
THE EFFECTIVENESS OF USING STORY MAPPING TO IMPROVE STUDENTS' READING COMPREHENSION SKILL IN ENGLISH NARRATIVE TEXT ON X TKJ AT SMK NU PACE

Diterima:

2025-02-19

Revisi:

2025-02-24

Terbit:

2025-03-10

¹Mohamad Ali Murtadlo, ²Puput Zuli Ekorini

^{1,2} Universitas PGRI Mpu Sindok

Abstract— Reading comprehension skills are very important in an educational context, especially for students learning English as a foreign language. This study aims to evaluate the effectiveness of the story mapping method in enhancing students' reading comprehension skills in English narrative texts. The research was conducted at SMK NU Pace, focusing on students in class X TKJ-2, consisting of 30 students as a sample from a population of 207 students. The method used was Quasi Experimental with a One Group Pre-test - Post-test design. Data were collected through reading tests administered before and after the implementation of the story mapping method. Data analysis was performed using the sample t-test to determine significant differences in students' reading abilities. The results showed a significant difference in students' reading comprehension skills before and after the application of story mapping, with a t-value obtained of $t = 1.699$ (at a significance level of 5% and degrees of freedom = 29), indicating that the alternative hypothesis is accepted. So "There is a significant difference before and after being taught by using story mapping effectively to improve reading comprehension of class X TKJ students at SMK NU Pace in the academic year 2023-2024".

Keywords : *Story Mapping, Reading Skills, Narrative Texts.*

This is an open access article under the CC BY-SA License.



Penulis Korespondensi:

Nama Penulis: Sujono

Program Studi Penulis: Pendidikan Bahasa Inggris

Institusi Penulis: Universitas PGRI Mpu Sindok

Email: puputzuli@stkipnganjuk.ac.id

Orchid ID:

INTRODUCTION

Language is very important in human life. Language is used by humans to communicate with each other. Language is a fundamental tool that allows us to share ideas, build relationships, and communicate well. Without language, it would be difficult for us to express our desires, fears and dreams. Many languages are used in many different ways, by people in many different places. Steven Pinker (2017:3) stated that “Language is a miracle, an extraordinary product of the human mind.” Language is a communication tool. The importance of language goes far beyond everyday interactions. It is the key that unlocks the potential of human civilisation, encourages collaboration, spreads knowledge, and shapes our understanding of the world.

Language is not just a tool for transmitting information. It is a powerful vehicle for shaping our thoughts and experiences. Deborah Tannen (2016:12) “Language is the most powerful tool we have to shape our thoughts, express our feelings, and connect with others.” Even actions put our minds in words help us to consolidate and regulate it. Language allows us to express complex emotions, promoting empathy and understanding among people. Through our language we share stories, jokes, and works of art, enriching our lives and fostering a sense of shared culture.

Language is essentially the lifeblood of human connection. It acts as a bridge, allowing us to express our innermost thoughts, feelings, and ideas to others. Through a complex system of sounds and symbols, we can share experiences, build relationships, and navigate the world around us. However, language's power goes beyond mere expression. It is through reading that we truly unlock its full potential and become effective communicators. Reading is the flip side of the language coin. It allows us to absorb the thoughts and experiences of others, expanding our knowledge base and enriching our understanding of the world. By delving into the written word, we encounter new perspectives, historical accounts, and fictional narratives. This exposure broadens our vocabulary, refines our grammar, and allows us to better understand the nuances of language itself.

Effective language skills that help children navigate and make sense of it all. These skills are more than just stringing words together. They encompass the ability to understand, express and interact with the world through clear and confident communication. Honing effective language skills in children will unlock a myriad of benefits. Empowering them to build strong relationships, excel academically, and develop into well-rounded individuals. One of the most fundamental advantages of strong language skills lies in their ability to foster meaningful connections with others. As children develop their ability to communicate

effectively, they learn to express their thoughts, feelings, and needs clearly. This allows them to build strong friendships, navigate social situations with confidence, and resolve conflicts peacefully. Imagine a shy child who struggles to express themselves.

Language skills also play a crucial role in academic success. Children who can comprehend spoken and read language effectively are better equipped to grasp complex concepts, participate actively in classroom discussions, and articulate their understanding of the world around them. The ability to express themselves confidently fosters a sense of agency and allows them to advocate for their needs and opinions. This confidence spills over into other aspects of their lives, allowing them to face challenges with courage and embrace new experiences with enthusiasm. Reading is not merely a passive act of decoding symbols on a page. It is a dynamic process that strengthens the very foundation of our language skills. It acts as a powerful tool, enriching our vocabulary, fostering comprehension, and shaping our ability to communicate effectively.

