

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH STORY MAPPING AT GRADE VIII MTS MUHAMMADIYAH 22 PADANGSIDIMPUAN

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Abstrak

Penelitian ini bertujuan untuk mengetahui adanya peningkatan kemampuan membaca siswa setelah menggunakan story mapping dalam memahami teks naratif. Dalam penelitian ini, peneliti menggunakan metode kuantitatif dengan type Penelitian Tindakan Kelas (PTK). Populasi dalam penelitian ini adalah siswa MTs Muhammadiyah 22 Padangsidimpun kelas delapan sebagai sampel. Total siswa dikelas delapan berjumlah 23 siswa. Teknik pengumpulan data menggunakan pilihan berganda hal itu terlihat dari adanya peningkatan kemampuan siswa dari hasil pretest sampai dengan posttest. Data terakhir yakni dari posttest menunjukkan nilai rata-rata siswa adalah 3.47% dari 15 (Lima Belas) siswa melampaui KKM. Data terakhir tersebut menunjukkan siswa sudah memenuhi atau melampaui target pencapaian KKM yakni 30%. Berdasarkan data tersebut menunjukkan bahwasanya penerapan story mapping dapat meningkatkan kemampuan siswa dalam memahami teks naratif.

Kata kunci: Pemahaman membaca, story mapping, dan teks naratif.

Abstract

The aims of the research to determine the improvement of students' reading skill after using story mapping in understanding narrative text. In this study, the research used quantitative methods with the type of Classroom Action Research (CAR). The population in this study were eight grade students of Mts Muhammadiyah 22 Padangsidimpun as the sample. The total number of students in the eighth grade is 23 students. The technique of collecting data using multiple choice can be seen from the increase in students' abilities from the result of the pretest to the posttest. The last data showed average score of 3.47 % of the 15 students exceeded the KKM. The latest data show the students gave met or exceeded the KKM achievement target of 30 %. Based on the data, it could be concluded that using story mapping in teaching narrative text can improving the students' understanding of narrative text.

Keyword: Reading comprehension, Story Mapping, Narrative Text.

INTRODUCTION

Education can be defined as the process of developing the most basic abilities of each student, where each student learns actively because of an inner drive and an atmosphere that provides convenience (conducive) for his optimal development. Education also has a goal as a reference material to be achieved. The purpose of education includes the formation of the basic personality of students as whole human beings according to their level of development. As an educational institution, schools play an important role in preparing the next generation. The teacher's role is very large in all learning activities.

English is seen as a foreign language by students, so discourse experience is still lacking. Even the meaning of understanding will be different when students read stories or texts in Indonesian and when students read stories or texts in English. Some students encounter many obstacles in understanding language reading English. The factors that make this continue include do not understand the content of the reading, they do not understand what is developed in reading-related questions. If this condition continues to

be ignored, encouraged students do not like learning to read language at all English, because it is too complex a subject that demands students to understand a reading. So that they cannot reach learning objectives of reading skills.

There are four main skill in English, they are reading, listening, speaking, and writing. Reading and listening are called receptive skill, in which people need the ability to receive written or spoken language when they do it. While speaking and writing are called productive skill because when people do it, they need the ability to produce written or spoken language. One of the skills reading important is reading comprehension is a good way to develop and to derive meaning from written language (including books and other forms of written language) and construction meaning from written language. But, most of the students still difficult in reading comprehension even though they have done for it many years. Student did not know how to comprehend a text and got some information from the text. Consequently, the students became slow done and bored. Therefore, reading comprehension is in fact not as easy as some people think. Most people read a text without comprehending. Or the students, reading comprehension is a task of little concern. So, it is problem for the teacher in teaching reading in the classroom.

To improving students' abilities, especially in reading comprehension, the teacher must make a lot of efforts to solve the student's problems. Including the use of several teaching strategies to make it easier for students to understand what they are reading. Many strategies can help students' abilities, especially reading comprehension, including learning strategies through story mapping.

