ELEVATING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH STORY MAPPING AT THE TENTH GRADE OF SMK N 1 TERBANGGI BESAR

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Abstract

This study aims to find out how far story mapping can improve students' reading comprehension in narrative text and the implementation of story mapping in teaching reading in narrative texts to the tenth-grade students of SMK N 1 Terbanggi Besar. Classroom action research was used by the researchers in this study. There were 30 students from class X PM 1 SMK N 1 Terbanggi Basar. This study used a test and non-test as data collection techniques. The reading test was used to see the progress of students' reading comprehension. Then, observation was used to see the implementation of story mapping in the classroom. Data analysis shows an improvement between the mean pre-test score which was 50.23 and the post-test 1 in cycle 1 which is 56.23. While in post-test 2 the score improved to 79.43 in cycle 2. Then the result of observation showed that students were more active and enthusiastic in learning narrative texts using story mapping. From the results of the two instruments, it can be concluded that the story mapping technique can significantly elevate students' reading comprehension of narrative texts.

Keywords: narrative text, reading skill, story mapping

INTRODUCTION

In English learning, four skills must be mastered by students, namely listening, speaking, reading, and writing. These four skills are the basis of language skills which support one another. Diligent reading and writing are one way students can learn languages more quickly. Reading is one of the language skills that is important for academic success because reading is the basis for learning English. Based on Sundari, et al (2019), Reading is an important skill for students in the learning process, it can be a key to achieving the goal of teaching-learning, especially in English learning. It is usually integrated with other English skills. Reading is the process of reconstructing the writer's idea written in a text or printed symbols based on background and experience. This statement is supported by Puspita (2017), reading is a result of the interaction between the perception of graphic symbols that represent a language, and the knowledge of the world. In line with Hatimah (2021), states that reading is a process of getting the general meaning from the written text which requires collaboration between information from the text, general knowledge from the reader, and also the reader's ability to interpret the meaning in the text. Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involves written language (Snow, 2002)

Reading comprehension allows students to add to their knowledge and get information from texts. Additionally according to Kristin (2010), reading comprehension is the ability to construct meaning from a written text. This means that the reader will try to construct the ideas, feelings, and imagination of the writer as long as the text understands the meaning of the text. Moreover, Nuttal (2000), reading is the result of the interaction between the mind of the writer and the mind of the reader itself to convey the message. It is the way how the reader tries to get the message or the

intended meaning from the writer. In this process, the reader tries to create the meaning intended by the author, the reader can catch the message, and the meaning of the author's meaning.

English is seen as a foreign language by students so the experience of discourse is still lacking. The meaning of the understanding will also be different when students read stories or texts in Indonesian and when students read stories or texts in English. Indonesian and English have different phonetic classifications and symbols (Weda & Sakti, 2017). Learning to read English needs to be studied thoroughly because students have different experiences in learning to read (Jismulatif, 2019). We need to know that students face many obstacles in understanding English reading content. The factors that make this continue include they don't understand the content of the reading, they do not understand what is being asked in the questions related to the reading. Students' difficulties in understanding reading in English should not be ignored because it can make students dislike English lessons, especially reading and this will cause students not to be able to achieve the goals of learning reading skills. Gilakjani (2016), stated that reading strategies have a great impact on the students' reading comprehension ability. Students are not just passive receivers of information but they are active makers of meaning

Reading has many kinds of text. They are narrative, descriptive, recount, procedure, and report, etc. Specifically in narrative text, the students generally experience difficulties in understanding this text because it is difficult to understand the contents of the reading, such as understanding the main ideas in the story. It is difficult to understand the storyline explained by the teacher, and it is also difficult to determine the scheme in the story. Narrative text is difficult for students to understand because in narrative text students are asked to connect the story line. Besides that, students find it difficult to determine the words in the story so they get the meaning wrong. Students can understand the meaning of words in the text but may not necessarily be able to grasp the messages contained in the text (Supramaniam & Zainal, 2014). According to Taqwa (2020), material about narrative text is difficult material, so it is often difficult to introduce it to students because it contains many provisions that require a higher level of thinking for students. With a reading literacy level that is still lacking, let alone understanding foreign language story texts, while the story texts of their own country are very few who are interested in reading them.