Although reading is considered a difficult skill, it's important to acknowledge that the journey of becoming a fluent and enthusiastic reader can be fraught with challenges. Stanislas Dehaene (2020:12) "Reading is a complex cognitive skill that requires a sophisticated interplay of brain regions." Reading is not a natural, innate skill; it requires dedication, effort, and perseverance. For some individuals, the meaning words, comprehending complex sentences, and sustaining focus can present a significant hurdle.

Several problems were found related to reading activities at SMK NU PACE. The first problem is students' lack of interest in reading English lessons, lack of understanding of the story structure of a text, and difficulty in finding the storyline in narrative text.

Story mapping emerges as a powerful tool, empowering students to deconstruct narratives, grasp their underlying structure, and ultimately, extract deeper meaning from the text. It functions as a visual representation of a story's key elements, acting as a roadmap that guides readers through the plot, characters, setting, and central conflicts. Donna McGuire (2017:1) stated that "Story mapping is a simple yet powerful technique that can help you brainstorm, organize, and develop your story ideas". By engaging in story mapping activities, students actively participate in the reading process.

One of the most significant benefits of story mapping lies in its ability to enhance comprehension, particularly for students grappling with complex texts. By visually organizing the story's elements, students can identify the main plot points, understand the relationships between characters, and recognize the cause-and-effect sequences that drive the narrative forward. Imagine a student struggling to follow a story with multiple characters and intricate

plot twists. Story mapping allows them to map out these elements visually, creating a clear picture of the story's structure and flow, ultimately leading to a deeper understanding of the text.

Research related to the effectiveness of story mapping in improving students' reading ability has been widely conducted, with results that generally show positive effectiveness. Norma Ita Sholichah (2017) in a study entitled "The Effect of Story Mapping on Reading Comprehension". The purpose of this study was to investigate the effect of the story-mapping strategy in teaching reading comprehension of English texts, which used a quasi-factorial with a pretest-posttest design.

Desta Aditya, Ujang Suparman, Dedy Supriadi (2017) in a study entitled "Improving Students' Reading Comprehension Ability Through Story Mapping Strategy at SMAN 1 Terusan Nunyai". The purpose of this study was to determine whether there was a statistically significant increase in students' reading comprehension ability after they were taught through the story mapping strategy.

Novi Khairani Khairani, Syofia Delfi Delfi, Supriusman Supriusman (2015) in a study entitled "Using Story Mapping Strategy to Improve the Ability of the Second Grade Students of SMA Tri Bhakti Pekanbaru in Comprehending Narrative Texts". Teachers tend to improve the students' ability by applying strategies.

This research is aimed to: (1) To find out the students' reading comprehension skill before using the story mapping at tenth grade students of SMK NU PACE in the academic year 2023/2024. (2) To find out the students' reading comprehension skill after using the story mapping at tenth grade students of SMK NU PACE in the academic year 2023/2024. (3) To find out there significant differences in students' reading comprehension skill before and after using the story mapping at tenth grade students of SMK NU PACE in the academic year 2023/2024.

RESEARCH METHODOLOGY

The research design used is quasi-experimental with a quantitative approach. Creswell (2017:423) stated that "Quasi-experimentation is a research approach used to investigate cause-and-effect relationships between variables when researchers cannot manipulate independent variables or randomly assign participants to groups".

The research was conducted on one group in a class with a pre-test and post-test to show how the difference before and after learning using story mapping. The first step in this study is that students

as subjects will be given a pre-test question. The second step is the provision of treatment, where students will be taught reading comprehension using story mapping. Finally, students will be given post-test questions to show how students' reading comprehension after using story mapping.

The population of this study is the students of SMK NU Pace for the 2023-2024 academic year. There are a total of six classes with the amount of population is the tenth grade of 207 students.

The statistical technique used in this study uses the test formula to calculate the comparison data of students' pre-test and post-test results. The analytical techniques used to analyze this research data are descriptive statistics to find out the mean score of the students' test, inferential analysis use determining standard of deviation score and T-test statistical analysis to determine statistically significant differences.

