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THE EFFECT OF STORY MAPS STRATEGY ON READING COMPREHENSION NARRATIVE TEXT IN ENGLISH DEPARTMENT STUDENTS

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Abstract: The research was conducted in seventh semester students of Prose Course English Department of STKIP PGRI Bandar Lampung. The objective of this research is to know whether there is the influence of story maps strategy towards students' reading comprehension in narrative text. The samples of this research was two classes. The first class was VII (A) as the experimental class and the second class was VII (B) as the control class. The experimental class consisted of 32 students and the control class consisted of 32 students. In this research, the researcher used experimental method. In collecting the data, the researcher used reading test with the form of multiple choice and consist of four options. Based on the data analysis, the value of t-test is 6,41 and t-table is 2,66. It means that t-test is higher than t-table ($6,41 > 2,66$) in significant level 0,05. So, the null hypothesis (H_0) is rejected and hypothesis alternative (H_1) is accepted. Finally, the researcher concluded that there is a significant influence of teaching reading comprehension in narrative text through Story Maps Strategy in English department students of STKIP PGRI Bandar Lampung in academic year 2018/2019.

Key words: *Story Maps Strategy, Reading Comprehension, Narrative Text*

INTRODUCTION

Reading is one of four important language skills that should be learned by students when learning English. Reading is a way to gather information, enhance knowledge, increase vocabulary, and for enjoyment. By reading students will have better comprehension and knowledge. Through reading, the readers will know about the text, understand the main idea of the text or get the point of the reading materials. In addition, it helps them learn many aspects even in other language skills such as writing, speaking, and listening skills.

Reading comprehension is an important skill that must be achieved by the students to learn English. Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. They will get knowledge, information and ideas which they need to know. Moreover, they will be able to know what they do not know before. Then, through reading, students can get many vocabularies that they need to be applied in speaking and writing.

In teaching and learning process, students are suggested to read many books in order to improve their knowledge and understanding of the world. In reading activity, students need to pay more attention on the main idea or focus on the message of the text. Students should use their ability such as grammar, vocabulary, structure to understand a text easily. Besides, they also need to have good motivation which can help them increase their interest to read English text. A teacher as a part of teaching and learning process, has an obligation to help students when they are doing a reading activity. A teacher can use many strategies of reading to help him or her managing a reading class effectively.

Looking at the condition of teaching and learning process today, especially in teaching and learning reading, most of students got difficulties to comprehend English text. They face difficulty to find the messages of a text. When they are trying to get main idea or message from the text, they get confuse to find the meaning of English words and sentences. Besides, they cannot catch the meaning of each paragraph that will

influence an understanding of the whole text.

Based on the problem faced by the students mentioned, a teacher as a facilitator has to know the condition of students' reading ability and try to find the effective technique to teach students in order to achieve the aim of teaching and learning process. In this case, the facilities of teacher has to use appropriate techniques in teaching reading to improve the students' motivation and reading ability. Through the use of suitable technique, teacher can create enjoyable and interesting learning process.

Story maps strategy is one of strategy used in teaching reading process. It is one of strategy to make students more active and enjoy in learning process. By using *story maps strategy*, a teacher can lead students will be helpful in understanding the text, story maps uses a graphic organizer to help students learn the major elements of the story. Story maps is a strategy used after a story has been read. It includes identifying the main elements, and categorizing the main events in sequential order. A graphic representation is often used to

illustrate the story structure and sequence of events. A story map is a visual depiction of the settings or the sequence of major events and actions of story characters.

The researcher has done the observation at SMP N 1 Natar Lampung Selatan. The result of the observation shows that the students find difficulty in giving the conclusion of the story, and finding the main idea of the text. The researcher is interested to solve the students' problems by using story maps strategy which students learn the elements of a story by identifying story characters, plot, setting, problem, and solution. Through the use of this strategy, the researcher hopes that the students can comprehend the content of English text easily. Therefore, the researcher proposed a research is "The Influence of Story Maps Strategy Towards Students' Reading Comprehension in Narrative Text".

RESEARCH QUESTION

In this study, the writer wants to explore a question:

1. is there any influence of story maps strategy towards students reading comprehension of Narrative Text?

2. Is the average score of students' reading comprehension who learn by using story maps strategy is higher than the average score of students' reading comprehension of Narrative Text who learn by using conventional strategy?

THE AIM OF THE STUDY

This study is aimed to know and describe the influence of Story Maps Strategy towards Students' Reading comprehension of Narrative Text and to know how is the average score both of the strategy.

METHOD

This research is descriptive quantitative research. The resercher used experimental design to conduct the research. Based on the explanation of Nunan that experimental design means that the researcher should randomly assign students to either the control group, which uses the traditional materials, or the experimental group, which uses the innovative materials (1992). In this research, the researcher used cluster sampling technique to take the sample. In this case, the researcher used two

classes as sample. The first class was experimental class which is thought by using Story Maps Strategy and another class was control class which is thought by using traditional strategy. The experimental class was VIII K consist of 32 students and the control class was VIII I consist of 32 students. This research was conducted to know the influence of using story maps strategy towards students' reading ability. In this research.

The researcher did the observation and gave instrument test for students to know the students' reading ability as the pre-test or pre-treatment and post-test. The researcher used test to collect the data. Heaton said there are nine kinds of test to measure students' reading ability namely matching test, true or false reading test, multiple-choice items short texts, multiple-choice longer test, completion items, rearrangement items, cloze procedure, open ended and miscellaneous items, and cursory reading (1989). The researcher used multiple choice test to collect the data. The researcher analyzed the data to know the result of the research. In analyzing the data, the researcher used some formulas to calculate the data

from the test given in experimental and control class. The formula was T-test.

