IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT BY USING STORY MAP TECHNIQUE

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Abstract: This thesis is a study on improving students' reading comprehension in narrative text by using Story Map Technique to the tenth grade students of SMA Negeri 10 Pontianak in academic year 2014/2015. The writer took a classroom action research and the teaching learning process took place in two cycles. The subjects of this research were the students of grade X IPA 3 which consist of 39 students. From the observation checklist and field notes, it was found that all the students participated to the activity and did their task well. The students gave positive response to all the explanation and could use the story map technique effectively. For these results, it was concluded that story map technique improved students' reading comprehension skill in narrative text in their Story Map Technique enabled the students to store information in their personal schema more efficiently and facilitated to recall the story elements more completely and accurately.

Key words : Story Map technique, reading, narrative text

Abstrak : Penelitian ini adaah sebuah studi dalam meningkatkan kemampuan membaca teks naratif dengan menggunakan teknik story map pada siswa kelas X di SMA Negeri 10 Pontianak pada tahun akademik 2014/2015. Penulis melaksanakan peneitian tindakan kelas dan proses pembelajaran dilaksanakan dalam dua siklus. Subjek peneitian adalah siswa pada kelas X IPA 3 yang terdiri dari 39 siswa. Berdasarkan data yang diambil dari embar observasi dan catatan kaki, ditemukan bahwa semua siswa berpartisipasi dalam kegiatan di kelas dan melaksanakan tugas mereka secara baik. Siswa juga memberikan respon yang positif terhadap penjelasan guru dan dapat menggunakan teknik story map secara efektif. Berdasarkan hasil tersebut, dapat disimpukan bahwa teknik story map dapat meningkatkankemampuan membaca naratif teks siswa karena teknik ini membuat siswa mampu untuk memasukan informasi dalam skema mereka sendiri secara lebih efisien dan memfasilitasi siswa untuk mengulas kembali elemen-elemen dalam cerita secara lebih lengkap dan akurat.

Kata kunci : teknik Story Map, membaca, teks naratif

The general goal of teaching English in Indonesia is to develop the four English language skills namely listening, speaking, reading, and writing. Reading skill is important for a variety of reasons. Having a good reading ability will help the students to understand any written materials in English where they can access the worldwide knowledge, information, and many other valuable references to support their study. Also, having a good reading ability that reading can also help students to improve the other language skills. For example, when they read a text, the students will get much valuable knowledge such as concerning new vocabulary, understanding different function of new words in classification words, and train their speaking skill in good pronounciation. By reading a lot of materials in English, will make the students be familiar with English which automatically acknowlegde them to be good in English.

However, in developing their reading skill, the students not only read the text word by word, but they also need to understand the meaning and catch the message from the text. Understanding the text is called comprehension. Nimmo (2008) argues that reading comprehension is much like verbal communication involves the ability to think critically about the author's message so the exchange of the ideas and the creation of the new ideas can continue. In other words, reading is a complex task which needs not only the reader's knowledge about the vocabulary and grammar of the target language but it also requires reader's analyzing, synthesizing and evaluating ability.So, the ultimate goal of reading is comprehension.

According to Klingner (2007 :2) "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency". From this opinion, we know that in comprehending a text, there are some steps on it and the readers must be good in understanding every steps in order to achieve a good result of comprehending a narrative text.

Mary Kay Linge (2000:2) said that reading comprehension is the ability to think words together into sentences and to understand the idea that the author is trying to convey in those sentences. Therefore, it is dependent upon the readers basic cognitive and intellectual ability or skill, their background such as vocabulary, knowledge, concepts, and ideas; and upon for their language.

Based on the syllabus, one of the Standard Competences for SMA students is to understand the meaning of short functional texts and simple short essays which are related to the students' closest real life context. From this standard competence, the basic competence that the students have to develop is that they are supposed to be able to respond the meaning and the rhetoric procedure of simple short essays which are related to students' real life context, in form of narrative, procedure, recount and descriptive text.

