

**TEACHING READING COMPREHENSION OF
NARRATIVE TEXT USING STORY MAPPING
TECHNIQUE AT JUNIOR HIGH SCHOOL: A
DESCRIPTIVE CASE STUDY**

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree
of Bachelor of Education in English Language Education



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ABSTRACT

Title : **Teaching Reading Comprehension of Narrative Text Using Story Mapping Technique At Junior High School: A Descriptive Case Study**

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In the teaching reading process, many students have problems comprehending an English text. Reading is an activity that is very important in learning especially in the education field. The purpose of the study is to describe the implementation of using story mapping on narrative text to teach reading comprehension and to find out the problems faced by the teacher teaching reading comprehension using story mapping on narrative texts in Junior high school. This study used a descriptive case study to answer the research questions. The three techniques collected the data; were pre-observation, observation, and interview. Descriptive analysis was used to present the result of the study in the form of a descriptive explanation. The result of the study shows that the use of the story mapping technique as a technique in teaching reading can help the students understand the narrative text easily. The problems face during teaching reading using story mapping on narrative text is following; lack of literacy about the narrative text in English, the teacher's difficulty managing the students during the learning process, the students' less motivation to learn English, the students less of vocabularies, the students don't understand the meaning of the word. The researcher hopes that it will be used as an alternative technique for exploring the reading comprehension of junior high school students.

Keywords: *Narrative text, Story mapping, Teaching reading comprehension.*

DEDICATION

This thesis is dedicated to my alma mater State Islamic University of Walisongo Semarang, and to my beloved family who always prays, and gives support and motivation.

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The researcher realizes that the preparation of this thesis is far from perfect, may Allah SWT give a double reward to all those who have helped the author in completing the writing of this thesis. Therefore, the researcher hopes for suggestions and constructive criticism from readers. Finally, the researcher hopes that the purpose of making this thesis can be achieved as expected.

Semarang, 16th September 2022
The researcher,



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CHAPTER I

INTRODUCTION

A. Background of the Research

In the teaching reading process, many students have a problem comprehending an English text. The students' problem may come from the fact that they cannot relate what they already know about the topic or they may read slowly and frequently open their dictionary to get the meaning of some difficult words; it will disturb the process of identification and comprehension in reading comprehension.¹

Reading is an activity that is very important in learning especially in the education field. Reading is a process to get a lot of information or knowledge from written letter words and an interactive process between the text and the reader.² If someone cannot read, then they will not get information through the things they read. Reading is a source of knowledge, through reading we can add insight that we have from those who do not know to know. In brief, reading is the

¹ Riza Kisfinata, Musli Ariani, & I Putu Sukmaantara, *The Effect of Using Story Mapping Technique on Reading Comprehension Achievement of The Eighth Year Students At MTs Negeri Bangsalsari*, Pancaran, Vol.2, p.98.

² Lisa Fitriani, Rismaya Marbun, & Dewi Novita, *Teaching Students' Reading comprehension of Narrative Text Through Story Map Technique*, Jurnal Pendidikan dan Pembelajaran Untan, Vol.4, No.3, p.1

key to learning the language. Reading is a serious activity since it requires more concentration to comprehend the text. Furthermore, reading is an activity that involves two aspects: pronouncing the words and comprehending the content of the text. However, even though different aspects exist in reading, the main point is getting the information from a readable source by comprehending the content.³

However, reading comprehension is not easy to be achieved because of some factors that influence it. Such as the same background, the same language, and the same concept in reading. Some students' reading comprehension cannot reach the target of teaching reading narrative text. It's because the students have difficulty in finding or memorizing the point of a text or it may be caused that they do not have a technique to analyze elements of narrative text easily. Each student has a different level of creativity and imagery. So, they need guidance to write down their understanding orderly. Students need to be able to read texts in English either for their careers,

³ Lisa Fitriani, Rismaya Marbun, & Dewi Novita, *Teaching Students' Reading comprehension of Narrative Text Through Story Map Technique*, Jurnal Pendidikan dan Pembelajaran Untan, Vol.4, No.3, p.2

for study, or simply for pleasure (Harmer (2005:8) in Fauziati (2010:32).⁴

In addition, there are several reasons why students struggle with reading. First, students become less efficient readers because they do not engage in independent reading. In many other words, if students read infrequently, they may struggle to acquire vocabulary. Second, can still not unable to guess the meaning of words based on context clues. When students come across difficult words, they tend to dismiss them, which discourages them and causes them to stop reading. The last is that they should not converse in English outside of the classroom, so they cannot express themselves in English.

To help the students, we must be creative in applying the teaching-learning activities by improving the teacher's ability to teach reading using an effective technique. As a result, we can increase students' motivation to learn to read and engage them in teaching-learning activities. Students' motivation also motivates them to improve their reading comprehension because they want to learn it, and their abilities can be seen in the test results. Using an appropriate and interesting strategy in teaching reading is important.

⁴ Tahtika Sari, *Investigating the Effect of Story Mapping Strategy Toward Students' Reading Comprehension of Narrative Text*, Advances and Social Science, Education and Humanities Research, volume 411, p.302.

Teaching reading is the process by which individuals are taught to derive meaning from text. In teaching reading, the student is taught to use critical thinking strategies and to use context to “guess” words that they do not recognize. The teacher is the key to the student's success in learning to read taken from the expert panel’s report on early reading. Moreover, based to International Reading Association 1997-2003, knowledgeable, the strategy makes a difference and reflective teachers make difference in students’ teaching and learning reading well. Hedge (2003) states that any reading component of an English language course may include a set of learning goals First, the ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside the EFL ESL classroom. Second, building a knowledge of the language will facilitate reading ability. Third, building schematic knowledge. Fourth, is the ability to adapt the reading style according to the reading purpose. Fifth, developing an awareness of the structure of written texts in English. Sixth, take a critical stance on the contents of the text. Teaching reading aims to develop students’ skills to read English text effectively and efficiently. In teaching reading, the teacher should provide a technique to the students with a purpose for reading. The purpose for reading also determines the appropriate approach to reading

comprehension therefore; The reading technique should be matched to the reading purpose to read effectively.⁵

Story mapping is one of the strategies teachers can use in teaching reading comprehension of narrative text. According to Ibnian (2010:3), Story mapping is a strategy that uses picture frames to find important information from text. This strategy allows students or readers to easily get the key information of the text. This instruction strategy uses a diagram to describe visually the story's setting or sequence of events and actions. Story mapping aims to help students focus on the important elements of narrative text such as theme, characters, setting (orientation), problems (complication), plot events, and resolution.⁶

A study was found by Goksel Cure, E. Sema Batu, & Emrah Gulboy (2020) with study about The Effectiveness of the Story-Mapping Strategy in Students with Disabilities: Meta-Analysis of Single Case Experimental Design Studies. This study aimed to determine whether the story-mapping strategy used for developing narrative text comprehension skills in students with disabilities is an evidence-based strategy

⁵ <https://text-id.123dok.com/document/wyeed1x0y-concept-of-teaching-reading.html> accessed on Mei 25, 2022.

⁶ Tahtika Sari, *Investigating the Effect of Story Mapping Strategy Toward Students' Reading Comprehension of Narrative Text*, Advances and Social Science, Education and Humanities Research, volume 411, p.302.

and to evaluate the moderator variables that are thought to be effective in reading. Story mapping was also found a story mapping was an evidence-based strategy for students with learning studies also showed that SMS is effective in developing the reading comprehension skills of different disability groups (e.g. autism spectrum disorder, behavioral disorder, speech-language impairment, intellectual disability) in the literature. Therefore, it is needed to examine if story mapping is an evidence-based strategy for different disability groups regardless of their grade levels.⁷ It was also found that the story mapping strategy is an effective strategy for certain disability categories within certain conditions.⁸

In previous research, the target was elementary and junior high school students with learning disabilities who struggle with reading comprehension skills of different disability groups. It is pointed out that variables such as disability type, grade level, teaching format, and the interventionist affect students' outcomes in the school setting. However, this research show how story mapping can explore reading comprehension of narrative text in students with or without

⁷ Goksel Cure, *Effectiveness of the Story-Mapping Strategy in Students with Disabilities: Meta-Analysis of Single Case Experimental Design Studies*, Reading & Writing Quarterly, Volume 37, Dec 2020, p.4.

⁸ Goksel Cure, *Effectiveness of the Story-Mapping Strategy in Students with Disabilities: Meta-Analysis of Single Case Experimental Design Studies*, Reading & Writing Quarterly, Volume 37, Dec 2020, p.1.

disabilities. The target is students who study at Junior high school, which still requires teaching about reading text using story mapping. This begins with the implementation of story mapping to narrative texts to teach reading to ninth graders, then finds the problems that occur during teaching reading, and is explained in more detail. The success of this process depends on knowing the interest and learning characteristics of the students in the classroom.

Nowadays, the story mapping technique can help students comprehend narrative text content easily. The story mapping technique helps them remember the important content of reading narrative text. We can increase the student's motivation in learning reading and engage them to be active in the teaching and learning process. Students' improvement also gives the effort to increase their reading abilities because will have a desire to learn it and then their abilities could be seen from the result of the test. So, the researcher wants to the students be more interested in joining teaching-learning activities that can help them an understanding of reading skills.

Based on the information from the teacher's teaching experience in SMP 3 Kudus, the students had difficulty comprehending a narrative text. They especially have problems with finding the major elements of the narrative text including setting, character, conflict or problem, the plot, and resolution.

These problems occurred because were students less interested the reading skills, they lack vocabulary knowledge, and also have it had not enough time for reading activities. There is no interesting method to support the student in understanding the text in reading.

By using story mapping as a media, the writer hopes that it will be used as an alternative technique for exploring the reading comprehension of junior high school students. They are not only the object of teaching but also participants. In other words, the teacher makes students active instead of silent. And also the writer wants to change some assumptions at learning English is difficult, boring, and confusing for students.

B. Question of the Research

This research is aimed to find the answer to the following research questions:

1. How is the implementation of using story mapping on narrative text to teach reading comprehension?
2. What are the problems the teacher faces in teaching reading comprehension using story mapping on a narrative text in Junior high school?

C. Objectives of the Research

Based on the research questions mentioned above. The objectives of this research are:

1. To describe the implementation of story mapping on narrative text to teach reading comprehension.
2. To find out the problems faced by the teacher of teaching reading comprehension using story mapping on narrative texts at Junior high school.

D. Significances of the Research

This study has kinds of significance in the research, theoretical benefit, pedagogical significance, and practical benefit.

1) Theoretical benefit

The Story Map Method is accepted as an effective technique in distinguishing significant and insignificant information in the story, directing students (directing focus on important components), providing active participation, transferring knowledge into long-term memory, activating foreknowledge, and predicting. This application can explore students reading. The researcher expects researcher that by using story mapping, students' reading skills will be explored.

