BRIDGING TEACHING AND ASSESSMENT: A NARRATIVE INQUIRY INTO A NOVICE EFL TEACHER'S EXPERIENCE WITH STORY MAPPING IN NARRATIVE TEXT INSTRUCTION

A THESIS

Submitted in Partial Fulfillment of the Requirement for
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MOTTO

“Success is not final, failure is not fatal: it is the courage to continue that counts.”

(Winston Churchill)

“If you can't stand the tiredness of learning, then you will bear the loss.”

(Imam Syafi’i)

لَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِٱللَّهِ

“There is no power and no strength except with the help of Allah.”

“Don’t stop until you're Proud. Mistakes are proof that you’re trying. Everything happens for a reason.”

(Salsa Firda Salwa)

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ABSTRACT

Title	:	Bridging Teaching and Assessment: A Narrative Inquiry into a Novice EFL Teacher's Experience with Story Mapping in Narrative Text Instruction
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This study explores the experience of a novice EFL teacher in implementing story mapping to bridge teaching and formative assessment in narrative texts. This study used a qualitative design with a narrative inquiry approach. Data were collected through interviews, classroom observations, and teacher reflection journals. Data analysis was conducted using thematic analysis from Braun and Clarke (2006). The results showed two main findings. First, story mapping helped overcome teachers' difficulties in understanding the structure of narrative texts through a visual approach and structured steps, which resulted in increased student engagement and understanding. Second, story mapping served as a formative assessment tool that allowed teachers to diagnose misconceptions, provide direct feedback, and adjust teaching responsively. Teachers' reflective practices also played an important role in recognizing teaching challenges and continuously improving strategies. This study suggests that story mapping can be a dual-purpose strategy that supports understanding while shaping reflective and adaptive teaching practices, especially for novice teachers in the EFL context.

Keywords: *EFL, formative assessment, narrative inquiry, narrative text, novice teacher, story mapping.*

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CHAPTER I

INTRODUCTION

This chapter contains some aspects of the introduction, such as the background of the research, the research questions, the objective of the research, the significance of the research, and the limitations of the research.

A. Background of the Study

English is an international language that plays an important role in various aspects of life, including education. In Indonesia, English is taught as a foreign language (EFL) at various levels of formal education, with the aim that students are able to communicate globally and understand various types of texts in academic contexts. In the English curriculum, students are introduced to various types of texts, such as descriptive, recount, procedure, report, and narrative texts, each of which has a different structure and communicative purpose. Narrative text is one type of text taught to develop students' understanding of the structure, plot, and meaning of a story.

The ability to understand narrative texts is one of the important competencies in learning English as a

foreign language (EFL), especially at the junior high school level. However, many studies show that students often have difficulty in capturing the storyline, characters, conflicts, and resolutions in narrative texts (Elpiza et al., 2024; Syah & Saputra, 2020). This phenomenon indicates students' low reading comprehension skills, especially in the narrative text genre. A deep understanding of story structure is important for building more adequate language skills and critical thinking.

This challenge is also seen in Madrasah Tsanawiyah in Pati, Central Java, where novice teacher participants encountered students who had difficulty understanding narrative elements such as plot structure, characters, and conflict resolution. For that, a solution is needed that can eliminate the difficulties experienced by students and create a joyful and enjoyable learning atmosphere. Enjoyable learning creates a harmonious relationship between teachers and students, so that students feel comfortable asking, trying, and are not afraid of making mistakes (Huda et al., 2018). With that, teachers and students can more easily understand the

lesson in a comfortable atmosphere without any coercion or boredom.

As a solution to improve student comprehension, one approach that has proven effective is the story mapping strategy, where students map story elements visually. This solution is very interesting and interactive with its visual form that can be created to make learning more fun. Experimental studies by Latifah & Rahmawati (2019) and Sari et al. (2020) found that students who used story maps showed significant improvements in mastering narrative texts compared to the control group. In addition, similar studies also showed that this strategy was able to significantly improve EFL students' reading comprehension (Taufik Kurniawan, 2025). Other studies, Mulyadi (2021), Rofiq et al. (2022), and Wulandari (2019) stated that using the Story Mapping strategy at the junior high and high school levels gave positive results, namely increased student motivation and engagement. However, many implementations of this strategy have not been accompanied by an integrated assessment approach.

