

THE EFFECT OF USING STORY MAPPING TECHNIQUE ON READING COMPREHENSION ACHIEVEMENT OF THE EIGHTH YEAR STUDENTS AT MTs. NEGERI BANGSALSARI

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***Abstract.** This article was intended to investigate the effect of using Story Mapping Technique on reading comprehension achievement at MTs. Negeri Bangsalsari. Through Story Mapping, the students were helped to comprehend the English text more easily. In this research, two classes were chosen as the experimental and control group. The quantitative data gathered from the result of the mean difference from both of groups to answer the question "Is there any significant effect of using story mapping technique?". The result of the research proved that "There is a significant effect of using Story Mapping Technique on reading comprehension achievement of the eighth year students at MTs. Negeri Bangsalsari". The findings of the research suggested the English teacher to apply Story Mapping Technique in teaching reading comprehension to help and improve students' ability in comprehending the text, so that it give positive impact for students' learning achievement.*

***Key Words :** Story Mapping Technique, Reading, Comprehension.*

INTRODUCTION

In the globalization era, English is being a standard of communication in the world and it is being important to everyone to learn English. And people in the world have many differences in their languages; therefore, the world interaction and communication must be supported by an international language. English is the international language that is used by most of people in all over the world. As an international language, English has gained its popularity all over the world, including in Indonesia. Ellis (1994:220) states that English serves as a means of communication between speakers of scientific, media and arts, travel in tourism and literature, English Language Teaching (ELT) can be one of the ways to master the ability in English. Gillet and Temple (1990:7) say that reading is a way of life, a lifetime habit, a passion avocation. In other words, it is a useful activity that may change the outlook of the readers and modify their behavior of life. According to Grellet (1996:3-8), reading is a process of understanding a reading text. It is a skill with which constantly involves guessing, predicting, checking, and asking oneself question. Moreover, reading is a

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process of understanding information from the text in order to construct meaning. Comprehension is the main goal of reading process, in line with this, Hennings (1997:245) states that comprehension means interacting and constructing meaning with text. In addition, Fairbairn and Winch (1996:8) affirm that the readers read in order to gain meaning from the text. However, in teaching learning process there are many students who have problem in comprehending an English text. The students' problem may come from the fact that they 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; it will disturb the process of identification and comprehension in reading comprehension.

Dealing with the students' comprehension problem, teacher should take certain techniques or methods to help the students solve their problem in comprehending the texts. This research used story mapping as a technique to help the students to comprehend the text more easily. Idol (1985) states that story map bring the readers' attention to the important point and connecting the parts of narrative text. It means that story map is the type of story schemata for organizing and categorizing the important story components. In addition, Reutzel (in Amer 2003) states that story mapping also helps students to identify relationship among concepts and events, organize specific details, and understand the message embedded in the text. Mendiola (2005) states that story maps are graphic organizers of a story that helps the students to recognize the basic pieces of a narrative text. He confirms that the story mapping is a highly effective to help students organize story content into coherent whole. It can be easier for students to know the components of the story when they can predict what might happen in the story. It is possible for the students to store the information in their schema more efficiently and facilitates the recall of the story elements more completely and accurately. In line with this, Li (2000) states that story mapping helps students perceive the sequence of story development. In addition, he says that story mapping is particularly useful to help the students to develop a sense of story and realize that the setting, events, and character of a story are interrelated. In other words, a story map leads the students to form a mental picture of story's structure and to understand the related story part in narrative text.

In fact, the eighth grade students of MTs. Negeri Bangsalsari have never used Story Mapping Technique to comprehend English text in the form of narrative text. In the interview, the teacher said that she never applied Story Mapping Technique in teaching reading. Based on the review of the research, the hypothesis of the research was “There is a significant effect of using Story Mapping Technique on reading comprehension achievement of the eighth year students at MTs. Negeri Bangsalsari.