2) Pedagogical Significances

A Scientific Approach can be implemented in classroom teaching practices. A Scientific Approach is a pedagogical approach used in the classroom whereby teaching is approached with the same rigor as science at its best and it involves active learning strategies to engage

students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students (Handelsman, et al., 2004:521). A scientific approach requires learners to communicate their learning and their findings. Teaching-learning scientific approach processes in the education unit should maintain interactive, inspiring, fun, challenging, and motivating learners to participate actively. It also provides enough space for the initiative, creativity, self-reliance, talents, interests, and physical and psychological development of students.⁹

3) Practical Benefit

The researcher is expected that the result of this research will contribute as follows:

a. For English teacher

By using the story mapping technique the teacher can explore their creativity in the teaching and learning process so the goal of learning can be achieved.

b. For the students

By using the story mapping technique, they are expected to have an understanding of reading skills. So, they can comprehend the texts well.

⁹ Retno Dwi Hastuti, *The implementation of Scientific Approach in Teaching Reading Comprehension at The Eighth Grade of SMP Negeri 1 Sukodono Sragen in The Academic Year of 2019/2020*, 2021.

- c. For the researcher

The result of this study can be used as a reference. It is hoped to give more information and contributes knowledge about story mapping as a medium to teach reading skill.

E. Limitation of Study

To limit the scoop of the research and to analyze the problems, the findings of the research should be limited by the following factors:

1. The writer limits the investigation on teaching reading comprehension by using story mapping on narrative text.
2. The writer holds the study in the ninth grade of SMP 3 Kudus in the Academic of 2022/2023.
3. The study is directed at describing the implementation of story mapping to narrative texts to teach reading and finds the problems that occur during teaching reading.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this part, the researcher provides some previous research;

Goksel Cure, E. Sema Batu, and Emrah Gulboy (2020) conducted the first study entitled “*Effectiveness of the Story-Mapping Strategy in Students with Disabilities: Meta-Analysis of Single Case Experimental Design Studies*”. The story mapping strategy (SMS) is especially used for developing narrative text comprehension skills in SWDs (Annisa & Oktavia, 2020; Sari et al., 2020). This study aimed to determine whether the story-mapping strategy used for developing narrative text comprehension skills in students with disabilities is an evidence-based strategy and to evaluate the moderator variables that are thought to be effective in reading. Story mapping was also found a story mapping was an evidence-based strategy for students with learning studies also showed that SMS is effective in developing the reading comprehension skills of different disability groups (e.g. autism spectrum disorder, behavioral disorder, speech-

language impairment, intellectual disability) in the literature.¹⁰ The similarity between this study and the research is the methodology that story mapping is an effective strategy for developing comprehension of narrative text in students. The research gap is the target of the research. In this research, the target for elementary and junior high school students with a reading disability but in my research is the students who study in Junior high school.

Sriyana, Ikhsanudin, & Eusabinus Bunau (2018) conducted the second study entitled “*Using Story Mapping Technique to Improve Students’ Participation in Reading Comprehension of Narrative Text*”. This research aimed to improve the students’ participation in reading comprehension class in terms of paying attention, answering questions, and joining the discussion. This research used classroom action research. The research was done in two cycles. The observation technique was used to gather the data. The tools of data collection were an observation checklist and field notes. The result showed that Story mapping improved students’ participation in terms of patterns of attention, answering questions, and joining the discussion. It was showed by the percentage of paying attention improved from

¹⁰ Goksel Cure, *Effectiveness of the Story-Mapping Strategy in Students with Disabilities: Meta-Analysis of Single Case Experimental Design Studies*, Reading & Writing Quarterly, Volume 37, Dec 2020, p.1

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.¹¹ The similarity between this study and the research is the teaching reading by using the story mapping technique. The research gap in this research is the student's participation in reading comprehension class in terms of paying attention, answering the question, and joining the discussion but my research on how to teach reading and solve the problem faced by the teacher.

Tahtika Sari, M. Zaim, and Havid Ardi (2019) conducted the third study entitled *“Investigating the Effect of Story Mapping Strategy Toward Students' Reading Comprehension of Narrative Text”*. This research aimed to investigate the effect of story mapping strategy on students' reading comprehension of narrative text. The story mapping strategy was used in the experimental class and the conventional strategy was used in the control class in teaching reading comprehension. A reading comprehension test was used to

¹¹ Sriyana, *Using Story Mapping Technique to Improve Students' Participation in Reading Comprehension of Narrative Text*, Journal of Equatorial Education and Learning, vol.7, No.12 (2018), p.1.

collect the data for this research. Then, the data were analyzed by using the t-test formula. The data analysis showed that the story mapping strategy gave a better result than the conventional teaching strategy on students' reading comprehension of narrative text.¹² The similarity between this study and the research is that the story mapping strategy gave a better result than the conventional teaching strategy of narrative text to students. The research gap is the objective of the research. In this research, the goal was to investigate the effect of story mapping, but my research is about how can explore the story mapping technique.

Jessica Splittstoesser (2020) conducted the fourth entitled "*The Effectiveness of Story Maps on Reading Comprehension*". The purpose of this research was to determine what effect if any, the explicit instruction of story maps has on the reading comprehension of a read-aloud among first graders. The data shows that while students still need support, their ability to retell a story using the story elements identified on a story map was greater than without using the graphic organizer. Comprehension is an essential reading skill as a reader. There are a variety of strategies that

¹² Tahtika Sari, *Investigating the Effect of Story Mapping Strategy Toward Students' Reading Comprehension of Narrative Text*, *Advances and Social Science, Education and Humanities Research*, volume 411, p.302.

teachers can use to promote reading comprehension in their classrooms. Graphic organizers, such as story mapping, can provide students with a tool that focuses on story elements to aid in comprehension and retelling. Findings suggest that story maps be implemented at the beginning of the year and used throughout the reading curriculum to improve students reading comprehension.¹³ The similarity between this study and this research determines the effect on students reading comprehension. The research gap is the strategies that teachers can use to promote reading comprehension. The use of explicit instruction through reading aloud and graphic organizer, focuses this research focuses on story mapping.

Muhammad Husaein Jaya Negara, Ujang Suparman, & Khairun Nisa (2021) conducted the fifth entitled “*The Effectiveness of Using Mind Mapping Technique to Improve Students’ Reading Comprehension in The Narrative Text*”. The objectives of this research were to investigate if there was an improvement in students’ reading comprehension and to find out students’ attitudes toward implementing the mind mapping technique for teaching reading comprehension. The samples of this research were 30 students of first-year students of SMAN 1 Natar. The data were obtained through a pre-test

¹³ Jessica Splittstoesser, *The Effectiveness of Story Maps on Reading Comprehension*, (St. Catherine University: Sophia, 2020), p.2.

and post-test in which the results were analyzed by using Paired Sample T-Test. The research results showed that there was a significant improvement in students' reading comprehension since the t-value was 9.253 with a significance level of 0.00 and the student's attitude toward the implementation of the technique was positive. It can be concluded that the mind mapping technique enables students to improve their reading comprehension and have a positive attitude toward using the strategy for teaching reading.¹⁴ The similarity between this study and the research is the implementation positively impacts reading comprehension on students' learning. The research gap is the collection of data used a quantitative method using a one-group pre-test post-test design, and found students' attitudes after the implementation mind mapping technique. In this research, the collecting data use descriptive study cases and find out the problem faced by the teacher.

Imana Annisa & Witri Oktavia (2020) conducted the sixth study entitled *"Using Story Mapping Technique In teaching Reading Of Narrative Text For Junior High School Students"*. This paper aimed to describe the use of 'Story

¹⁴ Muhammad Husaein Jaya Negara, *The Effectiveness of Using Mind Mapping Technique to Improve Students' Reading Comprehension in The Narrative Text*, Lampung University, Indonesia, Vol 10, No 4, 2021, p.423.

Mapping' to improve students' comprehension of reading narrative text in junior high school students. This technique is applied to help junior high school understand and comprehend narrative text. This technique enables students to solve the problem by using story mapping. Using this technique, the students can be allowed to read the narrative text and determine the appropriate part of the text for each part of the sheet on story mapping.¹⁵ The similarity between this study and the research is the methodology that used a story mapping strategy to teach narrative text to students' reading comprehension. And story mapping can be implemented as one of the techniques in students' understanding of English text. The research gap is to improve students' understanding of reading and solve their students' problems. In this research, the objective is to explore the story mapping technique and to find out the problems of teaching reading comprehension using story mapping on narrative texts.

¹⁵ Imana Annisa & Witri Oktavia, *"Using Story Mapping Technique in Teaching Reading of Narrative Text for Junior High School Students"*, Journal of English Language Teaching Volume 9 No. 1, March 2020, p.19.

B. Theoretical Framework

1. Teaching Reading Comprehension

1.1 Reading Comprehension

Before dealing with the definition of reading comprehension it is necessary to define the meaning of comprehension itself. Comprehension is the intentional thinking process that occurs as we read.¹⁶ In addition, Tankersley states that comprehension is the center of reading.¹⁷ She also says that comprehension is the heart of the reading process and we bring our life experiences to the act of reading.¹⁸ It can be seen that comprehension is one part which becomes important in reading, this process needs intentional thinking, students readers need more focus to able to comprehend the text. By the statements above, it can be concluded that reading comprehension is the center of reading that need an intentional thinking process to understand the text.

Moreover, Karen states that when comprehension is deep and thorough, a reader can understand,

¹⁶ The National Reading Panel: Five Components of Reading Instruction Frequently Asked Questions, p.3. Available online

https://www.google.co.id/url?saFnationalreadingpanel_fa.pdf

¹⁷ Karen Tankersley, *The Threads of Reading*, (Alexandria: ASCD, 2003), p.90.

¹⁸ Karen Tankersley, *The Threads of Reading*, (Alexandria: ASCD, 2003), p.114.

evaluate, synthesize, and analyze information and gain through an interaction between reader and author.¹⁹ Reading comprehension is a highly interactive process that takes place between a reader and a text. It means that the main point of the reading comprehension process is the interaction between readers and the author. How readers' understanding can be constructed to catch the meaning the author wants to explain in the text.

Furthermore, Successful comprehension enables readers (or listeners) to acquire information, experience and be aware of other words (including fictional ones), communicate successfully, and achieve academic success.²⁰ These purposes of reading comprehension can be achieved if the readers have good interaction with the text. It is influenced by many factors, one of which is the background knowledge of readers about the text that will be read, students who have known the background knowledge about the text will be easier to understand the text. Therefore, giving students information and background knowledge about

¹⁹ Karen Tankersley, *The Threads of Reading*, (Alexandria: ASCD, 2003), p.116.

²⁰ ESRC, *Reading Comprehension: Nature, Assessment, and Teaching*. Comprehension available online, <https://www.unige.ch/fapse/logopedie/files/2814/1285/1088/cain-article2bis.pdf> accessed on 28th March 2022, p.2.

the text is needed, so they can understand the meaning of what they read and can comprehend the text well.

Reading comprehension is a skill that must be taught. Teachers can teach the students to use the following strategies to support reading comprehension. When introducing the reading strategies, it is better to do side by side with the students. Practice these strategies out loud with the students for at least two weeks.

Some problems appear from the teaching practices. According to Baradja, in Teguh Budiharso's book that five facts exist as issues in teaching reading are:

1. The mastery of the basic

The basic knowledge of reading consists of the mastery of basic structural patterns and sufficient vocabulary items. Basic knowledge is the "foundation of reading". It is quite that reading learners must achieve basic knowledge at appropriate levels. If this is not available, how can build a house without a foundation?