STORY MAPS STRATEGY

Rubenstein states that a story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details (2001). Through the use of story maps in teaching and learning reading activity students will know the elements of the story which include the person, plot, setting of time and place, problem and solution of the story. In other hand, NN adds that story mapping is a way of visually representing the major parts of a story. The focus is typically on the three main elements of a story: the beginning, middle, and the end (2001). Furthermore Hatten (2003) explains that a story map is a classroom approach to reading that uses a graphic organizer to help students learn the elements of literature as well as other subject matter. Just as a regular map can help us to 'see' the roads, lakes, and mountains around us to 'see' various aspects of a story. Story maps can be

used with the entire class , small groups or for individual work, Said Ann and Thomas (2008). This strategy helps students examine the different components of assigned text or story. Story maps can be used with both fiction (i.e., defining characters, events) and nonfiction (i.e., main ideas; detail). The uses of story maps as a comprehension strategy can be beneficial for all students, and are especially helpful for students needing the additional support of a graphic organizer. It means that story maps can help students learn especially in reading skill, it help to see the various aspects of a story. Story map can also be referred as word mapping or idea mapping. It is a strategy which designed to show how the concept or key words of a story are related one another.

READING

Wallace states that reading is so much a part of daily life for those of us who live in literate communities that much of the time we hardly consider either the purposes or processes involved (2002). Specifically Nunan also said Reading is usually conceived of as a solitary

activity in which the reader interacts with the text in isolation (1991). Meanwhile W. Grabe and F. Stoller states that Reading is the ability to draw meaning from the printed page and interpret this information appropriately (2002). Beside that Frank Smith said reading is extracting information from print (1994). Eskey and Grabe states that reading is primarily a cognitive process which means that the brain does most of the work (1986). Meanwhile Grabe also said that reading is interactive between reader and text. It requires sufficient knowledge of language, and sufficient knowledge of the world and a given topic (1997). Based on statement above the researcher can conclude that reading is an active complex that requires skill and language in order to get the meaningful interpretation from the message of the written or printed materials. Reading English text is important for students through reading English text the students can get information and knowledge. If the students have good reading ability automatically it will be easier to understand their reading text and complicated English reading text. As we

know that reading is the communicative way in learning English.

NARRATIVE TEXT

Nick Lacey state that the word derives from the Latin *narre*, which means 'to make know', so narratives frequently convey information. What distinguishes narrative from other forms is that it presents information as a connected sequence of events (2000). Meanwhile Keraf state that Narrative paragraph is divided into two lands : imaginative story, such as short story, fable, novel and expressing narrative for example news report, biography, history.(1984). According to Knapp & Watkins is we cannot say that narrative is simply about entertaining a reading audience, although it generally always does so. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. Then, narrative is also a 'big' or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant (2005). Narrative is a process of narrating of the story as a connected

sequence of events. Sequence of events narrative are orientation, resolution.

traditional strategy at the eighth class of SMP Negeri 1 Natar Lampung Selatan in 2016/2017.

RESULT AND DISCUSSION

RESULT

The result of this research was found that t_{test} was higher than t_{table} with significance level 5% ($6,41 > 2,66$). Story maps strategy is a strategy that the teacher uses a graphic organizer to help students find the elements of a story, by identifying story characters, plot, setting, problem, and solution students read carefully to learn the detail. Story maps strategy is a good technique in teaching reading to improve students' reading ability, it is supported by (Rubenstein,2001). There is any influence of using story maps strategy towards students' reading ability at the eighth class of SMP Negeri 1 Natar Lampung Selatan.

Based on analysis of the data and testing hypothesis, the writer found that H_0 is rejected and H_a is accepted. The writer found that the average score of experimental class is higher than control class. It means that the score of students who are taught by using story maps strategy is higher than who are taught by using

DISCUSSION

Story maps strategy is a strategy that the teacher uses a graphic organizer to help students find the elements of a story, by identifying story characters, plot, setting, problem, and solution students read carefully to learn the detail. Story maps strategy is a good technique in teaching reading to improve students' reading ability, it is supported by (Rubenstein,2001). Based on the Rubenstein said, story maps strategy can be improve the reading comprehension skill. So, there is any influence of using story maps strategy towards students' reading ability at the eighth class of SMP Negeri 1 Natar Lampung Selatan. Based on analysis of the data and testing hypothesis, the writer found that H_0 is rejected and H_a is accepted. The writer found that the average score of experimental class is higher than control class. It means that the score of students who are taught by using story maps strategy is higher than who are taught by using traditional strategy at the eighth class

of SMP Negeri 1 Natar Lampung Selatan in 2016/2017.

researcher can be use this strategy to apply in other sample and place.

CONCLUSION

Based on the objective of the research, the result and the research of the data analysis, the writer concludes as follows:

1. There is any influence of using story maps strategy towards students' reading ability at the eighth class of SMP Negeri 1 Natar Lampung Selatan in 2016/2017 ($T_{test} = 6,41$ and $T_{tab} = 2,66$).
2. The average score of the students' reading ability who taught by using story maps strategy (70,43) is higher than that of those who learn reading through the traditional strategy (57,75).

SUGGESTION

There are some suggestions for this research, for the first the teacher can applied this strategy in their class to teach reading. Second, the students to be an active, focus, more confident and creative to doing the task given by using story maps. For the further

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