Although the story mapping strategy has been empirically proven to be effective, many practical

implementations are separated from a systematic and reflective assessment process. This condition causes teachers to tend to assess learning outcomes with final measurements, not during the learning process. Black & Wiliam (1998) emphasized the importance of formative assessment that takes place during learning to provide direct feedback and improve the quality of student learning. The teaching process without assessment often leaves a gap between teaching and assessment. Teachers may only focus on completing the material, but do not pay attention to how deeply the students' understanding is, and this affects the professional development of novice teachers. This is a significant problem because teachers lose the opportunity to provide support when needed.

Novice teachers do not have enough experience to reflectively adjust learning strategies to students' needs. This phenomenon reinforces the need for support for the professionalism of novice teachers, especially in the form of reflection on their teaching practices. In this context, the narrative inquiry approach is an appropriate method to explore teachers' experiences in depth. Through narratives, teachers can articulate their

experiences in teaching, assessing, and reflecting on their practices. Research by Jumainah (2023) Shows that narrative inquiry provides space for teachers to voice challenges and solutions in real classroom practice. However, there is still very little research that focuses on the experiences of novice teachers who bridge teaching and assessment through specific learning strategies such as story mapping. This indicates an important research gap to explore further.

Thus, the research problem in this study focuses on how a novice teacher at a Madrasah Tsanawiyah in Pati implements story mapping not only to support students' narrative text comprehension but also to use it as a formative assessment tool during the learning process.

This study aims to fill the gap by examining the experience of a novice teacher (Ms. Anna) who is a novice teacher at a Madrasah Tsanawiyah (Islamic junior high school) in Pati, how she applies story mapping to narrative text learning, and how she bridges between teaching and assessment through her reflective practice. Through the narrative inquiry approach, the study is expected to produce insights into the integration of teaching, assessment, and reflection in narrative text

learning, thus contributing to the development of teachers' professional practices and improving the quality of EFL learning.

B. Research Questions

Based on the background study mentioned above, the problem of this research is formulated into these questions:

1. How does a novice EFL teacher implement story mapping in teaching narrative text comprehension?
2. How does a novice EFL teacher use story mapping as a formative assessment tool in the classroom?

C. Objectives of the Study

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

1. To describe how a novice EFL teacher implements story mapping in teaching narrative text comprehension.
2. To explore how a novice EFL teacher uses story mapping as a formative assessment tool in the classroom.

D. Significances of the Study

This research is expected to provide meaningful contributions in several aspects, particularly in terms of theoretical, pedagogical, and practical significance.

1. Theoretical Significance

   Theoretically, this study contributes to the development of literature in the field of English language education, especially in the areas of narrative text comprehension and formative assessment from the perspective of novice teachers. This study provides empirical insights into how story depiction can function not only as a teaching strategy but also as a formative assessment tool in the EFL context. Furthermore, this study supports and extends the theoretical perspectives on reflective teaching practice Gibbs (1988) and formative assessment Black & Wiliam (1998) by demonstrating their application through a narrative approach.

2. Pedagogical Significance

   Pedagogically, this study provides a real-world classroom example of how a visual-based strategy, such as story mapping, can be used to enhance students' comprehension of narrative texts. It also

highlights how a single teaching strategy can cohesively bridge instructional and assessment objectives. For beginning teachers, this study reveals how the use of reflective teaching tools can enhance classroom engagement, understanding, and instructional decision-making. These findings can inform EFL teaching practices that aim to make learning more student-centered and assessment more integrated into everyday teaching.

3. Practical Significance

In practical terms, this study offers valuable insights for several key stakeholders in education:

a. Novice EFL Teachers

This study provides a concrete example of how story maps can be effectively implemented in the classroom to support comprehension of narrative texts. It shows how this strategy not only helps students organize story elements but also allows teachers to integrate understanding through student work. Novice teachers can be inspired to adopt visual and formative techniques that are easy to implement and can be adapted to different levels of students.

b. Teacher Educators and Mentors

The findings can be used in pre-service and in-service teacher training. By presenting the lived experiences of novice teachers using story maps, teacher educators can use this case to illustrate effective classroom strategies, the role of reflection in teaching, and the integration of assessment into daily lesson planning. It also opens up discussions about how novice teachers can build teaching confidence through small-scale innovation.

c. Curriculum Developers and School Leaders

This study highlights the importance of providing flexible teaching tools that novice teachers can adapt and implement with minimal resources. Curriculum developers and school administrators may want to consider promoting strategies such as story mapping and encouraging teachers to engage in reflective documentation of their practice. Supporting such practices contributes to ongoing teacher development and more responsive teaching approaches in the early professional years.