2. The habit of slow reading

Slow readers generally have poor comprehension. Therefore, slow readers are at a disadvantage in many ways. In the Indonesian context, students try

to read very slowly as if they want to understand a word of the passage. If they do not understand a word or an expression, they do not look up the word in the dictionary, so the reading is very low.

3. Figuring out inferences, implications, and main idea

In reading an English text, students are concerned with two factors, decode the text as the writers say and are familiar with content schema, including culture and background knowledge. The mastery of these factors will provide students with accurate inferences, determining implications of what has been read and accurately identifying the text's main ideas. Most students do not understand the text properly because they could not identify the main idea, make correct inferences, and understand accurate implications.

4. Text selection

In the text selection, teachers are not confident to choose the teaching materials, teachers mostly rely on English textbooks available by which modifications are not required. To use the textbook the teachers follow the contents and exercises in the book.

5. Exercise to include

Exercises following the reading passage have been questioned as they impose on the teachers to implement the teaching. Strategies at the artificial some ways the format of the exercise in the traditional comprehension are following a passage, the writer provides some comprehension question text.²¹

After that, teachers can encourage the students to use these strategies of their own will so they can be their reading coach. Zimmermann and Hutchins (2003), identify these reading comprehension strategies;²²

1) Activating or Building Background Knowledge

In this strategy, teachers can tickle the brain to think about a topic and gets a child ready to learn new information. For example, before the teachers open the handbook about the human body, they can ask the students what they already know about the topic. Having the teachers' minds already focused on body parts and system prepares them to

²¹ Teguh Budiharso, *princip and strategi pengajaran bahasa*, (Lutfansysh mediatama, Surabaya, 2004), p 54

²² Judi Moreillon, "*Collaborative Strategies for Teaching Reading Comprehension*", (Chicago : American Library Association, 2007), p.11.

more easily file away new tidbits of information that the students will be reading about.

2) Preview Vocabulary

In this strategy, teachers can start to introduce new words that will be used in the book or text before starting reading. Teachers can stop reading after coming across the word and then review it to make sure the students remember the meaning. For example, teachers can ask the students to draw color-coded definition cards to remember the difference between the words.

3) Use Context Clues

In this strategy, teachers can start with ask the students to look at the surrounding words in the sentence and paragraph to see if the writer gives some clues to what a word means. Students can look at the pictures or captions on the page for additional information or look up a word in the book's glossary.

4) Making Predictions

In this strategy, teachers ask the students to read the title of the book, chapter or text then ask them what they think the story may be about. At the end of the story, teachers talk about why one prediction is right and how words can have two meanings.

5) Summarize Periodically

In this strategy, teachers begin by asking the topic sentence, usually either the first or the last sentence of the text. If the section is long, teachers can find convenient paragraph breaks and summarize together.

6) Answer Comprehension Questions

In this strategy, teachers begin by focusing attention on literal comprehension questions by asking basic questions about *who*, *what*, *where* and *when*. These questions can always be answered by looking back at the text.

Some reading strategies can be used to support the students' reading comprehension.

1.2 Principles Teaching Reading Comprehension

There are principles behind the teaching of reading;

1) Reading is not a passive skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things – and if students do not these things –

then we only just scratch the surface of the text and we quickly forget it.

- 2) Students need to be engaged with what they are reading.

As with everything else in lessons, students who are not engaged with the reading text – not actively interested in what they are doing – are less likely to benefit from it. When the topic or the task really fires them up, they get much more from what is in front of them.

- 3) Students should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain, and how many times they use relative clauses. But the meaning, the text's message, is just as important and we must give students a chance to respond to that message. They must be allowed to express their feelings about the topic – thus provoking personal engagement with it and the language.

4) Match the task to the topic.

Once a decision has been taken about what reading text the students are going to read, we need to choose a good reading task – the right kind of questions, engaging and useful puzzles, etc. the most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

5) Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions etc. It doesn't make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for *Study* and later *Activation*.²³

Based on the above, narrative text can be applied using the principles above. Many people like to read the story, narrative text enables the writer to read an incident. Every time, someone tells another person

²³ Harmer, Jeremy, *How to Teach English*, Addison Wesley Longman Limited, 1998, p.70.

about something that happened or occurred. The use of story mapping in identifying a narrative text can make it easier for students. By matching the task to the topic. The selection of appropriate text for the class level and the use of elements of story maps make students interested in the text. With guidance from the teacher on how to complete the story map. The researcher believes that the story mapping strategy can help students to explore a narrative text. Students will be able to recognize story elements in narrative text and split each section of the story by arranging each part of the story in the story map if they use this method in their reading

2. Teaching Reading Narrative Text

According to Depdiknas (2004) states “teaching reading comprehension has some purpose, such as the comprehending textual, textual means the students have to find the main idea, supporting details, and get information from text, and interpersonal meaning. Interpersonal meaning means the students can respond the text”. There are several types of texts in reading: descriptive, exposition, discussion, recount, narrative and etc. Almost

all of the texts are studied in senior high school. One of the texts that the writer chooses is narrative text.²⁴

A narrative text is a text that tells a story with complications or problematic events that happen in the past and tries to find the resolution to solve the problem. According to Herman (2007:23-24), “narrative is the representation of events and consisting of the story”. It means, in the narrative, we talk about the story. The story is an event or sequence of events that is happened in the story. While reading a narrative text, students are required to comprehend the text to get the meaning of the whole text. As stated by Zainil (2008:10), “readers should get the meanings of the text by reading the lines, between the lines and beyond the lines”. Nevertheless, not all students can easily get a text’s meaning. It needed high concentrations, imagination, and a list of vocabulary to facilitate students in comprehending narrative text. Hence, English teachers have to be very creative in guiding their students to comprehend narrative text. Nowadays, there are lots of techniques used by English teachers in the classroom. One

²⁴ Yusismi & Jufri, *Teaching Reading Comprehension of Narrative Text By Using “Story Re-Enactment” Technique At Senior High School*, (English Language Teaching Study Program of FBS Universitas Negeri Padang, 2017), Vol.6, p.142.

of the techniques that English teachers can use is story mapping.²⁵

Many people like to read story, narrative text enables the writer to read or an incident. Every time, someone tells another person about something that happened or occurred, he or she is reading a narrative or a story. Narration is a story that can amuse or entertain and give good lesson to the people. The purpose of narrative text is as follows:

- To tell a story about something or someone,
- To amuse or entertain the readers or listeners,
- To obey the moral lesson from the story.²⁶

Chatman classified narrative text into four basic elements as follows:²⁷

a. Characters

In every story, there must be characters that play on it. Two characters take place within a story. They are the main characters and secondary characters. Character is the single most important element in the narrative text. It describes the

²⁵ Yusismi & Jufri, *Teaching Reading Comprehension of Narrative Text By Using "Story Re-Enactment" Technique At Senior High School*, (English Language Teaching Study Program of FBS Universitas Negeri Padang, 2017), Vol.6, p.142.

²⁶ Basith AU, *The Common Vocabulary Book*, (Pare, KRC publishing, 2010), p.91.

²⁷ Chatman, S., and B. Attebery, *Reading Narrative Fiction*, (New York: McMillan, 1993), p.23.

physics of the character such as age, weight, height, and even personality traits including strengths and weaknesses.

b. Settings

Settings are what author writes to describe where and when the story takes place. The setting addressed the location (where) and period (when) of the story whether the story tells readers among realistic, historical fiction or fantasy.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving.

d. Conclusion

The writer ends up the story by summarizing and telling the solution of the problem in the story. The last part is called by the conclusion.

Teachers can use story mapping techniques to make teaching reading comprehension of narrative text become interesting for the students and make them enthusiastic to follow the lesson. The successfulness of

teaching can be achieved by great teaching preparations, before coming to the class; it is important for teachers to consider several preparations. There are several preparations that the teachers should do:

1. Preparing lesson plan

Preparing lesson plan is guiding for teachers in teaching. By using lesson plan, teachers can see every single activity in the process of teaching reading comprehension of narrative text by using story mapping because it includes the procedure of technique in teaching.

2. Preparing material

Teachers should prepare the material before coming to the class; they must connect teaching material with the topic based on syllabus and curriculum appropriate for learning. For example: in this technique, before starting to act out the story, teachers give the text to the students and makes them retell the story or share comprehension of the story to their group members and the text that the teachers give to the students is about narrative text.

3. Preparing media

Media is a kind of tools to help teachers in the process of teaching, such as laptop, speaker,

picture and projector that makes the lesson interesting for the students because the quality of teachers and well-integrated supports from media is essential for education.

4. Teaching procedures

a. Pre-teaching activity

In this activity teachers help the students in guiding their background knowledge about the topic that being discussed in the text that will be learned. The text that is going to learn is narrative text. Before going to the topic, teachers need to do these activities; teachers greet the students, teachers and the students to pray, teachers check students' attendance, teachers check students' readiness, teachers review the previous lesson, teachers state a new topic, teachers introduce the topic about narrative text and teachers inform the purpose of the lesson and tell the students what they will learn.

b. Whilst teaching

While teaching activity is the activity conducted during the teaching process. In this step, teachers lead the students to the main activity in the teaching-learning process.

c. Post-teaching activity

In this step, the teacher evaluates the students' comprehension by asking questions to the students. Finally, the teacher asks the students to write mind mapping about the story based on their comprehension. It can be the title, the participants, the times, the places or the complication in the story. This activity is needed to know how far the students understand the related topic and the teacher gives a chance to the students to give feedback. After that, the teacher concludes the lesson and reminds the students to keep practicing, and the teacher tells about the topic of the lesson for the next meeting. In conclusion, the students prepare in each step of teaching learning.²⁸

3. Teaching Reading Using Story Mapping

Story Mapping is a technique in writing which student is lead to write the text as the series of some steps called Story Mapping. Idol in Kurniawan said that Story Mapping

²⁸ Yusismi & Jufri, *Teaching Reading Comprehension of Narrative Text By Using "Story Re-Enactment" Technique At Senior High School*, (English Language Teaching Study Program of FBS Universitas Negeri Padang, 2017), Vol.6, p.143-146.

technique is the way of teaching where the students are thought to organize the story into specific parts, including the setting, problem, goal, action and outcome. It is mean that the story mapping technique is the way to encourage students' understanding in finding information details of the story. According to Sholichah (2013), "this technique is effective in children's reading comprehension skills, and the skills are also maintained. For these reasons, it is emphasized that teachers use the story map technique in teaching reading comprehension skills to their students in their classrooms".²⁹

Lapp et al. (2010) states using an organized format such as story mapping can show students that text has organized formatting that with practice can be predicted. Once students become familiar with these tools, they can comprehend and retell the stories more easily (Lapp et al., 2010). Research by Baumann and Bergeron (1993) illustrated that students can be taught to use a simplified story map to enhance their comprehension of unfamiliar stories despite their younger age. Baumann and Bergeron (1993) go on to state that story mapping is a "useful,

²⁹ Imana Annisa & Witri Oktavia, *"Using Story Mapping Technique in Teaching Reading of Narrative Text for Junior High School Students"*, Journal of English Language Teaching Volume 9 No. 1, March 2020, p.21.

effective technique in primary-grade teachers can add to their repertoire of comprehension instructional strategies” (p. 432).³⁰

Caccamise and Snyder (2009) state that when students use active processes such as identifying main ideas, summarizing in their own words, using graphic organizers, and metacognition or monitoring of their comprehension, they create their meaning of the texts which deepens their learning and comprehension. When readers are engaged and actively monitoring their reading, they can make more meaning out of what they are reading. Dougherty-Stahl (2004) discusses how if students actively participate in cognitive strategies, they will be more likely to recall and understand the information in more depth. When students practice the story maps they will become accustomed to using them and transfer the skill to independent reading.³¹

According to Mendiola states some advantages of story map reading strategy as follow.³²

³⁰ Jessica Splittstoesser, *The Effectiveness of Story Maps on Reading Comprehension*, (St. Catherine University: Sophia, 2020), p.10.

