



The Effectiveness of Using Story Mapping on Students' Reading Comprehension at Ninth Grade of SMP 14 Tangerang

¹Intan Puspita Salma , ²Welliam Hammer , ³Ika Handayani 

¹English Education, Sultan Ageng Tirtayasa University, INDONESIA

²English Education, Sultan Ageng Tirtayasa University, INDONESIA

³English Education, Sultan Ageng Tirtayasa University, INDONESIA

^{1,2,3}Jl. Ciwaru Raya, Cipare, Kec. Serang, Kota Serang, Banten

ARTICLE INFO	ABSTRACT
Article history:	<p>The aim of this research is to find the effectiveness of using story mapping toward students reading comprehension used theme fairy tales on narrative text in SMP 14 Kota Tangerang. The method in this research used quasi experimental design. The sample of this research is cluster random sampling. The population of this research was ninth grade of SMP 14 Kota Tangerang. The research took 2 classes as an experimental and control class. Each class consists of 25 students. The technique used in data collection was test, which were 20 items of multiple choice to measure the understanding of students reading comprehension. The results showed pre-test mean in control class is 77,80 and pre-test mean in experimental class is 82,40. The post-test mean in control class is 74,40 and post-test mean in experimental class is 79,60. The researcher found that students who got higher score 90 in the experimental class on the pre-test exam was (28%), and the pre-test exam in control class was (12%), meanwhile the experimental on the post-test exam was (12%) and post-test exam on control class was (8%). The collected data were analyzed by using SPSS version 26. The calculation results of t-test showed that $T_{count} > T_{tabel}$, $2.181 > 1.677$, The degree of freedom (df) is 48 and the value of significant 0.05 (5%) the value of degree significant is 1.677. It can be said that Alternative Hypothesis (H_a) was accepted and the Null hypothesis (H_0) was rejected. it means that the use of story mapping on students reading comprehension at ninth grade was considered effective on narrative text used theme fairy tales.</p>
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Correspondence:

Intan Puspita Salma

2223170077@untirta.ac.id

INTRODUCTION

Reading is a process of reading to get information that you want to know, reading books serves as an addition to finding sources of information. Reading books aims to get a new atmosphere and new ideas. Kusdemir and Bulut (Diniarti, 2019), stated that reading is a process that begins with vision, goes on to the brain's basic perception of information, and ends with comprehension. The significance of the text can be understood by the students in various ways. It can influence by their background knowledge in their environment, the information will increase depending on the understanding of the readers in processing some information. Ambasari (Zulpan., Ridlo. S., 2018) states that the ability to read is one important aspect of the ability to communicate that must master for someone to succeed in his life. Raisha and Kasim (2017), suggests that reading comprehension can also be seen of as a type of thinking that demands the reader to draw conclusions from the text without applying any cognitive processes. It is necessary to examine the paragraph and then evaluate the data briefly and clearly to make it easier to capture the information that receives.

Based on previous interview with the English instructor of SMP 14 kota Tangerang, the researcher got the information about students' problem in Reading Comprehension. First, the student's problem is could not focus on reading the English test because they not interested in reading English text. Second, students found it challenging to comprehend the meanings of the text's vocabular. The last, students only keep used dictionary to know the text story.

Story Mapping facilitates students learning in understanding the structure of the story. It is useful so that the essence of what is conveyed in each paragraph can be conveyed. Farris (Fitria, 2019) state that story mapping makes the students concentrate on examining the story's main characters, setting, problems, events and solution of the story. The goal researcher's is to examine story mapping strategy. This strategy can make students more focus on the stories they read and encourage students' motivation to read whole story, because this strategy will ask students to make a chart of stories. Rafael (Lasmini, 2019) Students can provide information in their schema more effectively and more fully and appropriately when they use narrative mapping to help them recall story parts.

There are three previous study as the research: First, The research from (Syafii, 2021) His thesis is The Implementation of The Story Mapping Strategy to Enhance Students Reading Comprehension. The purpose of his study is to monitored the process of teaching and learning in the second-semester students of the Management Study Program of the Faculty of Economics at the Muhammadiyah University of Ponorogo. The second study conducted by Beyhatın. F & Özdemir. O (2023). Her thesis is Effects of Story Map Method on listening and reading comprehension of 1st Grade Elementary School Students. The purpose of her study is to examine the effect of the story map on elementary school first-

grade students' listening and reading comprehension levels and their attitudes towards reading in literacy teaching process. The last study conducted by Sholichah (2017). Her thesis is The Effect of Story Mapping on Reading Comprehension. Her study, it was tried to measure the effectiveness of using story mapping strategy to be implemented in the reading comprehension activity because the story mapping depicts visually the setting or the sequence of events and actions of story characters in Junior High School at 8 Grade.

METHOD

Quasi-experiment design used by researchers to collect data from 2 classes from 9 classes in 9 grade and to find out the comparison between the experimental class that will be given treatment using story mapping and the control class without using story mapping. This method used quantitative research to test the hypothesis between two variables and use statistical analysis. Airasian, W. P., Gay, L. R., Mills (2012), mentions that quantitative research is the collection and analysis of numerical data in order to characterize, explain, predict, or control a certain phenomenon. Researcher used cluster random sampling to take the data of two class. The total population of this study is 335 students in ninth grade at SMP 14 Kota Tangerang. Research takes two class with total 25 students in 9A class and 9B class, second semester of narrative text material.