In the learning process, many problems are faced by students in SMK N 1 Terbanggi Besar, especially in reading comprehension of narrative texts. They find it difficult to understand the meaning of the text given by the teacher and the teacher only explains but does not give examples with stories. The teacher also does not explain in detail what students need to do in narrative text, students are only given the task of finding the meaning of narrative text and its elements. The use of English also makes it difficult for them to read narrative texts, so they cannot distinguish the linguistic characteristics of the texts. For this reason, the researcher wants to conduct further research to help teachers and students in learning English, especially in students' reading skills in understanding narrative texts. Learning English needs to get attention from the teacher to be more serious in providing suitable learning strategies and producing more appropriate exercises.

In line with this idea Snow (2002) states that good teaching strategies can motivate students to learn and make them focus on the learning process. Thus, students can easily understand their material in the teaching and learning process. With English teaching methods, especially in terms of teaching reading, one of the learning techniques that can be applied in learning English, especially narrative text material is story mapping. Story mapping is a technique of recording ideas into visual graphics. Using the story mapping strategy as well to improve students' reading comprehension of the generic structure of narrative text. This technique helps students understand narrative text better. Also added by Kader & Eissa (2016) explained that the knowledge of narrative story structure will be improved effectively by using the story mapping technique. In line with idea Shahanan et al. (2010), stated that story mapping is the tool that is recommended to help teachers in demonstrating the relationship between elements within a story. Story Mapping can reduce the amount of semantic information they needs to process in order to extract meaning, (Grünke, Wilbert, & Stagemann, 2013).

The strategy of using story mapping in reading comprehension is very helpful for students or teachers. This statement is supported by Kurniawan (2013) who said story mapping strategy could

help the readers to increase their ability to comprehend the text. The use of story mapping as an increase in text reading is very important because story mapping allows students to visualize the characters, events, and setting of the story. It is a way to increase students' ability to understand and organize their thinking and sequence key events.

It is also in line with Syafii (2021) who states that the story mapping strategy is applied to help students understand narrative text and its structure, this strategy can help students understand narrative text because their awareness of the use of narrative text structures during the implementation of the strategy increases. According Sholichah (2017), story mapping is a technique that uses graphic organizer to help students learn the elements of a story. Morevore, Anggraeyni (2015), stated that the story mapping strategy is used after a story has been read. It includes identifying the main elements, categorizing the main events in sequence order.

From the description above, the researchers were interested in conducting research at SMK N 1 Terbanggi Besar because as the researchers found out through pre-observation, students of SMK N 1 Terbanggi Besar, especially class X, still have difficulty understanding narrative text. Therefore, to help students in improving their reading comprehension, the researcher is interested in further researching with the title "Elevating Students' Reading Comprehension in Narrative Text through Story Mapping at the Tenth Grade of SMK N 1 Terbanggi Besar".

RESEARCH METHOD

In this study, researchers used Classroom Actions Research (CAR). Technically, action research is carried out in the classroom during the teaching and learning process. According to Dhouri (2017), Action Research is research conducted to find a basis of practical knowledge to improve conditions that are carried out on a limited basis. Generally, this research is conducted in an ongoing situation.

Classroom action research helped researchers gather information by researching enhancing students' reading of narrative texts using story mapping, especially for class X PM 1 students of SMK N 1 Terbanggi Besar. The researcher presents the results in a descriptive analysis. All instruments were analyzed referring to the results of data collection. In addition, the researcher used several steps in analyzing the data, namely describing, classifying, interpreting, and representing the data findings.

The researcher uses two types of data, qualitative and quantitative data to produce information. This study used a test and non-test as data collection techniques. The reading test was used to see the progress of students' reading comprehension. Then, observation was used to see the implementation of story mapping in the classroom.