³¹ Jessica Splittstoesser, *The Effectiveness of Story Maps on Reading Comprehension*, (St. Catherine University: Sophia, 2020), p.10.

³² Rafael Mendiola, *Reading Strategy: Story Map*, Miami Dade College, 2011, in *Journal of Ashadi Kurniawan* (Tanjungpura University, 2013), p.6.

- The story mapping is a highly effective, practical way to help students organize story content into a coherent whole.
- It is an effective strategy for exceptional and low-achieving students (it improves comprehension of materials that are above their instructional levels).
- Teachers become more involved in thinking about the story structure they are to teach and how each part of the story relates to the others.
- These concrete representations aid students in visualizing the story.
- Students can more easily see how the story pieces mesh, knowledge they continually apply when they predict what might happen next in one story after another.
- It enables students to store information in their personal schema more efficiently and facilitates the recall of story elements more completely and accurately.

Based on the advantages above the researcher believes that the story mapping strategy can help students to explore a narrative text. Students will be able to recognize story elements in narrative text and split each section of the story by arranging each part of

the story in the story map if they use this method in their reading.

However, story maps have limitations or disadvantages, such as the fact that they can only be used for text that has a sequence of events, like narrative text. It takes time to gather the materials needed to create an interactive story map. The more interactive or a story map you want to create, the more time you'll need. This medium also has the disadvantage of creating a crowded environment in the classroom. It is due to students being active in groups and sometimes being unable to control their voices while completing the assignment via story map.

The technique helps the students easier to comprehend the English text more easily. Rathvon (2008) states that in teaching reading by using Story Mapping Technique, the procedure that must be followed in teaching learning process, they are:³³

- Modeling the Use of Story Mapping
 - Explaining to the students the use and the function of Story Mapping.

³³ Riza Kisfinata, Musli Ariani, & I Putu Sukmaantara, *The Effect of Using Story Mapping Technique on Reading Comprehension Achievement of The Eighth Year Students At MTs Negeri Bangsalsari, Pancaran*, Vol.2, p.99.

- Displaying the story map template in front of the class.
 - Explaining the students about the meaning of each elements of story map and how to complete the story map.
 - Helping the students to understand how the elements of story map interrelated by giving some questions.
- Leading the Use of Story Mapping
- ✓ Asking the students to read the story independently then identify the elements of the story.
 - ✓ Asking the students to state their opinion and discuss it with the class.
 - ✓ Asking the students to complete the correct answer into their own map.
- Independent Use of Story Mapping
- Asking the students to read the story independently and generate their map independently.
 - Asking the students to answer the comprehending questions.

4. Teaching Reading Comprehension of Narrative Text Using Story Mapping

Teachers are supposed to know well how to apply and use story map before they give it to the students. The following steps are the general procedure to prepare a story map;

- a. Read the story, then write a sequenced summary of the main ideas, key events and characters that make up the plot of the story.
- b. Place the title, theme or topic of the story in the center of the graphic story map in a predominant box or at the top of the semantic chart.
- c. Draw enough ties projecting out symmetrically from the center of the map to accommodate the major events of the story's plot. Attach related pieces or second level information from the summary list to these ties in chronological order, moving clockwise around the center.

Story elements simply arrange the semantically organized chart, so information is transferred to it accordingly.

- d. Review the final story map for completeness. Those steps are preview of procedure how to apply the story map theoretically. The writer will make the graphic of story mapping to draw the steps above.

Using story map to teach narrative text, according to Jeane M. Stone she suggests to give the students an idea of what is expected before the students begin creating their own maps.³⁴ On the other side, Pamela stated clearly that the teacher systematically does some steps.³⁵

a. Step 1

Introduce to the students the concept of a story map and the benefits of it. Tell the students that story map would be helpful to develop their reading comprehension of a story. Make them sure using story map will give more understanding about narrative text.

b. Step 2

Explain the major components of story map through identifying a story first concerning to figure out the title, the theme of the story, the important characters and personality traits of specific participants of a story. After that, identifying the orientation or significant plot developments. It leads

³⁴ Jeanne M. Stone, *Cooperative Learning Reading Activities*, (San Clemente: Kagan Publishing, 2000), p.160.

³⁵ Pamela J. Farris, *Teaching Reading: A Balanced Approach for Today's Classroom*, (New York: McGraw Hill, 2004), p.346.

to sequence of action to note characters' attempts in overcoming problems, then evoke to get the solution.

A teacher needs to give the interactive instruction for each story component clearly. Build questioning to the students before or after reading the story to construct their motivation or to check their comprehension. After students read a story, let them fill out section of the story map worksheet. Make sure that all the components of story map form are defined.

c. Step 3

Direct them when the students commit errors to reread the story using guidance question even modeling to help them come up with an appropriate response, to make the students get the focus on the target of reading.

d. Step 4

Ask students to read independently. Encourage them to write the answers using key words only while the teacher is still questioning such as *“Who is the main character? What is he like? Where does the story take a place? What problem does happen mostly? How is the end of the story?”*

After that, give some comments to the students for appropriately identifying story map elements. And

then evaluate the answers to make sure them fix to the appropriate questions.

e. Step 5

Have students through selected stories and complete the story map worksheet after they read the story. And then, check the students' responses and share individually with those students requiring additional guidance and support them.

f. Step 6

Prepare some exercises and give them to the students to evaluate. It will measure the students' comprehension of the story. It is done individually through to take students' daily score.

Using a story map as a medium, the teacher can help students comprehend the text more easily. Besides it, students can explore their responsibility in teamwork or individually.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The researcher used a descriptive case study to answer the research questions. A case study is a design of inquiry “in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals” (Creswell, 2014, p. 14). Studies utilizing case studies are bounded in time and in context, allowing the collection of detailed information from the participants about the phenomenon being studied (Flyvbjerg, 2011; Merriam, 2009). A descriptive case study describes a problem or phenomenon in the natural context in which it exist (Yin, 2003).³⁶

The researcher concluded that a case study is research to investigate detailed information. The case in this research was activities because the subjects of this research were teaching learning and finding out the problem by the teacher in teaching reading comprehension by using story mapping technique.

The descriptive case study was chosen for this study for two main reasons. First, one of the goals of all case study

³⁶ Hudson Hanks, *A Descriptive Case Study Analysis of Implications of Online Learning to the Fulfillment of the Institutional Mission at a Faith-Based Institution*, Texas Tech University, May 2015, p.36

research is to describe the process of teaching reading by using the story mapping technique in the classroom. Second, descriptive case studies answer the question based on theory. Find out the problem by the teacher in teaching reading comprehension by using the story mapping technique. The researcher hoped that this research would reveal this matter clearly for the sake of English learning improvement in the classroom.

B. Research Setting

1. Research Place

This research was conducted in SMP 3 Kudus in academic 2022/2023, located at Jl. Jendral Sudirman No.76 Kudus, Central Java.

2. Research Time

This research was conducted in one week, from the 12^{sd} until the 20th of July 2022. During the research time, one week was used for pre-observation, observation, interview, analyze the data, and making a research report.

C. Research Object

In this research, the researcher took the subject from one English teacher and students of IXE of SMP 3 Kudus in Academic 2022/2023. There are 8 classes, but the researcher

only took one class as a research subject. Their age is 14-15 years old.

D. Method of Collecting Data

In this research, the researcher used a descriptive case study. Therefore, in this research, the researcher conducted pre-observation, observation, and interview. The descriptions of each technique are given in the following:

1) Pre-observation

Pre-observation conference means the teacher and evaluator time to talk to discuss the lesson prior to the formal announced observation. During this time, teacher and evaluator discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided. Summarize the lesson or school day observed by listing the observations of the students and their behavior as well as how the teacher handles them. Include the atmosphere of the classroom as well as the relationship between teacher and students when writing the report.

2) Observation

Observation is a technique of collecting data by observing every ongoing event and recording it. According to Larry Cristensen, In research observation is define as watching of behavioral, patterns of people in

certain situations to obtain information about phenomenon of interest. Observation is an important way of collecting information about people because people do not always do what they say do.

The researcher observed the process of teaching reading comprehension by using the story mapping technique to get data about the process of teaching reading comprehension by using the story mapping technique, and teacher problems in teaching reading comprehension by using the story mapping technique at SMP 3 Kudus. While the process of teaching and learning is going on the researcher observes the teacher's role, students' role, method of teaching, and the lesson that is delivered by the teacher.

3) Interview

According to Denzin and Lincoln, the interview is a conversation, the art of asking questions and listening. It is not neutral tool, for the interviewer creates the reality of the interview situation. In this situation, an answer is given. Thus interview produces situated understandings grounded in specific interactional episodes. This method is influenced by the personal characteristics of the interviewer, including race, class, ethnicity, and gender.

Unstructured interviews are free interviews in which the researcher does not use interview guidelines

that have been systematically and completely structured for data collection. The interview guide used is only an outline of the problems to be asked.

So, the researcher used unstructured interviews. The researcher got the information from the interviewee about what will still be studied. The aim is to make sure about the result of the observation and to get more data related to this research. The researcher interviewed the English teacher to obtain data about their opinion of the problem and process of teaching reading comprehension by using the story mapping technique.

E. Instrument of the Research

The instruments which the researcher uses in this research are pre-observation, observation, and interview.

1. Pre-observation

Pre-Observation Meeting in Teacher Coaching.

- Establish Context. The first thing to do in each pre-observation meeting is establish some context for the lesson she is going to observe. In other words, why is the teacher doing the lesson? What has come before it, and what will come after? What are some of the unique qualities of the particular class that have helped the teacher determine instructional strategies?