The researcher used parametric statistics, which include normality, homogeneity, and reliability, were utilized to determine the efficiency of story mapping in improving student reading comprehension. Statistics calculations were performed using the t-test procedure in SPSS 26.00 (Statistics Product and Statistics Solution). The test performed before computing the data using the t-test can be shown as follows: Collecting the pre-test and post-test scores completed by students from the experimental and control groups, Determining the mean score from the experimental and control groups, determining the standard deviation score from the experimental and control groups, and calculating the T-count and table. Analyze and explain the results using the t-test for independent sample test, drawing conclusions from the t-test independent sample to answer the problem.

FINDINGS

Table: 1 The Result of Descriptive Statistic

Descriptive Statistic					
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean
Score Pretest Control	50	30	60	90	77.80
Score Pretest Experiment	50	25	70	95	82.40
Score Postest Control	50	30	60	90	74.40
Score Postest Experiment	50	25	65	90	79.60

The results above demonstrate that the pre-test mean in the control class is 77,80, whereas the pre-test mean in the experimental class is 82,40. The post-test mean in the

control group is 74.40, while in the experimental group it is 79.60. Claimed that the teaching strategy successfully improve the post-test score between the control and experimental classes, because the experimental class had a greater effect than the control class in enhancing the students' reading comprehension achievement through story mapping. From the diagram, it is clearly seen that experimental class has higher score than control class in pre-test and post-test:

The second analysis is an independent sample t-test that compares the control and experimental groups, as well as the rise in the mean pre-test and post-test scores of the two groups, to establish the success of the Story Mapping technique. After examining the data, it is possible to answer the current hypothesis. All data analysis was carried out using the SPSS 26 computer program. The results of calculating the data can be seen in the following table:

Table: 2 Results of Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Difference	of the
							Lower	Upper
hasil belajar siswa	Equal variances assumed	2.181	48	.034	5.200	2.385	.405	9.995
	Equal variances not assumed	2.181	44.747	.035	5.200	2.385	.396	10.004

Based on the findings of hypothesis testing with the Independent Sample T Test, the Story Mapping Strategy had an effect on students' reading ability. This is demonstrated by the t test's significance value of 0.034, which is less than the significance level (α) of 0.05. Based on this, the hypothesis has been confirmed valid and can be proclaimed accepted

The results of this research are in line with the results of research conducted by Norma Ita Scholihah (2017) who also examined students' reading abilities at eighth grade students of MTs Babussalam Pagelaran Malang, the results of which prove that students' reading abilities influence the story mapping strategy.

DISCUSSION

Claimed that the teaching strategy successfully improve the post-test score between the control and experimental classes. Result showed that the experimental class had a greater effect than the control class on enhancing the students' reading comprehension achievement while employing story mapping.

Hudson (Nejad, 2015) Reading skills are managed automatically and intuitively.

Nevertheless, proficient readers make deliberate and calculated use of cognitive abilities to understand challenging books. Yalcin & Sengul (Batul,2015:136) Perhaps until reading comprehension techniques are applied skillfully, the ultimate goal of learning to read will remain unfulfilled.

According to Sholichah (Fitria, 2019), the goal of story mapping is to assist students in concentrating on the crucial components of narrative texts use it for brainstorming lessons to find out what students already know, and organize and capture information.

Farris (Fitria, 2019) stated that utilizing story mapping to teach narrative texts is a successful method. Students will be able to illustrate the structure of the story and arrange the key events in chronological order by using their sentences to write keywords or other pertinent information.

From the results how story mapping can develop students' reading skills according to Farris (Fitria, 2019), which can be obtained from several story mapping objectives for students, as follows: a) visualize text in their minds; b) be able to put themselves in the story; c) to enhance readers' connection to the text; d) to spark creative thought; e) to increase interaction with the text; f) to make reading enjoyable.

Based on Hamidah (Fitria, 2019) Toward stages of teaching reading using story mapping, the purpose of teaching with 3 stages is to enhance student focus when reading a text and It's helpful for students to learn next stage of reading to improve their reading comprehension. This section should explore the significance of the results of the study. This section allows you to offer your interpretation and explain the meaning of your results in the findings section. Emphasize any theoretical or practical consequences of the results.

CONCLUSION

Based on the results of the analysis and discussion it can be concluded as follows:

There is effective of Story Mapping Fairy Tales Strategy in SMP 14 Kota Tangerang. Based on the results of the hypothesis test calculation table above, the significant value of the post-test is $0.034 > 0.05$, results is H_0 is rejected and H_a is accepted. $T_{count} = 2.181$ where $T_{table} = 2.010$ with $df = N-2$ where $N = 50$ so $df = 48$. So it can be concluded that $T_{count} = 2.181 > 2.010$, then H_0 is rejected and H_a is accepted. Researcher found that students who got higher score 90 in the experimental class on the pre-test exam there was (28%) students, meanwhile the control class on the pre-test exam was (20%) students and for experimental class on the post-test exam was (12%) students, meanwhile the control class on the post-test exam was (4%) students.

SUGGESTION

Based on the implications above, the suggestions from the results of this study are as follows:

For Teachers is learning to read text comprehension should be carried out with various variations. One of them is by using strategies that can increase student understanding and encourage students to participate fully in the learning process. For students, it is encouraged

that students be prepared to adapt to any tactics used by the teacher to increase students' understanding of the review text. For other researchers, further research is necessary to investigate the usage of Story Mapping in teaching people to understand texts in a larger population. Furthermore, there is the option of utilizing more effective teaching approaches to help students enhance their reading in listening skills. In addition, during listening tasks, students' needs to create story maps of the spoken materials in order to gain a deeper understanding of what the speakers say. Future research may be evaluated using a non-test approach, such as presenting a summary as an achievement.

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THE AUTHOR

The researcher's is Intan Puspita Salma from Sultan Ageng Tirtayasa University, Faculty of Education and Teacher Training, on English Education. I made this article because I can find out students' reading abilities using story mapping before being given the material and after being given the material.