FINDINGS AND DISCUSSION

According to the results obtained from the study, there was some improvement in students' reading skills in understanding narrative texts. This can be seen from the comparison of the pretest and post-test 1 scores and post-test 2 scores of the students below:

Table 1. The Scores Comparison

No	Name	Score		
		Pre-Test	Post-Test 1	Post-Test 2
1	R1	50	55	80
2	R2	45	60	78
3	R3	63	68	90
4	R4	53	50	73
5	R5	48	55	75
6	R6	58	58	78
7	R7	40	48	75
8	R8	48	50	80
9	R9	53	53	78

10	R10	58	63	90
11	R11	50	60	80
12	R12	55	58	85
13	R13	55	58	78
14	R14	48	58	70
15	R15	43	53	78
16	R16	48	48	80
17	R17	63	63	90
18	R18	55	58	75
19	R19	40	55	73
20	R20	40	55	90
21	R21	43	50	83
22	R22	53	60	75
23	R23	58	58	83
24	R24	55	58	85
25	R25	60	60	75
26	R26	40	58	70
27	R27	40	50	80
28	R28	45	63	78
29	R29	55	58	80
30	R30	45	55	78

To compare the test results between the pre-test and post-test of each cycle, the writer uses some steps. These are calculating the student's mean score on the test, calculating the class percentage, and the students' improvement score from pretest to post-test 1 and 2 into percentages. Based on the table above, it is shown that the student's highest score in the pre-test was 63 with 2 students getting the highest score. and the lowest score in the pretest is 40 with a total of 5 students.

Then the researcher did post-test 1, it can be seen in the post-test line 1, the highest score from post-test 1 was 68 with a total of 1 student, while the lowest score was in post-test 1 which was 48 with a total of 2 students. From the pretest and post-test 1 scores it is clear that there are no scores that meet the KKM, then in the table, there are post-test 2 scores. These post-test 2 scores are the results of the scores from cycle 2. In this post-test row, the highest score is 90 with a number of students 2 and the lowest score is 70 of 2 students. From the table results it can be concluded that in post-test 2 there has been an increase in the KKM score.

According to the results gained from the research, there are some improvements in students' reading skills. It can be seen from the comparison of students' writing pre-test post-test 1 and post-test 2 scores below.

Table 2. The Comparison of Students' Mean Score

Kinds of score	Mean of Students' Score	Increase of Students' mean Score
Pre-test	50.23	-
Post-test 1	56.53	6.3
Post-test 2	79.43	22.9

From table above, it is shown from the calculation above that the average score of students' reading before using story mapping or before carrying out Classroom Action Research (CAR) is

50.23. Taken from the average pre-test score of students. After that, in cycle 1, the researcher calculated the post-test results to determine the increase in student scores from the pre-test results.

From these calculations, the average post-test score of students in cycle 1 was 56.53. It proves that there is an increase from the pre-test average score. This can be seen from the average value of the pre-test 50.23 while the average value of post-test 1 is 56.53. However, the students' scores did not meet the KKM (standard minimum score) which is 70, which means that students' understanding was still low, so the post-test was carried out again in cycle 2. In post-test 2, the average value was 79.43. It proves that there is an increase from the average score of pre-test and post-test 1.

Based on the data above, it can be seen the difference in the table cycle 1 and cycle 2 that in the cycle 2 table (post-test) the students experienced an increase in their comprehension of reading narrative texts. In cycle 2 students' attitudes also increased. Students looked more enthusiastic during the learning process, they focused on explaining the material and some students were also active in the question-and-answer session. More than that, students' reading is better than before, such as how to pronounce English vocabulary more clearly, students can capture the contents of the reading and summarize the reading, students can answer questions based on the content of the reading, and students can retell the contents of the reading.

From the results described above, it can be concluded that students can be more active in class when the teacher uses several media such as story mapping. This helps students understand reading narrative texts so that it is easier for them to give opinions or draw conclusions from the contents of the story. Basides, Sholichah (2017), mentions that the purpose of story mapping is to help students focus on the important elements of narrative text, use it for brainstorming lessons to find out what students already know, and organize and capture information.

The application of story mapping to narrative text in cycles 1 and 2 experienced several improvements. Based on observations, students' reading ability is still low, their way of reading only follows the writing so students cannot understand what they are reading. Students' pretest scores also show that students' understanding of reading comprehension is still not good. This happens as a result of several problems: students are less motivated to learn English, especially in reading, students find it difficult to understand the text because of the use of English, students' vocabulary mastery is still low, and the teacher does not explain in detail. Based on these problems, the researcher believes that the use of story mapping is the right medium to help students understand reading texts. It is also based on the English teacher of SMK N 1 Terbanggi Besar's point of view who also believes that the use of story mapping is a good method to apply. According to him, by seeing the result of classroom action research using story mapping in reading comprehension, teachers can help students improve their reading skills. By applying story mapping in reading comprehension of narrative texts, students can easily construct their ideas and also draw good conclusions from stories. According to Farris in Amalia (2017), story mapping is an effective way of teaching narrative texts, this will help students to describe the structure of the story and arrange the main events sequentially by writing down keywords or important information using their sentences.