- Review the Plan. Then, gets at the details of the lesson she is going to observe. And asks to see a teacher's written lesson plan, and she usually wants to discuss the following categories;
 - Objectives : She wants to know exactly what the teacher hopes to accomplish over the course of the lesson. She expects the teacher to be able to articulate clearly what students will know or be able to do by the end of the lesson. She also asks the teacher to show her how the lesson correlates with state standards.
 - Expectations : She asks for any specific expectations the teacher has of students over the course of the lesson. This will help her evaluate classroom management and also make sense of behaviors she is not accustomed to seeing.
 - Instructional Methods : She wants the teacher to explain what teaching strategies he or she is planning to use, and why. Here, She focuses on what the teacher is doing to meet the needs of diverse learners, and she hopes to understand the progression of the lesson clearly.
 - Assessment : Finally, She wants to know how the teacher will assess or evaluate the lesson's success at meeting the objectives. She emphasizes that this can

be informal but that there should be some plan for evaluation.

- Pinpoint Questions. She uses the pre-observation meeting to determine what questions the teacher would like her to focus on during the observation.³⁷ You can see appendix 2.

2. Observation

Observation as a data collection technique has specific characteristics when compared to other techniques, namely interviews and questionnaires. If interviews and questionnaires always communicate with people, then observation is not limited to people, but also other natural objects.

In the observation, the researcher used an observation sheet as the instrument for collecting data. The observation sheet will be collecting data how is the implementation of teaching and learning reading comprehension using story mapping. The observation sheet is taken from the teacher's perception of teaching, and the student's perception of learning. You can see parts of appendix 3&4.

3. Interview

The next instrument is interview. According to Ary, the interview is one of the most widely used methods for obtaining qualitative data. Interviews are used to gather

³⁷ <https://study.com/academy/lesson/pre-observation-meeting-in-teacher-coaching.html> accessed on Mei 30, 2022.

data on subjects' opinions, beliefs, and feelings about situation in their own words. The qualitative interview is typically more probing and open ended less structured.³⁸ As well as in the preparation of questionnaires, the interview as a technique in data collection will be more effective if prior to conducting the interview, the material to be asked is systematically arranged.

To get deeper information about the respondents, the researchers can also use unstructured interviews. The researcher was interview the English teacher to obtain the data about their opinion of the problem and process teaching reading comprehension by using story mapping technique.

The question of the interview can be seen totally in Appendix 5.

F. Data Analysis Technique

After collecting the data, the data was analyzes that gained from observation, and interview. Data analysis would be conducted to create understanding of the data and presented in a form of descriptive explanation include drawing conclusion. According to Miles and Huberman, the steps of analyzing the data are as follow:

³⁸ Donald Ary, *Introduction to Research in Education (8th ed)*, (Belmont: Wadsworth, 2010), p.480.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In this case, the researcher selects the data derived from observation on teaching and learning process, interview to the teacher and the students and gives questionnaire to the students as the supporting data to the result of interview of the students.

2. Data Display

The next step is to display the data from the result of the data reduction. Generally, a display is an organized, compressed assembly of information that permits conclusion drawing and action. The displays included many types text or a diagram, graph, chart, table or matrix.

3. Drawing Conclusion/Verification

The last step of analysis the data is conclusion drawing. Conclusions are also verified as the analyzed process. Conclusion drawing involved stepping back to consider what the analyze data mean and to assess their implication for the questions at hand. Verification link to conclusion drawing, entails revising the data as many times as necessary to cross-check or verified these emergent conclusions. Verification refers to the process

which is able to explain the answer of research question and research objectives. In this step, the researcher draw the conclusion and verify the answer of research question that were done in displaying the data by comparing the observation data, and interview data.³⁹ Thus, the researcher gets the conclusion about teaching reading comprehension by using story mapping technique at Junior high school.

³⁹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994), p.10-11.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion. In this chapter, the collected data is provided in the case of answering the research problem in the research. This chapter discusses the results of the research finding.

Based on the information from the teacher's teaching experience in SMP 3 Kudus, the students had difficulty comprehending a narrative text. They especially have problems with finding the major elements of the narrative text including setting, character, conflict or problem, the plot, and resolution. These problems occurred because were students less interested the reading skills, they lack vocabulary knowledge, and also have it has not enough time for reading activities. So, the researcher used story mapping as an alternative technique for exploring reading comprehension.

A. Finding

1. Implementation of Using Story Mapping on Narrative Text to Teach Reading Comprehension

In the process of pre-observation, the researcher reviewed and analyzed the implementation of teaching reading, and how the teacher handles student class. Include the atmosphere of the classroom as well as the relationship between teacher and students.

The researcher observes the situation class to be used for observation. A step beginning is to observe and see how teachers organize the learning process teach and how the attitude of students in teaching reading in English lessons. Then materials will be taught in the classroom and what media will be used. The last activity only will be conducted during the teaching-learning process.

Then based on data pre-observation, the researcher found that the students often listen to what is explained by the teacher and they also cannot translate and arrange the meaning of the sentences, so they still need guidance from the teacher. Furthermore, the researcher found main points:

1. Students have limited vocabulary which causes students to prefer to listen to explanations from the teacher.
2. A few students already know the meaning of reading.
3. The teacher gives time to read the texts because the students read very slowly.
4. Teachers need the text from other books because the textbooks used as reading references are limited.

Based on the data above, the researcher concluded that before implementation using story mapping on narrative text, the researcher observes the class that will be used for the same research and apply teaching reading but with different material. It turns out that in teaching

reading using the teacher center, during the process of teaching and learning responses from the student only shut up and listen because students have limited vocab.

The observation has been used to observe the implementation of using story mapping on narrative text to teach reading comprehension. The observation was conducted in two meetings. Every meeting had the same title of materials but the activities of materials were different. The teacher conducted pre-activity, whilst-activity, and post-activity. In the observation process, the observation sheet has been prepared. The data of observation had been identified as described in the following discussion:

- Pre-activity

In this activity teachers help the students in guiding their background knowledge about the topic that being discussed in the text that will be learned. The text that is going to learn is narrative text. The students look enthusiastic. The researcher found the lack of literacy of narrative text in English made students silent and tried to understand the content of the story. Students feel they get a new story when given various kinds of narrative text in English.

- Whilst-activity

During the learning process, the teacher reads the narrative text slowly, but the students only silent and listen. It was shown by some of the students who did not pay attention to the teacher. The attitude shown by students occurs because they have difficulty understanding the meaning of the word. They still need guidance from the teacher to interpret a sentence. The teacher did not give a time limit to students in reading the text. Many of them read and translate the words by using a dictionary or asking the teacher, but the other students were busy, made noisy, or even bothered their friends in another group. This shows that the lack of motivation in learning English makes students lazy to memorize vocabulary. In addition, teachers have difficulty managing classes because students are bored and don't like the material.

- Post-activity

In this step, the teacher evaluates the students' comprehension by asking questions to the students. This activity is needed to know how far the students understand the related topic and the teacher gives a chance to the students to give feedback.

Finally, the researcher can evaluate the importance of the use of the right teaching strategy in the application of

reading comprehension on the narrative text and can choose the appropriate classroom management with character students in the classroom, because every class is certainly different from classes other. So, the criteria appraiser is also certain different.

2. Problems Face By Teachers in Teaching Reading Comprehension Using Story Mapping On Narrative Texts

Based on the result of the interview, some problems faced by the teacher in teaching reading. It can be explained as follow:

1. Lack of literacy about the narrative text in English.
2. The teacher was difficult to manage the students during the learning process.
3. The students are less motivated to learn English.
4. The students have less vocabulary.
5. The students don't understand the meaning of the word.

The lack of literacy about the narrative text in English, because the student no used to the given story in English. Students will feel bored because not understand what are they reading, because of course since they are small no used English. Then the teacher has trouble managing the students because they do know what to mean from what

the teacher explained. According to them, English lesson is hard, and consider English is a foreign language that is difficult to understand. Well from those in the beginning who made students not want to try to know English, and think that English is not important for studying.

From less motivation to less vocabulary. Why? Because when students are interested, want to know, and then study English, they will attempt how can memorize many vocabularies, and attempt to mean every sentence in English form. Besides it, an open dictionary for knowing the meaning of every word. Diligent open dictionary could make students fast memorize a lot of vocabulary because every word in a student's narrative text is easy only just students are lazy to look for the meaning.

Given the normal difficulties the teachers' problems when learning process reading comprehension, they need to develop skills that will help them overcome these difficulties to explore their competency in reading comprehension in English. The findings of this research evidence story mapping that can facilitate students achieving goals. Teaching narrative using story mapping can help students to more understand the story they read, and analyze elements of narrative text easily.

B. Discussion

1. Implementation of Using Story Mapping on Narrative Text to Teach Reading Comprehension

As a teacher should be able to use a good way order to make the students enthusiastic and interested in reading skills in narrative text. Alderson (2002) proposes some methods to assess reading comprehension; a) proposing the students to read the part of text, then asking some questions about the text, and inferential question about the information which is undiscovered from the text, b) students' reading comprehension is examined by their ability to restate the story in their own words or to summarize the moral value of the story, c) another assessment is a cloze task-words are removed from passage, and the students are asked to fill in the blanks with appropriate words.

In teaching reading in the narrative text, there is a strategy that can be used by the teacher namely the story mapping strategy. Story mapping is a strategy that could be used to improve the students by identifying the story character, events, settings, etc. By using the story mapping strategy the students can improve their reading in narrative text, get the information from the story, the students can organize the story, and make them interested to read the story. In addition, Reutzel (1985) suggests that using story

maps can enhance comprehension for students by allowing them to make connections between background knowledge and story. Making connections between events and/ or concepts and organizing this information can lead to the understanding of the theme or message in the text (Reutzel, 1985). Research by Brunn (2002) indicates graphic or spatial organizers and the way teachers teach this information can influence comprehension positively.

The idea of using story mapping to help students learn to read comprehension is widely accepted. In this research, the teaching-learning process worked well using story mapping. In this study, the researcher expected to see the teaching and learning process and the problems in teaching students to understand reading comprehension using story mapping.

The researcher observed the teaching process that was done by the teacher in two meetings. Some of the students in the classroom were looking very active and enthusiastic while others appeared less engaged and bored. Some students were even talking to each other loudly. This research was conducted four times including pre-observing and observing the teaching and learning process by using story mapping and interviewing the teacher.

The researcher found that the story mapping technique gave a positive impact on the success of teaching reading

of the narrative text. Positive responses came from the students, they were able to answer the questions given by the teacher. They can participate actively in the learning process. The story mapping technique consists of a narrative structure map which will help the students to comprehend the content of narrative text easily. Pamela states that when created as part of the process of preparing for reading lessons, teachers become more involved in thinking about the structure of the stories they teach and how each part of the story relates to the others. This means that completing the story map graph helps students to focus on the lesson, leads to more targeted teaching, and the result is a better quality learning experience for students. So, the learning target will be closer to being achieved perfectly. And they are motivated to know the story of the text about who and what happened.

From the data gained through observation that the teaching and learning process especially reading comprehension by using story mapping was running well. Formation work in the group also could build a work team, allow them for discussion, and translate text well. Even though there were many obstacles faced by the teacher and the students that made the teaching-learning process using story mapping was effective. The process could be done properly.

Based on the principles of teaching reading, the teaching reading process is by the principles of teaching reading. Make students active and not look bored. The use of story mapping in narrative texts is actually so that students fire up by the topic and know the important points in a text. With teacher guidance, students are asked to respond to the content of a reading text. So that students can express what is being discussed in a topic. It is an important way to study reading texts. The selection of reading text that is following the level of questions according to the class and then adjusted to the elements of the story map can be made exciting with imaginative and challenging tasks.

