

**USING STORY MAPPING TECHNIQUE TO IMPROVE
STUDENTS' PARTICIPATION IN READING COMPREHENSION
OF NARRATIVE TEXT**

AN ARTICLE

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Abstract

This research was conducted on the eleventh grade students of MAS Raudhatul Ulum Merantiin academic year 2018/2019. The aim of this research was to improve the students' participation in reading comprehension class in term of paying attention, answering question, and joining the discussion. This research used a classroom action research. The research was done in two cycles. The observation technique was used to gathered the data. The tools of data collection were observation checklist and field notes. The result showed that Story Mapping Technique was able to improve students' participation in term of paying attention, answering question, and joining the discussion. It was showed by the percentage of paying attention improved from 70% (cycle 1) to 85% (cycle 2). Meanwhile, the percentage of answering the question was improved from 65% (cycle 1) to 75% (cycle 2). And the percentage of joining the discussion was improved from 70% (cycle 1) to 80% (cycle 2). It could be concluded that the students' participation in reading comprehension class has improved through the use of Story Mapping Technique.

Keywords: Participation, Story Mapping Technique, Reading Comprehension

INTRODUCTION

Reading is one of the skills in English. It is a complex process because it includes transferring message between the writer and the readers. In reading, the readers have to construct the meaning and try to understand the text. Pang et al. (2003, p.6) said that "reading is about understanding written texts". Reading cannot be separated from comprehension. The students have to comprehend what they read in order to achieve their academic achievement. As Patel and Jain (2008) argued that reading means to understand the meaning of printed words. It is an active process which consist of recognition and comprehension skill. To make reading class success, the students need to participate actively. Therefore, what should be there is an effort to make students active to participate in the classroom especially in reading comprehension class.

From the writer's observation at the eleventh grade students of Bclass at MAS Raudhatul Ulum Meranti, it was found that the students were not participating actively when the teacher was teaching reading in the class. Some of them were not paying attention to the teacher. They were playing and talking to friends. When the teacher asked them question, there were no students who want to answer it, they were afraid of making mistakes because they did not know how to answer it. They also did not really work with their pair when the teacher asked them to discuss about the task. This types of participation influenced their reading comprehension achievement at last.

In the process of teaching and learning in the classroom, the students' participation is very important and it is needed to build the communication with the teacher.

Students can benefit a lot from participating actively in classroom discussion, and it seems that the more students actively participate in the learning process the more they learn. Therefore, this research was focused on students' participation because it is very important in reading comprehension class and it enables students to achieve their aims by active interaction rather than merely being passive listeners.

The students' participation is one of the aspect to support an active learning in the classroom. The material given becomes easier to be understood if the students much involve in teaching and learning process. Tyler (2008) said that participation is the key of lively class, which means that participation becomes the major activities in the class. When a student has a good participation in the classroom, it means that he/she interests to the lesson. It may increase their motivation to learn more about the lesson. It shows by their attention in the lesson, their contribution in doing the exercises, involving in asking and answering the questions. Students who participate more in the classroom will in fact reduce the memorization because they have engaged in higher levels of thinking, including interpretation, analysis, and synthesis (Rocca, 2010).

Turner and Patrick (2004, p. 1760) claimed that "participation in lessons facilitates learning. There are a number of ways that students can participate overtly, including offering their ideas and thoughts spontaneously, volunteering to answer questions, answering questions when called on, demonstrating at the chalkboard, talking to peers or the teacher about tasks, and completing written work". Meanwhile, Zolten and Long (2006) argued that paying attention, being on task, responding to questions, seeking help and making good use off class time also considered as classroom participation. Students who do not participate in those ways are considered to be passive in the classroom. Participation requires students to interact in the

classroom to indicate that they are actually learning and paying attention.

Regarding to the observation and discussion between the teacher and the writer, it was found that the teacher have not applied a technique to teach narrative text. The teacher only explained about the text and its generic structure and after that asked the students to make their own narrative story directly. Nevertheless, there were only some students who focused on making the story and the rest of them were talking each other. These problems cause the lack of the participation in reading class.