After making observations, the researcher also saw that students lacked confidence in English lessons. This is shown when students present in the first treatment. It is self-doubt that makes it difficult for students to understand the text because of the use of English. They are ashamed of mistakes when expressing sentences. Here the researcher builds students' self-confidence by always asking students to take turns reading the text during group presentations. This will get students used to reading in English students can also understand the text better when they are able to handle their self-confidence, the presence of groups also allows students to be able to build connections that can support students in learning English.

In learning using story mapping, the researcher saw an increase in students' reading with the aspects contained in the reading such as finding main ideas, details, conclusions, and references. According to Nuttal in Puspita (2017), There are five aspects of reading comprehension namely determining the main idea, finding specific information, making inferences, identifying references, and the understanding meaning of words.

Based on the research in finding the main idea, students can make short sentences by looking at a story picture that the researcher shows on the slide. And students are also able to understand pictures with story structures they understand. Then on the second aspect, in finding details information, the

students need to understand the text as a whole. They can mention the characters, the setting in the story, and the plot in the story. Then in the reference aspect, students can find out the personal pronouns in the story. The explanation from the researcher made the students understand personal pronouns or pronouns in a story, whereas previously they only understood the subject (I, you, they, we). And the last, namely the aspect of inference. In this aspect students can make predictions about the story, such as how the events of the story happened, the author's purpose for making the story, and also what if there is a change in plot. In addition, according to Nurpitriyani (2015), there are some purposes of story mapping, such as creating mental images from words in the text, enabling readers to place themselves in the story, strengthening readers' relationship to the text, stimulating the imaginative thinking, to heighten engagement with the text, and to bring joy to reading.

Moreover, using the story mapping method in reading, can also train students to improve reading comprehension because students can look for main story ideas in each paragraph. In addition to the main ideas, they can also find characters, themes, main characters, plots, conflicts, settings, solutions, and also messages moral. It is in line with Hamidah in Fitria (2019) who stated that story mapping makes students focus on analyzing the main characters, settings, problems, events, and story solutions.

Reading narrative text will be easier for readers to understand if they know some strategies for reading it. Lewin (2003), provides several strategies that can be used in reading narrative texts, according to which comprehension is referred to as one of the characteristics of an effective reader. To become an effective reader, especially in reading narrative texts, there are several points including incomprehension that must be mastered such as identifying plots, distinguishing between main and minor characters, selecting main ideas, distinguishing between important and supporting details, describing turning moments, conflicts, and resolutions, then create a summary that aims. So, using story mapping can help students read narrative texts in determine a plot or generic structure in story texts. Students will find it easier to understand the text with story arrangements, they will more easily capture the information needed to identify the text. Therefore, story mapping is a good technique to retain students' memories to see cause and effect from the beginning to the end of the story.

CONCLUSION

Based on the research findings and discussion above, it can be concluded that using story mapping for learning narrative text in class X PM 1 can help students improve their skills in reading narrative text. It can be seen from the increase in students' mean scores between the pre-test, post-test in cycle 1, and post-test in cycle 2. The students' mean score improved in each test, as seen by the student's mean score in each cycle.

From the result of qualitative data analysis, the classroom environment throughout the teaching and learning process ran well, and students were engaged in responding to questions in class, and it was also easier for students to find ideas to read. Furthermore, the findings of the observation checklist revealed that students responded positively to the use of story mapping in the process of learning to read. When the teacher taught them in class, the students were more focused and were very enthusiastic in following the lesson. Story mapping from the teacher is effective to be used in the teaching and reading process, the students are more active when using story mapping and their reading is better than before the implementation. Therefore, it can be concluded that story mapping can be used as an alternative medium to teach and improve students' reading skills.

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