Based on the competence that SMA students have to develop, the students are expected to be able to understand some types of texts, and one of them is narrative text. Narrative text is a text which tels the story in the

past. Its purpose is to amuse or entertain the readers because it sets the sequence of events with some conflicts which make narrative text become interesting. According to Steve (2004: p,2), narrative text is any kind of writing inform of story consisting of single incident or episod.

Comprehending a narrative text is important for the students, because it is one of the competence that should be achieved in the curriculum for the tenth grade students. A story provide an exceptional context for engaging readers with the types of problems that are faced by real people, and with the problem solving that naturally follows. Through stories, readers can vicariously experience situations in which they could not hope, or wish, to be personally involved. Through these experiences, readers are drawn into asking and seeking answers to questions of who, what, when, where, and why. By comprehending a narrative text or a story, the students can improve their cognitive's skill.

Based on the observation in SMA Negeri 10 Pontianak, the researcher found that many students still have a big problem in reading comprehension, especially for narrative text. The reasons are because they have some difficulties in gaining the information from the text. They feel confused when they are reading a story. It makes the students think that English is a very difficult subject which bring them into the negative attitudes towards learning English.

In this research, the researcher wanted to solve the students' problem in their reading comprehension skill by using story map technique. Story map is a technique which uses graphic organizers to help the students learn the major elements of the story.

Graphic organizers (GO) are visual or graphic displays that depict the relationships between facts, terms and ideas within a learning task (Hall & Strangman, 2002, p. 1). Amin (2004) claims that using GOs is a powerful and an effective strategy for meaningful learning. Graphic organizers provide a means of teaching students how to recognize text maps. They help learners to generatemental pictures with the information they get from what they read and also create graphic representations for that information.

Story map is a schema construction technique that involves teaching the relationships of parts of a story with each other to the reader and giving basic elements of the story in a schema in order to draw the attention of the reader (Sorrel, 1990; cited in Duman, 2006). The purpose of the story map technique is to help students construct the story about the elements of the story in their minds without using the given visual material as story map after a certain time and to improve thinking maps that provide text comprehension (Sorrell, 1990). Sorrell (1990) described story-mapping as a tool for providing or building upon prior knowledge or schema. He explained that story-mapping can assist students with interpreting, organizing, and comprehending new information prior to, during, and after reading stories. This technique has effectively guided students through text and has increased reading comprehension by providing an organization of text map.

The story map technique is accepted as an effective technique in distinguishing significant and insignificant information in the story, directing students (making them focus on important components), providing active participation, transferring information into long term memory, activating foreknowledge, and predicting (Akyol, 1999). By mapping the story, the students will record their thoughts and represent it to the organizer. it will help the students to comprehend the story because the students will focus on what they read.

The concept of using a story map in teaching reading comprehension of narrative text proposed by the researcher in this research as follows : the teacher gives the story map outline to the students when they are reading a narrative text. The story map consists of title, theme, characters, setting , plots and moral values. It can guide the students to know what information that they need to find from the story and help the students to organize their idea by narrowing it into the organizer which is easier to understand. The teacher makes the story map as interesting as they can to enhance the student's motivation.

For the first step, the teacher explain the story map outline, the content in it and how to fill it. After that, the teacher ask the students to make a story map by themselves for different story. To measure the student's understanding, the teacher gives them some question about identifying the main idea, finding the elements of narrative text from the story and answering questions based on the text. By doing those steps the teacher would know whether the use of story map can help the students to understand the text or not.

The story map technique facilitate the students to organize their idea about the elements of a narrative text consisting theme, characters, settings, plots and moral values so that can help them to comprehend the information from the story. when the students have applied the story map technique and they were asked questions about the text, they can refer to their map because a map hold student's thinking and help the students recall information, thought and question they had while reading.

The research conducted was a classroom action research. Classroom action research occurs within a specific classroom situation. It is usually conducted by the teacher as classroom participants, and aims to develop the situation. It means that classroom action research is purposed to improve the new skills in solving the real problem by using direct actions. This research was done in 2 cycles until all the goas have been achieved.