2. Problems Face by Teachers in Teaching Reading Comprehension Using Story Mapping On Narrative Texts

The researcher finds the problems faced by the teacher are following;

a. Pre-activity

The researcher found the lack of literacy of narrative text in English made students silent and tried to understand the content of the story.

Students experience limited learning resources and literacy. The limitations of learning resources make

students place educators as sources of knowledge. This is quite dangerous for the development of students when educators do not sufficiently keep up with the times. Limited learning resources are exacerbated by limited reading space or general knowledge. The limitations of digital literacy will worsen the development of students in learning English. This can be one or even more steps back in achieving your English learning goals.

Reading is a necessary skill especially in English class because the students should be capable to understand the text. Therefore, reading should be mastered by the students because it cannot be separated from the teaching and learning process. English is a foreign language for children, and they do not yet many knowing about book reading in form English. Therefore, literacy in English is still very less. Read Indonesian reading only sometimes still feel lazy, especially reading in English. Mindset the beginning they think English that already studied and understandable.

From the interviewee "maybe they didn't know that they had never heard of various stories, because there are many types of narrative text, such as myths, fables, fairy tales, and others".

Similarly, Munand (2016: 3) states that narrative text is a story that has problems and conflicts, and there are resolutions to solve those problems. An important part of narrative text is a narration process that makes the story becomes communicative. The purpose of narrative text is to console the reader with a story. In addition, Good readers read widely, monitor their understanding, and negotiate to mean. They know when they are constructing meaning and when they are not. When comprehension breaks down because of a lack of background information, the difficulty of words, or unfamiliar text structure, good readers know and use a variety of "fix up" strategies. As a result, the more many students read various types the form of narrative text will make students interested are in reading could become motivation them to study English.

b. Whilst-activity

During the learning process the researcher found;

- **The students don't understand the meaning of the word**

From the problems that have been discussed, everyone has an attachment. From less motivation to less vocabulary, having no vocab may make it students difficulty find the meaning of a word. Though students need a dictionary to look for the meaning of the word or can also ask the meaning on the teacher. In reading

dictionaries sometimes students have difficulty and still need guidance from the teacher.

From the interviewee "The difficulty for children in learning narrative is don't understand the meaning, that is not knowing the meaning of a meaning told, it is difficult to find of the vocab."

When translating narrative text, students easily look up vocabulary in the dictionary and do the translation well. However, in reality in the field when researchers conduct interviews with teachers and students who have different views that the use of dictionaries is one of the difficult media to help students.

According to Carey's article which says that sometimes you will see a word you're not sure of, so you look it up in a dictionary, and lo and behold, it is missing. You may conclude it's not a „real word“ or maybe not even a word at all. But this is premature. Most words that people look up but fail to find in a dictionary are words they just don't happen to be in that dictionary. This is especially likely with rare, obsolete, technical, slang, and very new words.

To overcome these difficulties, the teacher helps students to translate the meaning of vocabulary that is not

understood and cannot be found in the dictionary. Then students write it down and begin to understand the vocabulary and its meaning.

Furthermore, students can get used to often interpreting various readings in English. And choosing the right reading book will make students more interested in reading the contents of the text. Spending a lot of time just reading books will not make someone lose, because it will increase their literacy.

- The students less motivated to learn English

The desire to learn can come from many causes. Perhaps the students love the subject or are simply interested to see what it is like. To build interest in students to love the subject introduce English with an interesting strategy. For example, the students are more interested in joining in teaching and learning activities because they learn their favorite subject, namely stories. They are motivated to know the story from the text about who and what happened. They become more active in the teaching-learning process. The teacher gave a new story in each meeting and made them more interested in knowing the new story.

However, the average initial mindset student about that English difficult language studied. So here it is the

role of the teacher is needed not only just convey Theory but also to build motivation for students. Motivation is a key factor in comprehension. Gambrell (1996) suggested that "classroom cultures that foster reading motivation are characterized by a teacher who is a reading model, a book-rich classroom environment, opportunities for choice, familiarity with books, and literacy-related incentives that reflect the value of reading".

From the interviewee "The problem that is often found is the lack of reading text in English. Students rarely do it and only when asked by the teacher, but if for example, students are diligent in watching foreign films, reading stories in English will help."

In addition, Guthrie and Humenick (2004) further noted that goals for reading, interest in the topic, and choices about what to read and how to respond to reading contribute to the reader's motivation and engagement. Gambrell (2011) suggested that students who are highly motivated to read will choose to read and continue to read over time. So, reading is indeed a boring activity for some students, but the use of appropriate strategies and media selection will make reading something interesting and liked by many students.

- **The students less vocabulary**

A frequent problem found in teaching English is student difficulty means reading. Lack of known vocabulary added with no there is desire to open a dictionary is one factor why foreign language is considered difficult. Snow (2002:11) states that reading comprehension as the process of concurrently taking and making meaning through interaction in written language. By learning reading skills, students get a lot of information, ideas, and knowledge which can enrich the students' vocabulary and expressions which are very useful in developing English skills such as listening, speaking, and writing.

From the interviewee *"The difficulty for children in learning narrative is don't understand the meaning, that is not knowing the meaning of meaning told, it is difficult to find of the vocab. so it's hard to translate from English to Indonesian. Moreover, they are lazy to open a dictionary."*

In addition, August, Carlo, Dressler, and Snow (2005) express that foreign language learner who has limited vocabulary takes more time to learn new vocabulary items and are less able to involve in comprehending text, and

lack involvement in oral communication with their peers. In the process of reading comprehension, Students are expected to be able to understand the text. The meaning of the text, ideas, thoughts, and messages written in the text. It is one of the learning methods for students to improve their skills and knowledge. Also, the most important thing in reading comprehension in learning English is how to understand the meaning of vocabulary. Reading comprehension guides us to understand texts and react to what we read. Teaching reading comprehension to English Foreign Language (EFL) learners is not an easy path as EFL learners not only use reading strategies, but also English skills such as vocabulary and grammar.

But as long as the learning goes well, the students are also interested. In memorizing one vocab, sample sentences must be given, and repeated several times so that students memorize quickly. The strategies used in teaching reading also affect children's interest in developing their vocabulary. The more interesting the reading the more students are interested. Vocabulary development also refers to the teaching-learning process that leads to such growth.

- **The teacher difficult to manage the students during the learning process**

This problem usually happens, if the student no so interested in the material discussed, and they do not understand what is explained by the teacher. Many factors cause teachers to have difficulty in classroom management. Like the selection of strategies that do not appropriate, the selection of too much material difficult, and the media used no liked students, and others. But in problem, this student feels bored because the student feels unfamiliar with the reading text used. Some students mostly disturb each other and talk to their friends during the lessons. The teacher only focuses on those who sit in the front were active in the class.

From the interviewee "The difficulty is how to set the students. When the teacher is reading the text, some students feel bored, and some are busy with their phones."

According to Mulyadi (in the KPI Creation and Innovation Team, 2013), a class that implements classroom management properly can condition the atmosphere and behavior of students in conducive learning so that there are no disturbances during the teaching and learning process. It can be concluded that

good classroom management is expected to increase the effectiveness of learning activities, increase student motivation and achievement, and facilitate teachers in teaching more effectively, creatively, varied and innovative.

This problem can be solved with proper planning. The teacher uses media like story mapping in the teaching-learning process. The students can relate to and they will enjoy it. Though, learning continues to run well. Giving work done by a group makes students more interested in joining teaching-learning activities. The student's participation is one of the aspects to support active learning in the classroom. The material given becomes easier to be understood if the students are much involved in the teaching and learning process.

Tyler (2008) said that participation is the key of lively class, which means that participation becomes the major activity 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 to the lesson, their contribution in doing the exercises, involving in asking and answering the questions. Students who participate more in the classroom will reduce their memorization because they have engaged in higher levels

of thinking, including interpretation, analysis, and synthesis (Rocca, 2010).

c. Post-activity

In this activity, the researcher did not find any problems. The teacher concludes the lesson and reminds the students to keep practicing.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions for teaching reading comprehension by using story mapping.

A. Conclusion

Based on this research, the researcher concludes that the implementation of using story mapping on narrative text to teach reading comprehension. The teaching-learning process worked well using story mapping. The teaching process was done by the teacher in two meetings. Some of the students in the classroom were looking very active and enthusiastic while others appeared less engaged and bored. Some students were even talking to each other loudly. The main point, Introducing the concept of story mapping and its benefits. The teacher tells the students that story mapping will help them understand the narrative text.

The problems face during teaching reading using story mapping on narrative text is following; lack of literacy about the narrative text in English, the teacher's difficulty to manage the students during the learning process, the students' less motivation to learn English, the students less of vocabularies, the students don't understand the meaning of the word. Given the normal difficulties the teachers' problems when learning

process reading comprehension, they need to develop skills that will help them overcome these difficulties to explore their competency in reading comprehension in English. The findings of this research evidence story mapping that can facilitate students to achieve goals. The result of the study shows that the use of the story mapping technique as a technique in teaching reading can help the students understand the narrative text easily.

B. Suggestion

The researcher realized that this research was conducted in one school for a short time. But, hopefully, the research findings of this research will give useful information that can be used by both teachers and students to improve reading comprehension using story mapping in narrative text. Based on the research, it has known that many problems occur during the teaching-learning process. Starting from the lack of student literacy, lack of vocabulary, the difficulty of teachers in managing classes, and others. The English teacher should be able to adapt their strategy, techniques, or method in teaching English as well to the student's learning strategies because teachers take an important role in the student's success in learning.

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APPENDICES

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP N 3 Kudus
Mata Pembelajaran	: Bahasa Inggris
Kelas/Semester	: IX/I
Materi Pokok	: Narrative Text
Topik	: Fairy Tales
Alokasi Waktu	: 4 x 45 menit (2 Pertemuan)

A. Kompetensi Inti

- KI1 & KI2 : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan

spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>3.7.1 Siswa mampu mengidentifikasi makna, jenis, dan fungsi sosial dari monolog pendek sederhana berbentuk narrative text (Faktual)</p> <p>3.7.2 Siswa mampu mengidentifikasi struktur teks dari monolog pendek sederhana berbentuk narrative text (Procedural)</p> <p>3.7.3 Siswa mampu</p>

	<p>mengidentifikasi unsur kebahasaan dari monolog pendek sederhana berbentuk narrative text (Konseptual)</p> <p>3.7.4 Siswa mampu mengenali arti dari kosa kata baru dalam suatu teks naratif</p> <p>3.7.5 Siswa mampu mengidentifikasi pesan atau moral value dalam suatu teks naratif</p>
<p>4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairytales</p>	<p>4.7.1 Siswa dapat menyusun monolog pendek sederhana berbentuk teks naratif</p> <p>4.7.2 Siswa dapat menyajikan presentasi monolog pendek sederhana berbentuk teks naratif</p>

C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi informasi terkait fungsi sosial yang terkandung dalam teks narrative (fairy tales) lisan pendek dan sederhana dengan tepat.
2. Peserta didik dapat menyusun kalimat acak menjadi teks narrative yang runtut sesuai dengan urutan yang logis secara tulis didalam kelompok dengan tepat.