E. Limitations

This study has several limitations. First, this study only involved one participant, a novice English teacher with less than three years of teaching experience. Since this study used a narrative inquiry approach, the findings obtained came from the teacher's personal story and reflection, so it is not intended to be generalized to all novice teachers in different contexts.

Second, the scope of this study is limited to the use of story mapping as a learning strategy and formative assessment tool in teaching narrative text comprehension. This study did not discuss other language skills such as writing, grammar, or listening skills. In addition, the data collection methods used—such as interviews, classroom observations, and teacher reflections—relied heavily on subjective interpretations, which could be influenced by the participants' memories, self-perceptions, or openness to sharing experiences. Nevertheless, this study still provides a meaningful contribution to understanding the real experiences of a novice teacher in bridging teaching and assessment at the beginning of her service.

CHAPTER II
LITERATURE REVIEW

This chapter presents the theoretical foundation and relevant previous studies that support this research. This chapter covers the main concepts related to teaching narrative texts in EFL contexts, the use of story mapping as a learning strategy, formative assessment in EFL classrooms, and the professional experiences of novice teachers through the perspective of narrative inquiry.

A. Previous Research

Several previous studies have explored the effectiveness of story mapping in teaching English, especially in improving reading comprehension and narrative writing skills. Such as the study that discusses the effectiveness of story mapping in developing writing skills by El-Kholy (2021) in the Journal of the Faculty of Education in Mansoura entitled 'The Effectiveness of Story-Mapping in Developing Preparatory Stage EFL Students' Short-Story Writing'. In his study, he aimed to develop the preparatory stage of EFL short story writing using story mapping. The participants in this study were forty students using a

quasi-experimental research design. The EFL short story writing skills test, given as a pre-post-test, the EFL short story writing skills checklist, and the EFL short story writing skills rubric were used to collect researcher data. The results of the study showed that there was a statistically significant difference between the average scores of the experimental group in short story writing skills that benefited the experimental group. This study recommends the use of story mapping as a strategy in pursuing EFL skills.

Others such as Cure et al. (2021) in the Routledge journal entitled "Effectiveness of the Story-Mapping Strategy in Students with Disabilities: Meta-Analysis of Single-Case Experimental Design Studies", which aims to determine whether the story map strategy used to develop narrative text comprehension skills in students with disabilities is an evidence-based strategy and to evaluate moderators that are considered effective in reading comprehension. The search procedure for this study used a systematic literature review with a time span of 1981-2020, with 3959 articles found, and 13 studies were selected for analysis after going through several stages. The results of the study showed

that the story mapping strategy is evidence-based and very effective in developing narrative text comprehension skills in students with certain disabilities.

According to the study entitled “An Analysis of the Effect of Using Collaborative Story Maps on Story Writing Skills” by Polat & Dedeoğlu (2024) In the International Online Journal of Primary Education journal which discusses story mapping. This study investigates the effect of story writing on elementary school students' story writing skills with the collaborative story map method. With 131 2nd grade elementary school students as participants, this study used a quantitative method with a quasi-experimental design with a pretest-posttest comparison group. T-test and ANOVA were used. As a result, writing stories with elementary school students using the collaborative mapping method and individual story mapping improved students' writing skills.

Another study discussing story mapping was conducted by Annisa & Oktavia (2020) in the Journal of English Language Teaching with the title “Using Story Mapping Technique in Teaching Reading of

Narrative Text for Junior High School Students". In his journal, he aims to describe the use of Story Mapping to improve students' understanding of reading narrative texts for junior high school students. This technique is applied to help junior high school students understand and appreciate narrative texts. The researcher revealed that this technique allows students to solve the problems given to them. With this technique, students are allowed to read narrative texts and determine the right part of the text for each part of the story mapping sheet.

Laora et al. (2019) in their journal entitled "Improving Students' Reading Comprehension of Narrative Text Through Cooperative Story Mapping Technique" in the International Journal of Learning and Instruction. This study aims to help students understand narrative texts, especially story elements, main ideas, and specific information. The subjects of the study were 27 students in a junior high school using classroom action research. The results of the study showed that students' reading comprehension increased through the use of the cooperative story mapping technique. In addition, students were actively involved in the story

mapping process, which made it easier for students to identify story elements and provided creative ways for teachers to solve problems in teaching narrative texts.