Story Mapping Technique has been investigated by Hutto (2007), who conducted a research: *Effect of Story Mapping on Comprehension*. He found that story mapping produced effective gains in comprehension among young students. He felt that this study greatly affected his teaching of comprehension. By using story mapping the students were able to recall more information more easily about the story. Another research was done by Boskurt (in Isikdogan 2010). He did an experiment to investigate the effect of using Story Mapping Technique on reading comprehension. He applied Pre-test and Post-test Design to his students who attended to the eighth grade. It was found that story map was superior technique in teaching reading comprehension skill. It means that story map gives significant effect to students’ reading comprehension achievement. Then, Ikasari (2011) did an experimental research. She investigated the effect of using story mapping technique at SMP 2 Lumajang. It proved Story Mapping Technique help the students easier to comprehend the English text more easily. She found that Story Mapping Technique has a significant effect for students’ ability in reading comprehension. It showed that the Story Mapping Technique was significantly effective for teaching reading comprehension. Rathvon (2008) states that in teaching reading by using Story Mapping Technique, the procedure that must be followed in teaching learning process, they are:

Modeling the Use of Story Mapping

- Explaining to the students the use and the function of Story Mapping.
- Displaying the story map template in front of the class.
- Explaining the students about the meaning of each elements of story map and how to complete the story map.
- Helping the students to understand how the elements of story map interrelated by giving some questions.

Leading the Use of Story Mapping

- Asking the students to read the story independently then identify the elements of the story.
- Asking the students to state their opinion and discuss it with the class.
- Asking the students to complete the correct answer into their own map.

Independent Use of Story Mapping

- Asking the students to read the story independently and generate their map independently.
- Asking the students to answer the comprehending questions.

RESEARCH METHODS

The design that was used in this research was quasi-experimental research design. That design was chosen because the researcher wanted to investigate whether or not there was a significant effect of using Story Mapping Technique on reading comprehension achievement of the eighth year students at MTs. Negeri Bangsalsari. Posttest-Only Control Group Design was applied in this research. The design of this research was described as follow:

Experimental group	R	X ₁	O ₁
Control group	R	X ₂	O ₂

Notes:

R = Random Assignment

X₁ = Treatment

X₂ = No Treatment

O₁ = Posttest of experimental group

O₂ = Posttest of control group

(Fraenkel and Wallen, 2000:290)

The research population was the eight year students; VIII A, B, C and D. Cluster Random Sampling was used to decide the research subject that the respondent had been divided in a group of classes. Therefore, two classes were taken as the research subjects from those four classes to choose the class that become experimental group and control group. To determine them, Homogeneity Test was used to know the homogeneity of the population. The scores of the test were analyzed by using ANOVA Formula. The result was the population was homogenous and consequently, the classes were chosen by

using lottery, class VIII C was treated as the experimental group and class VIII B was the control group. Then, in giving the treatment; the treatment was teaching reading comprehension by using Story Mapping Technique was given to the experimental group, while 3-Phases Technique (Pre-Reading, While-Reading and Post-Reading) to the control group. After that, administering Try Out to know the reliability, the sufficient time allocation, and the difficulty index of the teacher made test. Try Out was applied in class which belonged to neither the experimental group nor the control group. Post-Test was given to both groups to find out the mean difference score from the experimental group and the control group then comparing the result of both groups by using t-test formula. Then, draw the conclusions from the analysis to answer the research problem.

RESEARCH FINDINGS AND DISCUSSIONS

The Homogeneity Test was administered to know whether the research subjects were homogeneous or heterogeneous. According to the analysis of ANOVA formula, the F-value (F_o) was 0.66, while the f-table (F_t) in the 5% of significance level was 0.86. Thus, the f-value was higher than that of f-table ($F_o < F_t = 0.66 > 0.86$). It means that the ability of the eighth year students was homogenous and there was no a significant mean difference among the whole eighth year students' ability. Try Out was administered to know the reliability, the sufficient time allocation, and the Difficulty Index of the Teacher Made-Test.