3. Peserta didik dapat membandingkan fungsi sosial dan struktur teks beberapa teks narrative; fairy tales tulis pendek dan sederhana di dalam kelompok dengan tepat.
4. Peserta didik dapat menjelaskan fungsi sosial, struktur teks dan unsurunsur kebahasaan teks narrative berbentuk fairy tales secara lisan dengan pengucapan dan intonasi yang tepat di dalam kelompok.
5. Peserta didik dapat menyajikan teks narrative berbentuk fairy tales yang telah disusun secara lisan dengan pengucapan dan intonasi yang tepat dengan percaya diri.
6. Peserta didik mendapatkan kosa kata baru dari suatu teks naratif.

D. Materi Pembelajaran

Narrative Text

a. Fungsi sosial

Tujuan utama dari bercerita adalah untuk menghibur mendapatkan dan mempertahankan perhatian pembaca/pendengar pada cerita tersebut. Dengan membaca atau mendengarkan cerita yang menarik, seseorang dapat menikmatinya dan bahkan mengambil hikmah yang disampaikannya.

b. Struktur teks

- Orientation (Orientasi):

tokoh-tokoh dan perwatakannya (charaters and characterizations) dalam cerita, dan biasanya disebutkan juga kapan dan di mana (setting of time and setting of place)

- Complication (Konflik/ Krisis)

Komplikasi ini membuat cerita semakin menarik karena tokoh utama terhalang untuk mencapai tujuan semula atau bahkan memicu peristiwa lain.

- Resolution (Resolusi):

Resolusi ini biasanya memberikan penyelesaian pada komplikasi

c. Unsur-unsur kebahasaan

- Specific participants dan sering individual;
- Menggunakan bentuk past tense karena peristiwa cerita terjadi di waktu lampau;
- Menggunakan action verbs (material processes), dan ada yang menggunakan verbal and mental processes;
- Menggunakan kata sifat atau keterangan untuk merinci orang, binatang, tempat atau tindakan (action); menggunakan linking words yang berkenaan dengan waktu;
- Sering memasukkan dialog;
- Menggunakan ungkapan langsung atau tak langsung;

- descriptive language digunakan untuk menciptakan kesan di benak pembaca; dan
- dapat ditulis sebagai orang pertama (I), atau ketiga (he, she, they) atau orang kedua (you).

E. Materi Pembelajaran Remedial

Materi pembelajaran remedial terkait fungsi sosial, unsur kebahasaan dan struktur teks dalam teks naratif Fairy tales yang pendek sederhana.

F. Materi Pembelajaran Pengayaan

Materi pembelajaran pengayaan terkait fungsi sosial, unsur kebahasaan dan struktur teks dalam teks naratif Fairy tales yang lebih kompleks.

G. Metode Pembelajaran

Pendekatan : Saintifik Learning

Metode : Diskusi, Tanya jawab

Teknik : Story mapping

H. Alat dan Media Pembelajaran

Alat/Bahan : Papan tulis, spidol, laptop, kertas

Media : Gambar, Lembar kerja siswa

I. Sumber belajar

- Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018 : Buku Guru Bahasa Inggris Think Globally Act Locally Kelas IX, Edisi Revisi 2018

- Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018 : Buku Siswa Bahasa Inggris Think Globally Act Locally Kelas IX, Edisi Revisi 2018
- Internet
- Bahan ajar yang relevan

J. Kegiatan Pembelajaran

Pertemuan ke 1

No.	Kegiatan	Aktivitas	Alokasi waktu
1.	Kegiatan Pendahuluan	1. Guru mengucapkan salam kepada siswa. 2. Berdoa 3. Guru mengecek kehadiran siswa 4. Guru menanyakan tentang materi yang telah dipelajari dipertemuan sebelumnya. 5. Guru menyampaikan tujuan pembelajaran dan manfaat mempelajari materi yang akan dipelajari	10 menit
2.	Kegiatan Inti	1. Guru mengajak peserta didik memperhatikan gambar pada halaman pertama chapter VII	55 menit

		<p>tentang teks naratif sehingga teringat dengan cerita yang sangat terkenal, yaitu Snow White.</p> <p>2. Guru meminta siswa untuk menyimak secara aktif guru membacakan Snow White secara interaktif.</p> <p>3. Dengan bimbingan dari guru, siswa diajak untuk mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) tentang teks naratif.</p> <p>4. guru membimbing siswa untuk menerapkan penggunaan story map pada teks naratif tersebut.</p> <p>5. Siswa mencatat apa yang sudah dijelaskan oleh guru.</p> <p>6. Guru membagi siswa menjadi beberapa kelompok. Setiap kelompok diberikan teks naratif yang berbeda, dan story map.</p> <p>7. Siswa membaca, dan memahami isi dari kalimat-kalimat dalam setiap paragraf tersebut</p>	
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		<p>8. Siswa mencari dan mengumpulkan informasi tentang struktur teks, dan mengisi pada story map worksheet yang telah diberikan oleh guru.</p> <p>9. Guru meminta siswa menunjukkan hasil yang telah dibuat untuk mendapatkan feedback.</p>	
3.	Kegiatan Penutup	<p>1. Guru memberikan kesempatan kepada siswa untuk bertanya</p> <p>2. Guru bersama-sama peserta didik menyimpulkan materi pembelajaran.</p> <p>3. Guru menutup pembelajaran dengan membaca hamdalah dan salam.</p>	5 menit

Pertemuan ke 2

No.	Kegiatan	Aktivitas	Alokasi waktu
1.	Kegiatan Pendahuluan	<p>1. Guru mengucapkan salam kepada siswa.</p> <p>2. Berdoa</p> <p>3. Guru mengecek kehadiran</p>	10 menit

		<p>siswa</p> <p>4. Guru menanyakan tentang materi yang telah dipelajari dipertemuan sebelumnya.</p> <p>5. Guru menyampaikan tujuan pembelajaran dan manfaat mempelajari materi yang akan dipelajari</p>	
2.	Kegiatan Inti	<p>1. Guru meminta siswa untuk mempresentasikan hasil kerja kelompok yang telah dikerjakan dipertemuan sebelumnya.</p> <p>2. Guru mengajak kelompok lainnya untuk berdiskusi tentang apa yang telah dipresentasikan, dan memberikan feedback secara langsung.</p> <p>3. Dengan bimbingan guru, siswa diajak untuk menanyakan apa kesulitan yang ditemukan dalam mengidentifikasi teks naratif.</p> <p>4. Guru meminta siswa untuk mengerjakan teks naratif lain secara individu menggunakan story mapping.</p>	55 menit
3.	Kegiatan	1. Guru memberikan kesempatan	5 menit

	Penutup	<p>kepada siswa untuk bertanya</p> <p>2. Guru bersama-sama peserta didik menyimpulkan materi pembelajaran.</p> <p>3. Guru menutup pembelajaran dengan membaca hamdalah dan salam.</p>	
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K. Instrumen

I. Answer the following questions based on the story above!

1. Who is the main character of the text ?
2. Who lived with Cinderella?
3. What kind of person were the Cinderella's stepmother and stepsisters?
4. What did the Cinderella's stepsisters do to her when the invitation came?
5. Where the story took a place?
6. What did the fairy godmother do to help Cinderella?
7. What did Cinderella do in the ball with the Prince?
8. What happened when the clock began strike to twelve?
9. What is the communicative purpose of the text?
10. Write down the resolution of the text!

II. Write down the elements of the narrative text above!

J. Penilaian

Tehnik penilaian : Siswa menjawab soal essai

Bentuk instrumen : Tes tertulis

Skor :

- Point I

Setiap benar = 2

Skor maksimal : $5 \times 2 = 10$

- Point II

Setiap benar = 2

Skor maksimal : $5 \times 2 = 10$

Total skor : (point I + point II) $\times 5 = 100$

Guru Bahasa Inggris,



Endah Wahyuningsih, S.Pd

NIP.19700223 200604 2 004

Kudus, 17 Juli 2022,

Penulis,



Mira Hanifah

Mengetahui,

Kepala Sekolah



Suhartono

NIP. 19630704 198603 1 019

STUDENTS' WORKSHEET 1

Read the passage carefully!

SNOW WHITE

Once upon a time lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow white.

Snow white did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow white said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us". Snow white said, "Oh could I? thank you." Then Snow White told the dwarfs the whole story, and Snow White and the seven dwarfs lived happily ever after.

Name :

Class :

II. Write down the elements of the narrative text above!

SOLUTION :

PROBLEM :

CHARACTER :

TITLE :

SETTING :

ACTION :

STUDENTS' WORKSHEET 2

Read the passage carefully!

CINDERELLA

Once upon a time there was a beautiful girl named Cinderella who lived with her stepmother and two stepsisters. They were very bossy. They made her do all the housework.

One day an invitation to the ball came to the family. Her stepsisters did not let her go, and left her alone. Cinderella was very sad and couldn't help crying. Fortunately, the fairy godmother came and helped her to get to the ball. Magically she could change a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. She said, "Now Cinderella, you must leave before midnight." Then, away she drove in her beautiful coach.

At the ball, Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly, the clock began to strike twelve. She ran towards the door as quickly as she could. In her hurry, one of her glass slippers came off and was left behind.

A few days later the king's son proclaimed he would marry the girl whose foot fitted the glass slipper. The king's page came to

Cinderella's house. Her stepsisters tried on the slipper but it was too small. The king's page then let Cinderella try on the slipper and it fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and lived happily ever after.

Name :

Class :

I. Answer the following questions based on the story above!

1. Who is the main character of the text ?
2. Who lived with Cinderella?
3. What kind of person were the Cinderella's stepmother and stepsisters?
4. What did the Cinderella's stepsisters do to her when the invitation came?
5. Where the story took a place?
6. What did the fairy godmother do to help Cinderella?
7. What did Cinderella do in the ball with the Prince?
8. What happened when the clock began strike to twelve?
9. What is the communicative purpose of the text?
10. Write down the resolution of the text!

II. Write down the elements of the narrative text above!

SOLUTION :

PROBLEM :

CHARACTER :

TITLE :

SETTING :

ACTION :

Appendix 2

Pre-Observation

Date : Thursday, July 14th 2022
Name of Teacher : Endah Wahyuningsih, S.Pd
School : SMP 3 Kudus
Grade Level/Subject : IX E
Type of Lessons : Procedure text

Question	Answer
1. What are the teaching strategies used to teach reading? And why?	Direct Instructions. Direct instruction is primarily teacher-centered and consists of direct lecturing or vertical teaching. In teaching English, students often listen to what is explained by the teacher, plus in teaching reading students have limited vocabulary which causes students to prefer to listen to explanations from the teacher.
2. How about classroom management? Briefly describe the students in this class.	The teacher uses the textbook as a reference in class learning. The teacher invites students to think together and answer the questions in the package book. Student responses

	are more enthusiastic if they answer together, they also cannot translate and arrange the meaning of sentences so they still need guidance from the teacher. Only a few students already know the meaning of reading. The teacher's way for students to understand the material is to appoint one of the students and then read the text that has been interpreted together.
3. What does the teacher want the students to understand?	The teacher gives time to read one of the texts, then appoints one student at random then asks students to read and try to interpret the text as best they can.
4. How will the teacher engage the student in the learning? What will you do? What will the students do? Will the students work in groups, individually, or as a large group?	The teacher asks students to make groups consisting of only 2 people and then make a short procedure text. The teacher gives students time to work in class, then when it is finished the teacher gives an assessment and feedback.
5. What will it achieve in teaching reading?	The achievement to be achieved is that students are interested in reading text in English, and are not lazy to

	read. If they are interested in reading, they will try to find the meaning of words they do not know.
6. What will be needed to teach reading? Teachers have to decide whether they are going to use it.	Teachers need the text from other books because the textbooks used as reading references are limited. The way for students to develop more is by providing different levels of reading.