The teacher needed to apply an appropriate technique to overcome those problems. In order to solve the problems, the writer offered the teacher to use story mapping technique. Story mapping is a graphic or semantic visual representation of a story. The map illustrates ways to show an overview of a story. As Boulineau et al. (2004) claimed that story maps provide a visual framework for understanding, identifying and analyzing the elements of a story, and it makes the students easier in remembering the story. "The story map method 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; cited in Isikdogan and Kargin, 2010, p. 1512).

Story Mapping Technique had also been used by other researchers in teaching English. The first research was done by Millah (2013) which focused on utilizing Story Mapping Strategy to improve reading comprehension in finding main idea. She found that the silent students became more interactive and they also looked more enthusiastic in doing the task and could participate well in reading activity. Second research was conducted by Prakumasari (2015). He concluded that one of the result

of Story Mapping technique was the students were more motivated to learn. They were more active and interested in teaching-learning process. In another study of Idol (1987), he found that there was a progress in answering the questions that were related to the story components and this progress continued throughout the instruction period.

Therefore, the writer proposed to conduct a Classroom Action Research in order to improve students' participation in reading comprehension of narrative text. This research was conducted on the first semester of the eleventh grade students of MAS Raudhatul Ulum Meranti in academic year 2018/2019. Hopefully, the technique could solve the students' participation problem in reading comprehension of narrative text in the class.

There were some steps in applying story mapping technique to teach narrative text. According to Farris and Fuhler (2004), the steps of using story mapping to teach narrative text were: (1) introducing the concept of a story mapping together with what the benefits for students are; (2) explaining the major components of story mapping through identifying a story first concerning to figure out the title, the theme of the story, the important characters, then identifying the orientation or significant plot and the resolution; (3) having students read the text with their pair. The teacher encourage them to write the answers just using key words; (4) asking students to complete the story map worksheet on theirs after the students get the explanation from the teacher about how to use the story mapping technique; and (5) giving students an evaluation. The teacher gives them some questions regarding to the story to check their comprehension.

Meanwhile, according to Bosma and Block (1992, p. 38), the procedures of story mapping were: (1) read the story; (2) fill in the map. Note the number of episodes will vary from story to story; (3) generate questions based on the story, such as "What is the problem?" "What happened next?"

"Why" "When did you realize the problem was being solved?" and so on; and (4) decide which questions should be asked before the story is read and asked after reading.

In order to focus on students' participation, the writer modified the steps of Story Mapping. The writer combined the steps between the two experts above. In more detail, the steps of Story Mapping technique in teaching reading comprehension of narrative text were: (1) the teacher explained about all aspects of narrative text and its example; (2) the teacher explained about story mapping technique and its benefit; (3) the teacher gave the students example of story mapping outline and explained how to fill it; (4) the teacher divided the students into pair; (5) the teacher asked the students to read the text and after that discuss the task by completing the story mapping outline; (6) the teacher asked the students some questions related to the story they read orally; and (7) the teacher asked the students' to collect the task that has been discussed.

METHODOLOGY

The design of this research was Classroom Action Research (CAR). The writer used this design because it provided a method that can be done by the writer and the teacher to improve the practice of education by studying issues of problem they face, especially students' participation in reading. Creswell (2012, p. 592) claimed that "the purpose of action research is to improve the practice of education, with researchers studying their own problems or issues in a school or educational setting". Hence, classroom action research is useful to improve the teaching learning process.

CAR typically involves four phases in a cycle of research. According to Burns (2010), the steps are planning, acting, observing, and reflecting. The writer observed activities in the learning and teaching process in reading class. The results of the observations were presented in the field notes. The research procedure

included: (1) planning. In this stage, there were several things that the writer prepared. The first was to communicate and discuss with the teacher about how the story mapping technique should be conducted and what is needed in implementing the technique. Next, the writer and the teacher made lesson plan to be used in the classroom. The lesson plan must be completed with the learning materials and learning media (see appendix 1). Besides of that, the writer also prepared the tools for collecting the data such as observation checklist sheet and field notes; (2) acting. In acting stage, the writer's role was as the collaborator and the official teacher would teach the students. The teacher implemented story mapping technique in the classroom.