The following is the determination of the hypothesis: H_a : accepted if $t_{count} > t_{table}$, there is a significant difference between the average results of the pre-test and post-test of students' reading comprehension before and after being by using story mapping to improve the reading comprehension skill of tenth grade TKJ 2 students at SMK NU in the Academic Year Of 2023-2024. H_0 : rejected If $t_{count} < t_{table}$, there is no significant difference between the average results of the pre-test and post-test of students' reading comprehension before and after being by using story mapping to improve the reading comprehension skill of tenth grade TKJ 2 students at SMK NU Pace in the Academic Year Of 2023-2024.

RESEARCH FINDINGS AND DISCUSSION

The researcher shows the findings of the research from experimental class. The data were show in this data presentation, and then the data were analyzed statistically and interpreted in discussion. The analyzed data was intended to get empirical information in improving students' reading comprehension by using story mapping strategy at X TKJ 2 of SMK NU Pace. the researcher described the obtained data result of the research. As test was the primary data instrument of this research, the test result from experimental class had been collected.

Table 1 The Analysis of Students' improvement result

Characteristic	Mean	Category
Pre – Test	49,67	Low
Post – Test	85	Excellent

The pre-test researcher found that the average student score was 49,67 points and standard deviation was 50,62 points from the X TKJ 2 students of SMK NU Pace, totaling 30 students. The highest score obtained by students is 70 and the lowest score is 40. There are 21

students in the low category, 6 students in the fair category, and 3 students in the good category. So that in this pre-test the value of class X TKJ 2 is included in the low category.

After post-test the researcher found that the average student score was 85 points and standard deviation was 85,22 points from students' X TKJ 2 of SMK NU Pace, totaling 30 students. The highest score obtained by students is 90 and the lowest is 70. There were 8 students in the good category and 22 students in the excellent category. So that in this post-test the value of class X TKJ 2 is included in the excellent category.

After carrying out the average scores, the pre-test and post-test data are processed using hypothesis testing, namely the t test. The calculation results from the hypothesis test are as follows:

Table 2. Hypothesis Test Result

t_{count}	Df	t_{tabel}	Conclusion
21,34	29	1,699	$t_{count} > t_{table}$, H_0 is rejected and H_a is accepted

From the data obtained when calculating between pre-test and post-test using story mapping in X TKJ 2 on narrative text material with the t-test, the results obtained are $t_{count} = 21,34 > t_{table} = 1,699$ (for a significant level of 5% and degree of freedom = 29) so that H_0 is rejected and H_a is accepted. Thus, the results of this research indicate that "there are significant difference for the students' reading comprehension skills before and after using story mapping on narrative text in English at 10th Grade of SMK NU Pace in academic year of 2023/2024".

CONCLUSION AND RECOMENDATIONS

The Students reading comprehension skill before being taught using story mapping in narrative text X TKJ 2 SMK NU PACE in the academic year 2023/2024 is in the low category. From the acquisition of students' pre-test results, the average score was 49,67 with a low category.

The Students reading comprehension skill after being taught using story mapping in narrative text X TKJ 2 SMK NU PACE in the academic year 2023/2024 is in the excellent category. From the acquisition of students' pre-test results, the average score was 85 with a excellent category.

The using story mapping is effectiveness to improve students' reading comprehension skill X TKJ 2 SMK NU PACE in the academic year of 2023/2024. From the calculation results with the t-test formula, the results obtained are $t_{count} = 21,34 > t_{table} = 1,699$ (for a significant level of 5% and degree of freedom = 29) so that H_0 is rejected and H_a is accepted.

This means that the hypothesis proposed by the researcher is “accepted”. The hypothesis in question reads: “there is a significant difference between the average results of the pre-test and post-test of students' reading comprehension skill before and after being taught by using story mapping to improve reading comprehension of X TKJ 2 SMK NU Pace in the Academic year of 2023-2024”.

The researchers recommend the follows, for school principals: it is hoped that they can make policies that can improve and develop the quality of education, especially in English study so that they can achieve the expected goals. For students : with this research it is hoped that they will become more interested and motivated in the learning process, especially learning English. For the next researcher : it is hoped that the results of this study can be used as a reference for English learning to continue and develop further research.