In addition, this strategy can help improve students' reading comprehension in learning English. This means that students can achieve and increase their level of understanding to be more effective and efficient. In other words, researchers are interested in conducting research with the title : "Improving Students' Reading Comprehension Of Narrative Text Through Story Mapping At Grade Viii Mts Muhammadiyah 22 Padangsidempuan"

Narrative text is a text that contains imaginary stories, fairy tales, or true stories that have been exaggerated. The purpose of this text is to entertain the reader about a story or story written by the author and at the same time convey a moral message to be conveyed to the reader. Narrative is a form of discourse that tries to narrate an event as if the reader saw or experienced the event himself. Therefore, the most important element in a narrative is the element of action or action. What happened was nothing but the actions of people over a period of time. Narrative is more about a dynamic life in a time series. Writing basically popularly defines a narrative as a story. This story is based on the sequence of a (or series) of events or events. In this incident there are characters (several characters) and these characters experience by facing a (a series of) conflicts with fights. These events, characters, and conflicts form a plot. Thus, narrative is a story based on plot.

Story mapping is a story telling strategy in the form of a map, which combines story maps in the form of text and images. That will make it easier for children to understand the contents of the text they read. Especially in the text of the story. story mapping. It is hoped that children can understand the main ideas in the story text, helping students to identify the elements of the story by identifying the characters, plot, setting, and meaning of the stories they have read. Furthermore, story mapping is a strategy that can stimulate and motivate students to learn to read and understand the contents of the readings they have read. Therefore, story mapping, students learn to understand the content of reading texts, especially in stories in which there are elements of the story, namely characters and characterizations, plots, titles, background stories and story messages. Story mapping is a strategy used to understand story elements by making maps or charts containing story elements and made interestingly to attract the interest of deaf students who generally lack

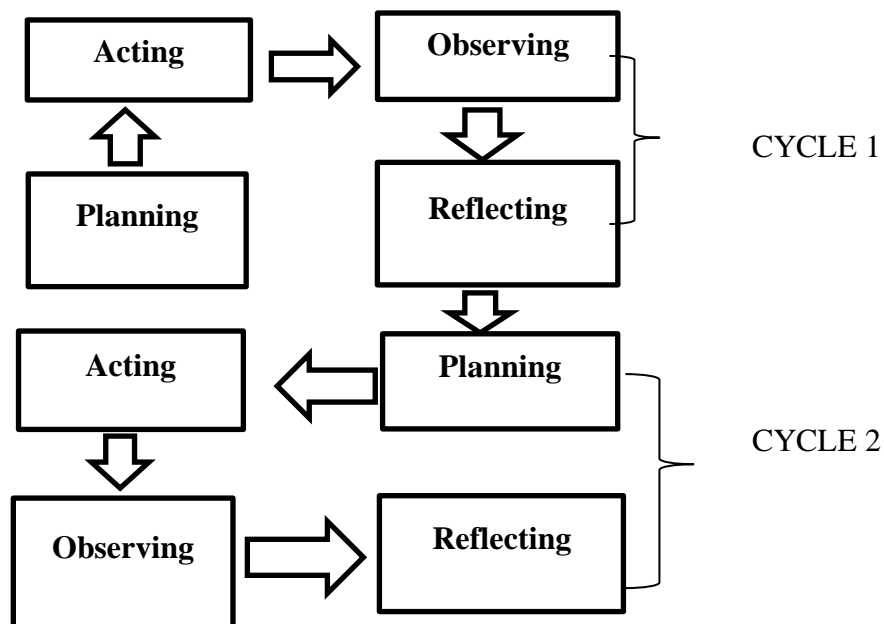
interest in reading. Therefore, it needs a fun way to read. One of learning techniques that can be applied in learning English, especially narrative text material is story mapping. Story mapping is a technique of recording ideas into visual graphics. This technique was developed in the 1970s based on how the brain works. The story mapping technique believes that the brain is often used to remember information in the form of diagrams, symbols, picture, and visual forms (Porter & Hernacki, 2001:152).

METHODOLOGY OF THE RESEARCH

The research was a Quantitative. It was important to use the good strategies to improving the implementation of reading comprehension on Narrative Text to be better. Mc Neiff (2002:200) said that, action research was a term which refer to a practical way of looking at your own work to shack that it was you would like it to be, because action research was done by you, the practitioner, it was often referred to as practitioner-based research and because it involves you thinking about and reflecting on you work, it can also be called a form of self-reflective practice.