Firstly, the teacher introduced and explained what story mapping was and what they should do based on the technique. Then the teacher gave the students a narrative text and asked them to read and understand it with their pair. Next, the teacher asked the students to work in pair to fill out some points in the story mapping according to the text which has been given. Then, the teacher asked some questions related to the text. And after that the teacher asked the students to collect their work; (3) observing. In this stage, the writer observed what happens during the activity in the classroom, how the technique works, how the students' response, participation, and everything which found during the teaching and learning process. The tools that used were observation checklist and field notes. The observation checklist used to observe the students who did the participation in the classroom; and (4) reflecting. In this last stage, the writer reflected throughout the data. The writer evaluated the teaching and learning process while applying story mapping technique as the technique to improve students' participation. This stage was carried out collaboratively by the writer and the official teacher to know the strength and the weaknesses of the technique. The result of

the reflection was used to determine what should be done in the next cycle. By continuing to the next cycle, it was expected that the problems that cannot be solved yet would be overcome and the target could be achieved.

This research conducted at MAS Raudhatul Ulum Meranti which was located at Muhajirin Street, Sungai Ambawang, Kubu Raya Regency. The participant of this research was the eleventh grade students of B class which consisted of 20 students. The writer gathered the data through observation technique. In observation, the writer paid attention to the students' participation carefully in order to notice things that have connection with the research focus. The observation was guided by using observation checklist and field notes.

The writer had determined the indicators of a participation, they were: (1) the students pay attention to the teacher's explanation; (2) the students answer the teacher's question; and (3) The students join the discussion and do the task.

The mean score of the students' participation counted using the formula by Heaton (1988):

$$M = \frac{X}{N} \times 100 \dots\dots\dots(1)$$

Note:

M = The percentage of participation.

X = The total students who show their participation in the activity

N = The total of the students in the classroom

The result of the students' mean score classified based on the following criteria:

Table 1. The Criteria of Students' Participation's Mean Score

Range Score	Qualification
76 – 100	Good to excellent
51 – 75	Average to good
26 – 50	Poor to average
1 – 25	Poor

(Adapted from Heaton, 1988, p. 146)

FINDINGS AND DISCUSSION

Findings

The research implementation of story mapping in improving students' participation in reading comprehension of narrative text was conducted within two cycles. Each cycle consist of planning, acting, observing, and reflecting stage of Classroom Action Research procedures. In the first cycle, the acting stage was conducted in one meeting which occurred on Saturday, August 4th, 2018. The second cycle was conducted in one meeting which occurred on Saturday, August 11th, 2018. Both for the first and second cycle, the writer took different text which was narrative text. During the implementation of story mapping technique, the writer as the collaborator recorded what actually happened in the classroom by using observation checklist and field notes.

The students' participation by implementing story mapping technique in cycle 1 was the students looked curious and quite enthusiastic to participate in reading class. There were fourteen students who participated in paying attention to the teacher's explanation. The teacher explained the story mapping technique, its procedure and its benefit to improve the students' reading comprehension by using example of picture. After the teacher explained about the technique and made sure the students understood, the teacher asked the students some questions related to the text given. And there were only thirteen students who participated in answering the teacher's question. The teacher also invited the students to work in pair and discussed the task together. Some students could cooperate with their friend, but there were only fourteen students. The rest of them were talking and playing. The result of the students' participation wasnot fulfilled the indicator that was 76%. The percentage of students' attention was 70% (average to good), and for the students' answer, it was 65% (average to good), and for the

discussion, the percentage was 70% (average to good). It showed that the students' participation in the first cycle had not passed the minimum score of this research that was 76% (good to excellent). In brief, the students' participation in the first cycle was written as follows:

Table 2. Students' Participation in the First Cycle

No	Participation	Students		%
		Tot	Participation	
1	The students pay attention to the teacher's explanation	20	14	70
2	The students answer the teacher question	20	13	65
3	The students join the discussion and do the task	20	14	70
Mean score		68.33 %		

Regarding to the writer's observation checklist and fieldnotes, it was found some weaknesses which occurred through the first cycle done. After having discussion with the teacher, the writer and the teacher agreed that the result was not satisfying. The writer wrote the problems such as: (1) there were some students who did not fully participate in reading class; (2) some students who sat in the back of the class did not pay attention. They talked with their desk-mates and others were busy with their own business; (3) they also did not answer the questions given by the teacher, only few students who answered the teacher's question; (4) Some members of the pair kept silent in the discussion. They did not participate and cooperate well with their

pair. They also tended to depend on their partner.