The result of the calculation showed that the value of Reliability Coefficient of the scores was 0.37. Then the result of *Spearman-Brown's Formula* calculation was 0.54. Saukah (1997:210) states that the standard reliability coefficient of Teacher Made-Test is ≥ 0.50 . The Reliability Coefficient of this test was 0.54, so the test was reliable. The result of the analysis of Difficulty Index showed that the test not necessary for the researcher to revise the instructions and the time that available for doing the test since it was clearly understood by the students, so that the test could be administered to both groups.

Table 1. The Summary of the T-test Result

	Experimental Group (X)	Control Group (Y)
Mean	71.8	66.11
Respondents (n)	37	36
$\sum X^2$	1517.57	1355.56
Df	71 (60 is the nearest range)	
t-statistic	3.7	
t-table	2.00	

The results showed that the statistical value of t-test was 3.7. Then t-table at significance level 5% with *df* (71) was 2.00. Degree of freedom (*df*) 60 was used because it was the nearest range of 71. It means that the statistical value of t-test was higher than t-table ($3.7 > 2.00$). The null hypothesis (H_0): it was “There is no significant effect of using Story Mapping Technique on reading comprehension achievement of the eighth year students at MTs. Negeri Bangsalsari”, was rejected. On the other hand, the alternative hypothesis (H_1) : “There is a significant effect of using Story Mapping Technique on reading comprehension achievement of the eighth year students at MTs. Negeri Bangsalsari” was accepted.

When teaching and learning of reading comprehension by using Story Mapping Technique was conducted, there was a problem. It was that the students in the experimental group could not work effectively because they still did not understand how to use the story map well, so it was time consuming. To overcome the problem, the researcher guided the students and helped them to do the exercise. The researcher also gave the familiar words in the text to make the students could understand the text easily and use the story map independently in the next meeting. Based on the result of implementation of the actions, it could be pointed out that teaching reading comprehension by using Story Mapping Technique significantly effected the students’ reading comprehension achievement. The researcher conducted the Post-Test in order to get data about students’ reading comprehension achievement. The total number of the test was 20 in the form of multiple choices and it should be finished in 60 minutes. From the Post-Test scores, the experimental group that was taught reading comprehension by using Story Mapping Technique got better score compared to the control group that was taught reading comprehension by using 3-Phases Technique (Pre-Reading, While-Reading and Post-Reading).

The result of the application of Story Mapping Technique proved that the students in the experimental group could comprehend the text better than the students in the control group. This opinion was relevant to the theory that Story Mapping Technique helps the students to identify relationship among concepts and events, organize specific details, and understand the message that embedded in the text, Reutzel (in Amer :2003). As the result, the students in experimental group could answer the comprehending questions better than in the control group.

CONCLUSION AND SUGESTIONS

According to the result of the Post-Test given after the treatments were given in two groups, it could be concluded that the teaching reading comprehension by using Story Mapping Technique had a significant effect to the students' reading comprehension achievement. It could be seen from the mean difference score of the students' reading comprehension achievement in the Post-Test. In conclusion, story mapping was an appropriate technique that had a significant effect on students' reading comprehension achievement especially in comprehending narrative text. It helps the students to comprehend the text more easily. Finally the findings were consistent with the literature review stated that story map is a description of a story that helps the students to organize the basic pieces of narrative text. This is a technique to generate and organize the ideas into a map based on the word, phrase and sentence by using diagram or a chart that usually represents key components of a story such as characters, setting, problem, action, and ending or resolution. This technique has effectively guided students through text and has increased reading comprehension by providing an organization of text structure, Sorrel (in Boulineau: 2004). Concerning the results of the research, it proved that the use Story Mapping Technique had a significant effect on the eighth year students' reading comprehension achievement at MTs. Negeri Bangsalsari.

Considering the result of the research, the researcher proposed some suggestions. First, it was recommended the English teacher to use Story Mapping Technique in teaching reading comprehension to develop students' ability in comprehending the English text more easily. Second, the students are suggested to practice their reading comprehension by using Story Mapping Technique to get and understand the information of the text. Third, the results of this research is expected to

be a reference to conduct further research dealing with the use of Story Mapping Technique with different skills such as a classroom action research to improve the students' reading comprehension achievement.

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