METHOD OF RESEARCH

This study was conducted through action research with the aim of improving the students' reading comprehension skill of narrative text by using story map technique. Action research is a meaningful form of research because it is conducted by the teacher in his/her own classroom. Action research requires a teacher to design a study in an area of interest and

conduct it in his/her own classroom. According to Kemmis and McTaggart (1988) in their all-encompassing definition:

> Action research is a form of *collective* self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. The approach is only action research when it is *collaborative,* though it is important to realize that the action research of the group is achieved through the *critically examined action* of individual group members.

Lewin (1946, 1948 quoted in Cohen, Manion, and Morrison 2000: 234) codified the action research process into four main stages: planning, acting, observing, and reflecting. These are called as cycle. This research was conducted in two cycles. The following are the descriptions of the four stages in each cycle :

a. Planning

This stage includes identifying and limiting the topic, reviewing related literature, and developing a research plan. The research plan includes the research proposal, lesson plans, teaching materials, field notes (observation records), and scoring table.

b. Acting

To act the planning, the researcher conducted the research in the classroom where the problem found. In this stage, the researcher tought the lesson' that had already been prepared. The researcher applied the story mapping strategy to help the students in comprehending narrative text.

c. Observation

In this stage, the researcher collaborated with the collaborator in observing the teaching learning process. Here, the collaborator took notes on everything happened in the classroom.

d. Reflecting

In the reflecting, the researcher and the collaborator shared, analyzed, and evaluated the information which were obtained from the classroom observation activities and the notes taken by the collaborator to get feedback on what had been done. This activity was done after the teaching process. The result of reflection was used to determine what should be done in the next cycles.

The researcher chose class X IPA3 as her subject of research because the class had the lowest score in reading comprehension of narrative text based on the observation. In collecting the data, the researcher used written test and observation technique and the tools of collecting the data were formative test, observation checklist and field notes.

1. Formative test

Formative test is used to know the students's understanding of narrative text. The formative test consisted of 2 parts they are in filing form and essay form. The researcher asked the students to fill the story map outline based on the story that was given and answer some question based on the story. The student's score will be compared in every cycle to see the improvement of their reading comprehension skill.

a. Observation checklist

The obsevation checklist table is a form of table that consist the action applied by the teacher to watch the object carefully in order to notice the atmosphere in the class. Observation checklist table used to collect the data both the teacher and the students action when they conducted the activity in every meeting or cycle. The collaborator then took conclusion whether the students were well motivated or not.

b. Field Notes

Field notes is a note which is constructed by the teacher and collaborator when applying the story map technique when teaching reading on narrative text. The collaborator kept the process of the activity in the form of a note that would record anything happened in the classroom.

The procedure of the research was planning stage, acting stage, observing stage and reflecting stage. In planning stage, the researcher had to think what will be researched, when it had to be completed, where, and how the revised teaching strategy will be implemented. At this stage, the researcher prepared some instruments to gather information, namely (a) syllabus which used as guidance in planning and implementing the learning program, (b) lesson plan, it was helpful for the teacher in teaching learning process in the class. It was guideline for the teacher in the teaching objectives, material, teaching technique, and all activities in the class, (c) teaching material, the teacher provided some examples of narrative text and some information about narrative text. The media was prepared by providing some pictures of narrative text to build the context in classroom and some story map outline to help and guide the students in understanding the text, (d) essay test was used at the end of the cycle and (e) observation sheet and field notes, It was used to observe the teaching learning process in the class.

In the acting stage the researcher implemented the planning that had already been made by the In this step, the researcher presented the material which was prepared in the lesson plan to the students in the classroom. In observation stage, the researcher and the collaborator worked together in observing the teaching learning process. The collaborator took note on everything happened in the classrooom. In the reflecting stage. the researcher and the collaborator analyzes synthesizes, interprets and evaluates the information which are obtained from the classroom observation activities and the notes taken by the collaborator. The student's score in reading comprehension of narrative text is the primary data of this

resrearch while the record from the observation checklist and field notes are the secondary data of this research.