Appendix 3

Teacher Observations Sheet

Date : Friday, July 15th 2022

Name of Teacher : Endah Wahyuningsih, S.Pd

Classes observed : IX E

Type of Lesson : Narrative text

Meetings : 2x 45 minutes

No.	Activity	Indicator	Description of Condition
1.		Pre-Activity	
	Opening	<ul style="list-style-type: none">- The teacher greets students.- The teacher leads the students to pray together.- The teacher checks the students' attendance.- The teacher tells the topic that will be learned.- The teacher tells the goal of the	<p>Teacher says Assalamualaikum.</p> <p>The teacher checks student attendance and asks who is not present in class.</p> <p>The teacher tells that they will learn about the narrative text.</p>

		lesson.	
2.		Main Activities	
	Observing	<ul style="list-style-type: none"> - The teacher gives the example of narrative text - Students read the text given by the teacher. - The teacher explains the materials of the lesson. 	<p>The teacher asks the students to open the book package chapter 7 and see examples of narrative text reading, namely Snow White.</p> <p>The teacher reads the narrative text slowly, then invites students to interpret it together</p>
	Questioning	<ul style="list-style-type: none"> - The teacher guides students to ask questions related to story mapping. 	The teacher asks students to find elements of story mapping, such as where is the setting in the Snow White story.
	Exploring	<ul style="list-style-type: none"> - The teacher guides students to find answers to their questions through various sources. - The teacher gives the narrative text the guiding 	The teacher guides students to find answers, such as asking students to pay attention to the second paragraph in the story where there is a place setting

		<p>questions to students.</p> <ul style="list-style-type: none"> - Students answer the guiding question based on the text given in a form of the story map. - The teacher gives feedback on the students' work. - The teacher explains the whole material of the narrative text. 	
	Associate	<ul style="list-style-type: none"> - Students are divided into groups consisting of 6-8 students. - The teacher gives a narrative text to each group - Students identify the social function, generic structure, and language features 	<p>The teacher divides the students into 5 groups and is given a different narrative text along with questions, and the form of the story map</p> <p>The teacher guides students to find generic structures and others that exist in narrative texts</p>

		<p>of the text in a group.</p> <ul style="list-style-type: none"> - Students write down their work on the available story map worksheet in 10 minutes. 	
	Communicating	<ul style="list-style-type: none"> - Students present their group work in front of the class. - The rest of the students with the teachers' guidance check and discuss the group work. - The teacher confirms the student's work. 	<p>In the next meeting, one of the group representatives was asked to present the results of the previous day's discussion.</p> <p>The teacher invites other students to pay attention and provide feedback</p>
	Creating	<ul style="list-style-type: none"> - The teacher asks students to work on other narrative texts individually for next week. 	<p>The teacher gives homework to work on reading other narrative texts in the textbook and using the form of the story map</p>
3.		Closing Activity	

	Closing	<ul style="list-style-type: none"> - The teacher gives appreciation to the students who can practice well. Such as by giving applause, etc. - The teacher and students review the material that has been taught. - The teacher closes the class and leads students to pray together 	<p>Teacher gives applause</p> <p>The teacher asks what difficulties are found in identifying narrative text</p> <p>The teacher closed the lesson with Wassalamualaikum</p>
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Appendix 4

Students Observation Sheet

Date : Friday, July 15th 2022

Class observed : IX E

Type of Lesson : Narrative text

Meetings : 2x 45 minutes

No.	Aspect	Indicator	Description of Condition
1.	Students' enthusiasm.	- Students are enthusiastic about listening teacher's explanation.	Students are interested in the story read by the teacher
		- Students are enthusiastic about asking questions about the material.	Students just keep quiet and listen to the teacher talk
		- Students are enthusiastic about giving opinions to try things out about the material.	Students are less interested in giving opinions, the teacher must appoint one student to be willing to express their opinion
2.	Students' participation	- Students think about the best way to learn the material.	Students are not interested if they are not asked

		- Students are active in doing the assignment.	Some students do some others just follow
		- Students have the responsibility of a team.	Because it is done in groups, some students are just silent
		- Students care about their teammates.	Students talk a lot with their teammates and are noisy. But some students don't care.
3.	Understand the task.	- Students are willing to accept corrections to get feedback from the teacher.	Students receive feedback from the teacher
		- Include the learning materials.	Only a few students concluded
		- Working on practice questions.	Some students do some others just follow

Appendix 5

TRANSCRIPT OF INTERVIEW

Date : Monday, July 18th 2022
Teacher : Endah Wahyuningsih, S.Pd
Researcher : Mira Hanifah

Researcher	Why do you choose story mapping as a media in teaching reading comprehension?
Teacher	Because in my opinion story mapping is a technique that can invite students to develop reading skills.. So I have an idea to use story mapping as a media in teaching reading comprehension, especially in narrative text. I explain narratives with the aim of entertaining readers, which are just imaginary stories or not real, such as stories about Malin Kundang, Prambanan Temples, Bandung Bondowoso, etc. So because it's just an imaginary story, it's a pleasure to listen to. In writing a narrative text, here is the title, in which the teacher gives an example, then there is resolution, complication, and other elements in the narrative text.
Researcher	How did the students respond?
Teacher	Yes, I teach narrative, the students are interested. When I say "attention please", the students love to hear the story, I read the story first until the children

	<p>listen to everything.. After that, I will tell you in front. The response of the students liked it because maybe they didn't know that they had never heard of various stories. After all, there are many types of narrative texts, such as myths, fables, fairy tales, and others.</p> <p>I also said to the children maybe someone might want to tell the class. By using Indonesian there is no problem. The students are really interested but sometimes no, most of them interested and enjoy the learning process.</p>
Researcher	Does story mapping make it easier to teach reading comprehension on narrative text?
Teacher	Yes, it does. I think it's easier for children, but they also have difficulties in telling stories, because it's difficult to find the meaning in Indonesian, so many don't know narrative in English, that's why I ask students to open a dictionary or phone to look for meaning words that students find difficult. Or maybe ask me if I can help
Researcher	What positive impact have you got during the learning process of using story mapping?
Teacher	The positive impact is that the children understand very well the stories they read, they focus on the elements in the text, such as settings, what problems occur, and so on.

Researcher	What difficulties have you got during the learning process using story mapping?
Teacher	<p>The difficulty is how to set the students. When the teacher is reading the text, some students feel bored, and some are busy with their phones.</p> <p>The difficulty for children in learning narrative is don't understand the meaning which is not knowing the meaning of the meaning told, it is difficult to find the vocab. so it's hard to translate from English to Indonesian. Moreover, they are lazy to open a dictionary. Their interest also depends on the mood. If the mood is good, they are concerned, enthusiastic, and otherwise.</p> <p>After I told them the essence of the story, they were finally interested.. I also told the students that this story could be retold to people at home.</p>
Researcher	What variations do you usually employ in your class when you teach reading narrative text using story mapping?
Teacher	Usually, I mostly use textbooks as a reference, because there are already development questions in them. And also from other books for additional reference. For individual assignments, for example, I explain, continue to open the book, one by one, then I take grades. But if group assignments are usually directly discussed that day, they are immediately

	discussed and come forward. For the assessment, I also see which students are really involved in the work and are active or only depend on their group of friends.
Researcher	What are the problems that you find in understanding the reading material that will be taught to the students?
Teacher	The problem that is often found is the lack of reading text in English. Students rarely do it and only when asked by the teacher, but if for example, students are diligent in watching foreign films, reading stories in English will help.. The words used are easy, it's just that children are lazy to discuss stories in English, they are only interested in games online.

Appendix 6

Documentations during the implementation of teaching reading using story mapping.



The teacher explains the materials of the lesson.



The teacher guides students to ask questions related to story mapping.



The teacher gives feedback on the students' work.



Students present their group work in front of the class.



The teacher asks students to work on other texts



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Semarang, 6 Juni 2022

Nomor : 2741/Un.10.3/D.1/TA.00.01/06/2022

Lamp : -

Hal : Mohon Izin Riset

a.n. : Mira Hanifah

NIM : 1803046088

Yth.

Kepala Sekolah SMP 3 Kudus

Di Jalan Jendral Sudirman No.76 Kudus

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Mira Hanifah

NIM : 1803046088

Alamat : Desa Tumpangkrasak RT 04/RW 06 Kec. Jati, Kab. Kudus

Judul Skripsi : Teaching Reading Comprehension of Narrative Text Using Story Mapping Technique At Junior High School : A Descriptive Case Study

Pembimbing :

Dra. Nuna Mustikawati Dewi, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut di atas. Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih. Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Mahrud Junaedi

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



PEMERINTAH KABUPATEN KUDUS
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SURAT KETERANGAN

Nomor : 072/147/14.06.05/2022

Yang bertanda tangan di bawah ini :

Nama : **Drs. SUHARTONO**
NIP : 19630704 198603 1 019
Jabatan : Kepala SMP 3 Kudus

Berdasarkan surat dari Kementerian Agama Republik Indonesia / Universitas Islam Negeri Walisongo Semarang nomor : 2741/Un.10.3/D.1/TA.00.01/06/2022 tanggal 6 Juni 2022 perihal Permohonan Ijin Riset, dengan ini menerangkan bahwa :

Nama : MIRA HANIFAH
NIM : 1803046088
Program Studi : Pendidikan Bahasa Inggris, S1
Pembimbing : Dra. Nuna Mustikawati Dewi, M.Pd
Alamat : Desa Tumpangkrasak Rt.04 Rw.06 Kec. Jati Kab. Kudus

Mahasiswa tersebut benar-benar telah melaksanakan kegiatan Riset di SMP 3 Kudus dengan topik observasi :

Teaching Reading Comprehension of Narrative Text Using Story Mapping Technique At Junior High School : A Descriptive Case Study.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kudus, 20 Juli 2022

Kepala Sekolah



Drs. SUHARTONO
NIP. 19630704 198603 1 019

CURRICULUM VITAE

A. Personal Data

1. Name : Mira Hanifah
2. Place of Birth : Kudus
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B. Educational Background

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2. MTs NU Banat Kudus
3. SMA 2 Bae Kudus

Semarang, 16th September 2022
The researcher,



Mira Hanifah
1803046088