Realizing those problems, the writer and the teacher agreed to continue the research to the second cycle in order to improve the students' participation. The writer made several reflections to the second cycle, they were: (1) the teacher have to make sure that all students pay attention to the explanation and make them understand with the material and the procedures of story mapping well. The teacher had to control the class by walking around especially the students who sat in the back of the class; (2) the teacher monitors the students with their pair while they are doing discussion and give them more attention; (3) the writer needs to revise the material (the text) by giving the other kinds of narrative text that will more attract students' attention; (4) the teacher should decide the pair based on their activeness; and (5) the teacher should use media such as power point and LCD to support story mapping technique and to grasp the students' attention in reading activities.

In conclusion, the first cycle was not as good as expected. It needed to be revised in order to improve the result in the next cycle. Therefore, the writer conducted the second cycle to get the good result.

The students' participation in the second cycle was better than the first cycle. The result of the students' participation was written as follows:

Table 3. Students' Participation in the Second Cycle

No	Participation	Students		%
		Tot	Participation	
1	The students pay attention to the teacher's explanation	20	17	85
2	The students	20	15	75

answer the teacher question				
3	The students join the discussion and do the task	20	16	80
Mean score			80 %	

Based on the table above, the result of the cycle 2 was increased from the cycle 1. Form the table, the percentage of the students' attention was 85% (good to excellent). And for the students' answering the question, the percentage was 75% (average to good). And the percentage of the students' discussion was 80% (good to excellent). It showed that the students' participation in the second cycle had passed the minimum score of this research that was 76% (good to excellent).

Regarding to the field note, the teacher had done the teaching and learning process optimally. She prepared lesson plan, materials and media maximally and it was appropriate with the learning objectives. She told the learning objectives to the students before starting the lesson. She gave related picture and questions to activate the students; prior knowledge and predict the topic that would be learned. She explained the materials by using power point and LCD clearly. She had also walked around to make sure that the students participated with their pair actively in the discussion. In conclusion, the teacher and the students were done better than the first cycle.

The writer concluded that the second cycle of this research was successful to extent able to pass the standard minimum score. All of the expectations of teaching and learning process and the reflecting actions from the first cycle were improved. It could be seen from the result: the students were more enthusiastic to join and participate in the class since they were motivated with the new teaching technique applied by the teacher. They paid more attention to the materials given by the

teacher because the teacher used some various media to support the technique such as the picture, the text and the power point. They could put their concentration more to the lesson. Although there was still a little bit noise from back, generally they listened to the teacher's explanation enthusiastically. They were also more confident in answering the question since they already known the way to answer the question. The students were not busy with themselves, they could be more active and cooperate in group discussion because the teacher gave them more explanation. The successfulness of the second cycle convinced the writer and the teacher to stop the cycle.

During teaching learning process in cycle 2, the writer and the teacher did not find the significant problems. The students' problem in participating actively in the class could be solved by story mapping technique. If it could be said the problems, there were two problems found. Firstly, it was about the time in applying the technique. The teacher needed much time to explain about the materials and the procedure of the technique itself. To overcome the problem, the teacher could use the time maximally in the meeting. The teacher could also use the short text. Secondly, when the students did the discussion to fill the story mapping outline, the situation of the class became quite noisy because they talked loudly. To overcome it, the teacher asked the students to reduce their voice in pair work.

While looking at the result of the mean score of the overall participation, the mean score of the second cycle has improved and passed the standard minimum score that was 76%. The mean score of the first cycle was 68.33 %, while second cycle was 80%. It means that there was an improvement of students' participation in the second cycle.

Finally, it could be concluded that the implementation of story mapping technique was successful. The result of the two cycles indicated the improvement of students' participation in reading comprehension

class using Story Mapping Technique. The students were able to pay attention, answer the question and join the discussion and do the task as the teacher and the writer expected.

Discussion

This classroom action research was conducted in two cycles. Each cycle consisted of planning, acting, observing, and reflecting stage. The acting was conducted in one meeting (2 x 45 minutes) that was performed during the teaching and learning process. While teaching and learning process, the official teacher taught the classroom and the writer observed what was happening in the classroom and took some notes. The data were collected in the form of observation checklist and field notes.