In analyzing the students' score, the researcher compute the average score (mean) for each cycle to know the improvement of student's reading comprehension skill on narrative text. To compute the mean score, the researcher use this formula ;

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

where ;

M   = Mean Score
∑FX   = The Sum of Individual Score
N   = The Number of Students
(Heaton, 1975; 176)

The criteria of the student's mean score were used to clasify the data as follows :

Table 1
The Criteria of Students' mean score

Test Score	Qualification
80 – 100	Good to Excellent
60 – 79	Average to Good
50 – 59	Poor to average
0 – 49	Poor

Taken from Heaton (1998: p.146)

The research purpose was considered achieved if the mean score of the student's achievement of reading comprehension of narrative text in SMA Negeri 10 Pontianak were improved and the students are able to comprehend the functional short essay in form of narrative text which could be found from the observation checklist and the field notes.

RESEARCH FINDINGS AND DISCUSSIONS

Research Findings
A classroom action research had been conducted by using story map technique in order to solve the student's problem in reading narrative text as well as to improve the student's reading comprehension skill on narrative text. This research was conducted in two cycles. The researcher acted as a teacher and the English teacher acted as the collaborator. The researcher applied the story map technique in teaching reading comprehension on narrative text and the English teacher as the collaborator observed what was happening in the classroom in order to obtain the objective data. The

collaborator recorded every condition in the classroom during the teaching learning process by flling the observation checklist and field notes.

At the end of the class in second cycle, the researcher gave the formative test to the students in order to measure the student's reading comprehension of narrative text. The formative text consist of 2 part. The first part is in filling form. The teacher gave the story map form and asked the students to filled out based on the story that was given. The second part is in answering question form. There were 5 questions which related to the text that was given.

In this part, the researcher elaborated the stages of implementation of classroom action research :

1. **First Cycle :**

   The first cycle was done on Wednesday, September 3rd, 2014. Based on the data which taken from observation checklist anf filed notes, in the first cycle the teacher started the lesson by stating the teaching goals to the students. After that, the teacher built the context by showing some picture of narrative text and asking some question to the students about their opinion of narrative text. In this session, the students looked excited to learn narrative text. Teacher explained the narrative text including definition, purpose, kind of narrative text and the elements of narrative text. In this part, the students felt confused about some terminologies in the explanation especially the explanation about plots. They couldn't imagine about how the story got to the rising action, climax and falling action.

   After that, the teacher explained about the story map and how to use it, the students felt excited but some of students who sat in the back didn't pay attention to the teacher's explanation. In the elaboration steps, the teacher asked the students to filled out the story map outline from the story that was given. The students worked individually. They faced some difficulties and they took very long time to determine the elements of narrative text.

   After they collected the task, the teacher wanted to measure their understanding by giving them the oral quiz. The oral quiz consisted of 10 questions and the students needed to answer it orally, quickly and correctly. In this steps, the students felt so excited about the quiz. Some of students always raised their hand to answer the question but some of another students were passive.

   At the end of the class, the teacher gave a formative test to measure the student's reading comprehension skill on narrative text. The formative test is in filling form and answering questions. From this data, it was found that the students did not gain a good result. The scores of students' competence in comprehending the narrative text was 69.45. It was categorized as average to good but still could not pass the KKM in that school.

2. Second cycle

In the second cycle, the teacher reviewed the material from the first meeting and added some improvements like modelling, applying cooperative learning and monitoring the students.

The next step was applying the technique that is story map. The teacher explained the story map and related it to the example of narrative text to give model for the students about organizing their idea into the story map. It made students understood the technique more easily because the teacher gave them the model in using the technique. The teacher controlled the class by walking around to monitor the students.

The teacher gave exercise for the students by asking them to comprehend a narrative text by making a story map in group. The students work in group consisted of 4 students. In this step, the students discuss with their friend in determining the elements of narrative text including theme, title, characters, setting, plots and moral values. By asking them work in group, students became more active and could discuss with their friend which could help them to do the task. After that, it was easier for the students to do the formative test where they need to work individually.

After all the students did the group work, teacher and students cheked the task together and discuss the correct answer.

To measure the student's understanding, the teacher gave formative test. The formative test consist of 2 parts. The first part was making story map and the second part was answering question based on the story.

In this cycle, the students gained a good result. From the observation which filled by the collaborator, it was found that the students were more active and understood about the teacher's explanation. It enable the students to use the story map technique more effectively. The students' mean score was increased to 77.66. It categorized as average to good and could pass the KKM in the school.