Bibliographies

- Aditya, D. (2017). Improving Students' reading Comprehension Ability Through Story Mapping Strategy at SMA Negeri 1 Terusan Nunyai.
- Amini, R. H. (2020). *The effect of story mapping tehniqe toward students' reading comprehension narrative text* (Doctoral dissertation, IAIN Palangka Raya).
- Bell, P., Dean, G., Vakhitova, Z., & Ransley, J. (2017). Research methods. In *Corruption in Sport* (pp. 174-200). Routledge.
- Creutzfeldt, N., Mason, M., & McConnachie, K. (Eds.). (2020). *Routledge handbook of socio-legal theory and methods*. New York: Routledge.
- Eden, D. (2017). Field experiments in organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 91-122.
- Hair, J. F., Astrachan, C. B., Moisescu, O. I., Radomir, L., Sarstedt, M., Vaithilingam, S., & Ringle, C. M. (2021). Executing and interpreting applications of PLS-SEM: Updates for family business researchers. *Journal of Family Business Strategy*, 12(3), 100392.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Hidayanti, N. (2018). *Teaching Reading Comprehension by Using Story Mapping Technnique on Narrative Text at The First Semester Of The Second Grade At Smp N 11 Bandar Lampung 2016/2017 Academic Year* (Doctoral dissertation, UIN Raden Intan Lampung).
- Jameel, A. S. (2022). The Effects of Story Mapping and Hortatory Exposition Techniques on Students' Compositions. *Education Research International*, 2022(1), 4300692.

- Kara, G. (2020). Gender and Language: A Review on the Use of Language by Male and Female University Students. *Akademik Dil ve Edebiyat Dergisi*, 4(2), 594-620.
- Khairani, N. K., & Delfi, S. D. (2019). Using Story Mapping Strategy to Improve the Ability of the Second Grade Students of SMA Tri Bhakti Pekanbaru in Comprehending Narrative Texts. *Jurnal Online Mahasiswa (JOM) Bidang Keguruan dan Ilmu Pendidikan*, 2(1), 1-13.
- KNOWLES, R. A. (2019, July). CHAPTER TWO MANSPLAINING: THE EFFECTS OF GENDERED LANGUAGE AND SPEECH PRACTICES ON WOMEN RACHEL A. KNOWLES. In *Proceedings of the Third Purdue Linguistics, Literature, and Second Language Studies Conference* (p. 30). Cambridge Scholars Publishing.
- Marie, L. A. (2014). *Seeing through language: Language as instinct, language as archetype*. Pacifica Graduate Institute.
- Maula, M., & Stam, W. (2020). Enhancing rigor in quantitative entrepreneurship research. *Entrepreneurship Theory and Practice*, 44(6), 1059-1090.
- Nkonuo, S. (2023). *The impact of reading skills on students' writing a case of Amuman MA basic school* (Doctoral dissertation, University of Education Winneba).
- OLADELE, S. O. (2019). *TWO ACTIVE LEARNING STRATEGIES AND PUBLIC PRIMARY SCHOOL PUPILS' ACHIEVEMENT IN ENGLISH READING COMPREHENSION AND COMPOSITION IN LAGOS STATE, NIGERIA* (Doctoral dissertation).
- Rahmawati, I. N., & Latifah, N. (2019). Teaching and learning narrative text writing through story mapping. *English Education: Jurnal Tadris Bahasa Inggris*, 12(1), 78-96.
- Rosada, A., & Rufinus, A. (2015). IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT BY USING STORY MAP TECHNIQUE. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 4(9).
- Sari, D. Y., & Aminatun, D. (2023). ELEVATING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH STORY MAPPING AT THE TENTH GRADE OF SMK N 1 TERBANGGI BESAR. *Journal of English Language Teaching and Learning*, 4(2), 21-27.
- Sholichah, N. I. (2017). The Effect of Story Mapping on Reading Comprehension. *Jurnal Penelitian Ilmiah Intaj*, 1(1), 29-48.
- Stephens, M. M. D. (2022). The Effects of Poverty on the Reading Achievement and Vocabulary Development of Students in Economically Disadvantaged Elementary Schools.
- Sugandi, R. N., Juniardi, Y., & Rahmawati, E. (2022). THE EFFECTIVENESS OF USING STORY MAP TECHNIQUE TOWARDS STUDENTS READING COMPREHENSION ON NARRATIVE TEXT (A QUASI EXPERIMENTAL STUDY). *Lingua Scientia*, 29(1), 1-10.
- Thomas, D., & Zubkov, P. (2020). Quantitative Research Designs.
- Yuliana, Y. (2017). Story mapping in teaching writing narrative text. *International Journal of Language Teaching and Education*, 1(1), 8-15.