592 which is higher than the t-table in the level of 5% (2.034), and 1% (2.733). Furthermore, the students' reading comprehension also increased after being taught using Story Mapping. It was proved by the mean of post-test (74.71) is higher than the mean pre-test (57.21). It answered the research problem about how far the effect of story mapping to the ninth grade students of SMPN 5 Kediri. Story Mapping had the significant effect to increase the students' achievement in reading comprehension tests. Thus, Story Mapping could be applied effectively during reading comprehension in the class. The students could use it as brainstorming in each section before reading, write those ideas on the map, and then make notes of new information on the map as they read. It helps students focus on each part of the text and understand deeply during reading comprehension.

##### **Suggestion**

Based on the result of the research, the researcher would like to give some suggestions for the improvement of



teaching and learning reading comprehension.

#### 1. For the English Teacher

The English teacher should prepare and select appropriate method and materials to produce the effective learning-teaching process. Also, the teachers should determine the target of the teaching which must be achieved. It was important for teachers to pay more attention to students' activity during the teaching learning process in order to achieve the goal of study. The last, the teachers should be able to create the teaching learning process enjoyable, such as selecting interesting text or new teaching media and technique.

One of the techniques which can be applied in teaching reading comprehension is Story Mapping since it helps students associate the whole content of the story, to keep focused on the way the information is related and it also can be used as an interactive guide before the reading comprehension and review after the reading comprehension.

#### 2. For Students

For the students, it is recommended to use Story Mapping technique as one of their learning strategies to practice and improve their reading comprehension ability which can be done in or out of class as in their extracurricular activities. It also

important for students to know some methods or technique which may be used in learning to improve their understanding in reading comprehension.

Then it is important for student to build their confidence during the learning-teaching process since some of students were not enthusiastic and active to present their comment or the answer of the researcher questions. They should be more confidence so they understood well about the explanation and got the good result after a test given.

#### 3. For Other Researcher

For further researchers particularly those who interested to conduct same research and have same problem, it is suggested to apply story mapping in the same field in their research or apply story mapping to teach other English language skills, for instance reading. In reading, students can comprehend the narrative text clearly using story mapping because it can help them to relate those elements of the story. The other researchers are expected to be able to conduct a better research about teaching reading comprehension by using Story Mapping.

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