Based on the definition above the implementation of Quantitative was to overcome the problems found in the classroom and to improving the quality of teaching and learning process.

The Classroom Action Research (CAR) procedure used in this research is Kurt Lewin's design. It was consisted of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.



The writer used interview, observation, and field notes dealing with the qualitative data. On the other side, the writer used the students' final reading as a pre-test and post-test to obtain the quantitative data. The completely explanation as follows: 1. Interview in this case interview was applied for the English teacher with 10 question before the classroom action research and after classroom action research. It was applied before classroom action research to know the students' difficulties in reading skill, the students' participation in reading class, and the teaching strategy in teaching reading. Meanwhile, it was conducted after classroom action research to know the teacher's response about the learning strategy concentrate on Story Mapping Technique, 2. Observation the writer did the observation to monitor and record the data of the students' performance during the teaching and learning processes. The data was taken such as the students' participation,

description of classroom atmosphere, and the setting of class during teaching and learning process. It was called as the field notes, 3. Test a test used in this study is pre-test and post-test. The pre-test was done before implementing Story Mapping technique. It was to measure students' reading comprehension at first. Meanwhile, the post-test was implemented after using Story Mapping technique. In this study, the test was done in form of multiple choices. The test was held on every second action of each cycle.

The analysis qualitative data that used in this study is based on the observation of students' activities during teaching learning process, and the interview before and after Classroom Action Research (CAR). In this case, the writer collected the students' score from the preliminary up to posttest. In analyzing the numerical data, first the writer tried to get the average of students' reading score per action within one cycle. It was used to know how well students' score as a whole on reading skill. It uses the formula.

$$Mx = \frac{\sum x}{N}$$

Mx: mean

$\sum x$: individual score

N: number of students

Second, the writer tried to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 71 (seventy-one) which is adapted from the school agreement at VIII grade MTs Muhammadiyah 22 Padangsidimpuan. It uses the formula.

$$P = \frac{F}{N} \times 100\%$$

P: the class percentage

F: frequency of students' score above KKM

N: number of students

Third, after getting mean of students' score per actions, the writer identified whether or not there might have students' improvement score on reading comprehension from pre-test up to posttest score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula:

$$P = \frac{y^1 - y}{y} \times 100\%$$

P: percentage of students' improvement

y: pre-test result

y1: post-test

$$P = \frac{y^2 - y}{y} \times 100\%$$

P: percentage of students' improvement

y: pre-test result

y2: post-test 2

The data-gathering through observation will be presented qualitatively based on the condition of the class (it includes what the observer see, hear, and feel in the classroom). From the data gathering, the observer made field notes and analyzed it by presenting the description of the field note.

DISCUSSION

Table 4.1 Students' score Pre-Cycle

No	Students' Name	DI (80)	MI (10)	MV (10)	Pretest
1.	Aad Muddasir Nasution	50	5	5	60
2.	Afiqah Dhiya Ramadani	30	2	8	40
3.	Aghna Khairi Zaki	65	10	5	80*
4.	Agil Wadi Nasution	60	10	3	80*
5.	Aida Anjelina Lubis	32	10	8	50
6.	Akmal Habib Siregar	28	7	5	40
7.	Alya Rahma Dani	25	5	10	40
8.	Angga Febrian	65	10	5	80*
9.	Annisah Mursida Parapat	40	10	10	60
10.	Arini Ramadhani	23	7	10	40
11.	Azizah Sapriani Nasution	70	10	10	90*
12.	Arsyad	23	10	7	40
13.	Atika Rezkia	62	8	10	80*
14.	Dina Mardiana Lubis	30	3	7	40
15.	Izzi Maruli Tuboga	50	5	5	60
16.	MHD. Amin Harahap	25	7	8	40
17.	Muhammad Nur Alif	65	10	5	80*
18.	Nayla Putri Arinta	50	10	10	70
19.	Nurjuni Ade Syahriza	65	5	10	80*
20.	Puan Iqlima Tautan Hati	45	5	10	60
21.	Rahmi Febriani Pasaribu	43	7	10	60
22.	Salsabila Nur Salmah	60	10	10	80*
23.	Yuni Gustiani Harahap	20	5	5	30
Score					1380