Disscussion

This research conducted in one purpose that is to solve the problem in reading comprehension on narrative text. The subject of this research are the students on class X IPA 3 of SMA Negeri 10 Pontianak in academic year 2014/2015. The amount of the students are 39 students.

The first step of this research was planning step. The researcher prepared everything neede for the resrach including asking the permission from the school where the research took place, designing the lesson plan to apply the technique offered and providing the media needed for the research. After all the preparation was ready, the researcher did the next step that is acting.

The technique applied on September 3rd, 2014. The researcher as the teacher started the lesson by stating the teaching goals that is to comprehend narrative text including identify the elements of narratuve text and answer the question based in story. After that, the teacher explained the information of narrative text including definition, purpose and the elements of narrative text. The teacher showed a story map to the students and explained about how to use the story map in organizing the student's idea about the elements of narrative text in order to help them to compehend the text.

To measure the student's understanding, the teacher asked the students to make a story map for different story. At the end of the lesson, the teacher gave formative test to the students including creating a story map and answering question based on the story. The English teacher acted as the collaborator sat in the back to record every activities in classroom.

After the technique applied, the researcher analyzed the data obtained from the observation checklist, field notes and the result of the student's post test. Based on the data, it was found that the technique was not applying in a good way. From the observation checklist and the field notes, it showed that the students didn't understand about the story map and felt confused in using it. They couldn't organize their idea which made them unable to comprehend the text. Another data was the student's score. It showed that there were 20 students couldn't pass the KKM and the mean score was 69.45. From this condition, the researcher and the collaborator decided to do the next cycle in order to achieved the goals of this research.

In applying the second cycle, the researcher applied some improvements to overcome the problem in the first cycle. The researcher explained more about the plots of the story which was the most difficult part in comprehending a narrative text. Beside that, the teacher gave model for the students about using the story map to organize the student's idea and help them to comprehend a text. Another improvement was the teacher asked the students to work in group to let them discuss with their friends. By doing those improvements, the students became more active and got excited in reading the text. In observation checklist and field notes, it showed that every steps was applied well.

After conducting the second cycle, both the teacher and collaborator worked together to compute the student's individual score and the mean score. And in this cycle, the mean score were 77.66. this was qualified as average to good

In conclusion, the reading comprehension skill of narrative text of the tenth grade students of SMA Negeri 10 Pontianak in academic year 2014/2015 improved by using story map technique. This technique could help the students to organize their idea about the elements of narrative text into an organizer. while making the organizer, the students recall the information and record their thought. It helped the students in answering the question because they could refer back to their organizer. Thus, the prediction of the action hypotheses was accepted.

CONCLUSIONS AND SUGGESTIONS
Conclusions
After conducting the research, the researcher get some conclusions as: (1) Student's reading comprehension of narrative text to the tenth grade students of SMA Negeri 10 Pontianak in academic year 2014/2015 improved by using Story Map Technique. The student's mean score in the first cycle was 69.45 and the mean score of second cycle was 77.66. (2) Teaching reading comprehension on narrative text by using story map technique positively help the students to organize their ideas into a map which help them to intergrate the concepts and idea from the story. (3) Story map technique enable the students to store information in their personal schema more efficiently and facilitates to recall the story elements more completely and accurately. (4) The research was done in two cycles. In the first cycle the student's reading comprehension was average to good and there are twenty students couldn't pass the minimum score. In the second cycle, the student's reading comprehension was average to good and there are six students could not pass the minimum score of English subject in the school. (5) Field notes could help the teacher in identifying the student's problem and helped the teacher to find the solution by designing the activity for the next meeting.

Suggestions
After concluding the research findings, the researcher would like to give some suggestion as : (1) The researcher suggests to English teacher to apply the story map technique in the classroom. It is applied in order to guide the students to organize their idea which help them to intergrate the concepts from the story. (2) The researcher suggests to English teacher to use narrative text in teaching reading comprehension because narrative text gave many values to the students. (3) The narrative text should be choosen appropiately based on the student's level. (4) The researcher suggests to English teacher to let the students work collaboratively, such as in pair or group. It can help the students who is passive became more active and more confident.

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