In this part, the writer tried to answer the research problem. The purpose of this research is to improve the students' participation in reading comprehension of narrative text through the use of story mapping technique. After conducting the research, the writer found that story mapping technique could improve the students' participation in reading class.

The first, story mapping technique could improve the students' participation in paying attention to the teacher explanation. They paid more attention to the materials given by the teacher because the teacher used some various media to support the technique such as the picture, the text and the power point. They could put their concentration more to the lesson.

The second, story mapping technique could improve the students' participation in answering the questions. After the technique applied to the students, they became more confident in answering the questions. They knew the story element of the story and it helped them understand the text easily.

The third, story mapping technique could improve the students' participation in discussing and doing the task. The students discussed the text in pair. They shared their

ideas with their friend. They completed the outline of the story mapping together. Discussing in pair helped the students to participate actively in the discussion and the classroom atmosphere became alive, interactive and fun. Making story maps and summarizing what we have read can be fun and interactive. These two skills help the reader get a bird-eye view of a story and its events (Webster, 2011).

The improvement of the students' participation could be seen from the percentage of each category in each cycle. The percentage of students' attention in the first cycle was 70%. Meanwhile, in the second cycle was 85%. Then, the percentage in answering question in the first cycle was 65%. Meanwhile, in the second cycle was 75%. And for the percentage of discussion, in the first cycle the percentage was 70%. Meanwhile, in the second cycle was 80%.

From the comparison of the percentage of each category of participation above, each category of students' participation has risen in every cycle. It showed that there was a significant improvement in students' participation when implementing story mapping technique which could be seen from the following chart:

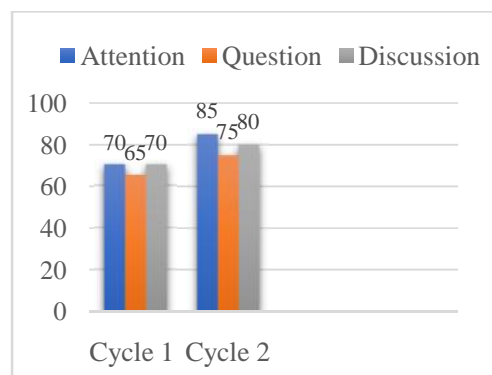


Figure 1. The Improvement of Students' Participation in Each Cycle

In fact, from the result of the analysis above, it could be concluded that the students' participation in reading

comprehension class were improved using story mapping technique. As according to Akyol (1999) cited in Isikdogan and Kargin, 2010, p. 1512), "The story map method 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."

The finding was related with the previous research that was using Story Mapping Technique to teach reading comprehension. In the previous study done by Millah (2013), she found that the silent students became more interactive and they also looked more enthusiastic in doing the task and could participate well in reading activity. While, Prakumasari (2015) stated that one of the result of Story Mapping technique is the students were more motivated to learn. They were more active and interested in teaching-learning process.

Based on the explanation above, teaching reading by Story Mapping was good to improve students' participation of the eleventh grade at Senior High School. From the result of data analysis, there was significant difference percentage of students' participation between the first and second cycle. Therefore, the writer has concluded the action hypothesis which stated "students' participation in reading comprehension class of narrative text will improve during the teaching and learning process using story mapping technique" was proven.

CONCLUSION AND SUGGESTION

Conclusion

Story mapping technique could improve the students' participation in reading class. The students could cooperate with their friend well. Positive response came from the students, they were able to answer the questions given by the teacher. They can participate actively in learning process. They paid attention to the teacher's

explanation, they looked interested to join the discussion in reading class, and the classroom atmosphere became alive, interactive and fun.

Suggestion

Based on the result of this research, the researcher provides some suggestions to the participant who is potentially influenced toward the using of short literacy movie in writing narrative text.

Suggestion for other teachers: (1) the teacher should be selective in choosing the topic of narrative text which is appropriate with students' academic level, interest, and needs; and (2) the teacher should consider the time when applying the story mapping technique.

Suggestion for other researchers: (1) the researchers can use this research as additional information. They can use this technique to improve students' participation in the class; (2) since this research was conducted in the eleventh grade students of Senior High School, it is suggested for other researches to conduct this research in other grades of Senior High School.

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