Note:

DI : Detail Information

MI : Main Idea

MV : Moral Value

- The students who pass the KKM

The mean score derived from table above formulated

$$\begin{aligned}
 \sum \text{Pre-test} &= 1380 \\
 \text{Pre-test} &= \frac{\sum x}{n} \\
 &= \frac{1380}{23} \\
 &= 60
 \end{aligned}$$

Graphic 4.1 The Graphic of the students' mean score in the first and second cycle

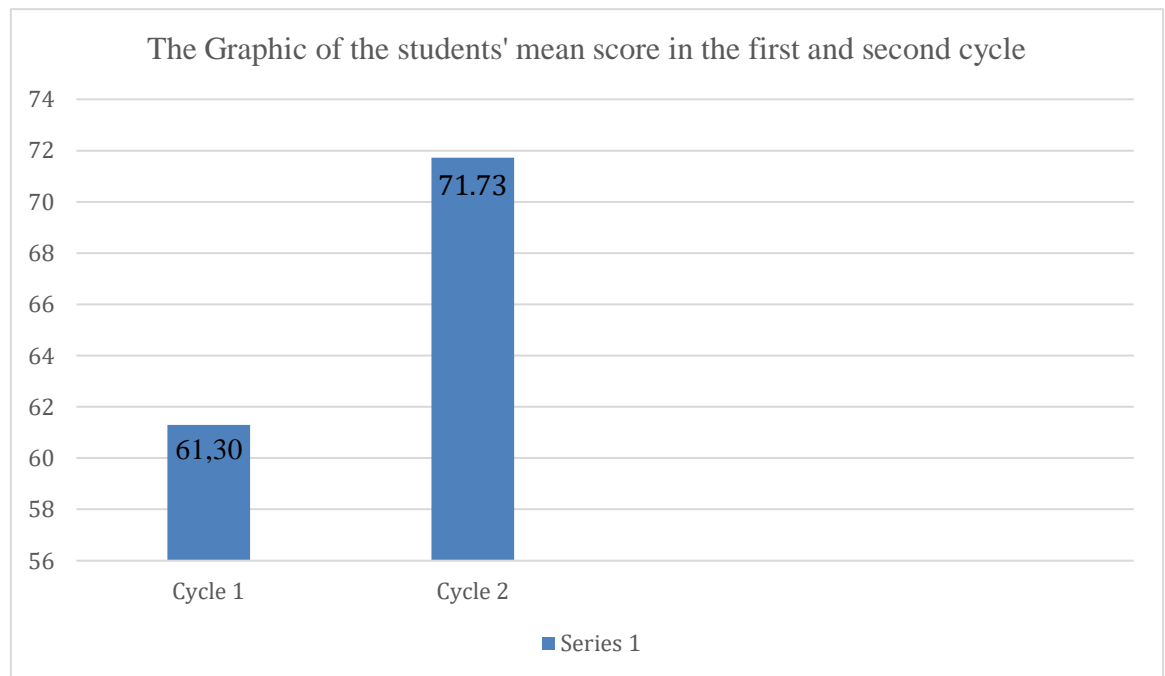


Table 4.4 The students' Score of Pretest and Posttest

No	Name	Pre-Test	Post Test
1.	Aad Muddasir Nasution	60	80*
2.	Afiqah Dhiya Ramadani	40	70
3.	Aghna Khairi Zaki	80*	80*
4.	Agil Wadi Nasution	80*	80*
5.	Aida Anjelina Lubis	50	50
6.	Akmal Habib Siregar	40	90*
7.	Alya Rahma Dani	40	40
8.	Angga Febrian	80*	80*
9.	Annisah Mursida Parapat	60	60
10.	Arini Ramadhani	40	80*
11.	Azizah Sapriani Nasution	90*	90*
12.	Arsyad	40	40
13.	Atika Rezkia	80*	80*
14.	Dina Mardiana Lubis	40	40
15.	Izzi Maruli Tuboga	60	60
16.	MHD. Amin Harahap	40	90*
17.	Muhammad Nur Alif	80*	80*
18.	Nayla Putri Arinta	80*	80*
19.	Nurjuni Ade Syahriza	80*	80*
20.	Puan Iqlima Tautan Hati	80*	80*
21.	Rahmi Febriani Pasaribu	60	60
22.	Salsabila Nur Salmah	80*	80*
23.	Yuni Gustiani Harahap	30	80*
	Mean	2.6	3.47

*: The student who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal KKM* (71)

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{80}{23}$$

$$M_x = 3.47$$

This data showed that the mean of students' score in post-test was 71.73. It means that the students passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 71 (seventy-One). Then, the calculation of class percentage about the students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{15}{23} \times 100\%$$

$$P = 0.65\%$$

From this data, the writer found that 15 (fifteen) or 0.65% students passed the *Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM)*. After that, the writer needs to calculate the data to know the students' improvement from the preliminary to the second cycle. In this step writer used following formula :

$$P = \frac{Y_2 - Y_1}{Y_1} \times 100 \%$$

$$P = \frac{3.47 - 60}{60} \times 100 \%$$

$$= 2.47\%$$

The data showed that there was better improvement of students' mean score from the students' reading comprehension in the preliminary study to the students' reading comprehension in the second cycle. The mean score for the preliminary study was 60 and the mean score of reading pretest in the first cycle was 1.6%. It means that there was points or 30% of mean score improvement. The students who passed the *Minimum Mastery Criterion- Ketuntasan Minimal (KKM)* were 15 students or 2.47% if it is calculated into class percentage. It indicated that the criterion of success.

THE CONCLUSION AND SUGGESTION

Conclusion

In this chapter, the writer would like to conclude what have been discussed in the previous chapters. Before implementing the action, it had been found out that eight grade class VIII of MTs Muhammadiyah 22 Padangsidempuan got low scores; it was 30 (thirty) in reading comprehension, especially in understanding narrative text. The students still got difficulties in identifying the main idea, the schematic structures, and plot of the story of narrative text. Consequently, the students did not understand the text that they have read. Based on those facts, the writer tried to use the teaching techniques that could help the students in understanding narrative text, it was Story Mapping. This graphic map helped the students in identifying the structure of the story and main idea from the text. Finally, the students understood the story that they read. Besides, to prove this assumption the writer conducted a Classroom Action Research (CAR).

Based on the data that the writer got from the research, the implementation of Story Mapping technique in the teaching of reading has successfully improved the second-year students' reading comprehension in understanding narrative text. It was also supported by the result of the questionnaire given to the students in the end of the second cycle. After using Story Mapping technique in teaching narrative text, the students gave positive responses toward that action. Story Mapping technique could overcome their difficulty in analyzing the mind idea and supporting details. They can share their opinion

in understanding what the text is about in group. It can be concluded that Story Mapping technique could make the condition in the classroom more interesting and make students easier in understanding the text.

Finally, the teacher's response about the implementation of Story Mapping technique would be an alternative strategy in teaching reading especially narrative text. Therefore, Story Mapping technique could improve the students' reading understanding in narrative text.

Based on the test and observation result, the difficulties students are very minimal vocabulary. It can be found that how far the students improve in reading comprehension on narrative text, from score 60 after using through story mapping their result in reading comprehension on narrative text the improving students score 30%. It can be seen in result of posttest in cycle I 0.43% and cycle II score 0.65% and the mean score 2.47. From 8 students and 10 in pretest success of KKM until 15 students in posttest success of KKM.

Suggestions

Since teaching English by through story mapping has a significant effect to increase student's achievement in reading comprehension, it is suggested that:

- a. English teacher should teach English especially in reading comprehension on narrative text by through story mapping to make the students can see the learn more clearly areas of study and studied course that are more meaningful. So, when the students read a text with using through story mapping, there are more comprehend about what their read without reading repeat for knowing the meaning of the text.
- b. Students can improve their achievement in reading comprehension by story mapping through the chart of study.
- c. The research suggests other researchers that the result of the study can be used as addition reference to further research. They could see that the application of through story mapping can be improving student's reading comprehension and motivate them to study before they join in the classroom and make learning English is fun.
- d. Finally, the research realized that this research still has some weakness and mistake. Therefore, the research would like to accept any constructive to make this research better.

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