Based on the previous research topics, it is seen that there have been many studies discussing story mapping in improving EFL students' reading and writing skills, as well as the importance of reflection in teacher professional practice. Previous studies have focused more on student learning outcomes or on the teaching strategy itself, rather than on the teacher's experience and reflection in implementing the strategy, especially in the context of combining teaching and assessment. Therefore, this study aims to fill this gap by exploring the experience of an EFL teacher in using story mapping not only as a teaching aid but also as part of a reflective and integrated narrative assessment process.

B. Literature Review

1. Teaching Narrative Text in EFL Contexts

Narrative text learning is an important part of the curriculum because it is one type of text that is widely taught in schools, especially in Indonesia, both in learning Indonesian and English from

elementary to high school. Narrative text not only improves students' English skills but also encourages creativity, critical thinking, and cultural understanding (Srisudarso, 2024). Narrative text is effective in improving students' writing, reading, and critical thinking skills. Using narrative texts such as folklore, fairy tales, fables, and others can build students' enthusiasm and creativity in learning English (Nur Halizah et al., 2024; Qatrinada & Apoko, 2024; Srisudarso, 2024).

In Indonesia itself, it is important to introduce narrative texts in class because these texts can contain local wisdom that can be used to strengthen students' cultural literacy, instill noble values, and introduce the diversity of Indonesian culture (Handayani et al., 2024; Kayati, 2020). Narrative text itself, according to Chatman and Attebery, states that "narrative is the telling of a story or communication of a series of events, both fictional and real". Narrative aspects include how the story is told, the context in which the story is told, and the construction of the story (Chatman & Attebery, 1993). Narrative text has the characteristics of

telling and retelling events in a structured manner because it involves characters, settings, and a series of events (Anderson & Anderson, 1997). According to Gerot & Wignell (1994), narrative text has four important generic structures, namely orientation, complication, resolution, and reorientation. However, they also mention two additional elements as optional, namely evaluation and coda. Unlike Gerot and Wignell, according to Chatman & Attebery (1993), there are four basic elements in narrative text, namely characters, settings, plot, and conclusion.

The implementation of narrative texts in teaching English as a Foreign Language (EFL) plays an important role in improving students' various language skills. Through narrative texts, students can learn to read with better understanding, develop writing skills, and improve speaking and critical thinking skills. (Brown, 2004).

Although it is included in the curriculum and is important to learn, in practice, many EFL students face difficulties in identifying elements of narrative texts due to their limited mastery of vocabulary and

language structures. (Damayanti et al., 2024). Therefore, teachers need explicit and structured learning strategies that are necessary to facilitate student understanding.

The use of visual media and scaffolding can increase the effectiveness of EFL learning. (Richards, 2006). By combining text and visualization, students can gain a stronger framework of understanding and increase motivation and engagement in the learning process. In line with Mayer (2001) In his theory of cognitive theory of multimedia learning, which states that presenting information in verbal and visual formats simultaneously can reduce cognitive load and strengthen student retention.

Analytical thinking skills are also developed through narrative texts when students are asked to evaluate characters, make plot predictions, and draw moral lessons from the story. These activities support the development of higher-order thinking skills needed in the context of the 21st century. Visual interventions such as story mapping are very

suitable to be used as a strategy in learning narrative texts because of their visual but also verbal form.

Thus, this section underlines that narrative stories in the EFL curriculum are not just reading materials, but also interactive and structured learning platforms. Story mapping then becomes a strategy that plays an important role in optimizing such learning.

2. Story Mapping as an Instructional Tool

Story mapping is a visual technique that helps students organize the core elements of narrative text—characters, setting, conflict, climax, and resolution—through the depiction of a story map.

This technique is in line with the principle of Mayer (2001), which states that the combination of visual and verbal information improves cognitive processing and long-term memory. Kim et al. (2004) in their research reported that students who used graphic organizers, including story maps, experienced significant improvements in the comprehension and organization of EFL students' stories.

The results of a quantitative study by Elpiza et al. (2024) Also support, where they found a t-value of 14.832 ($p < .001$), indicating a significant increase in narrative comprehension after using story mapping. Similar research by Annisa & Oktavia (2020), found that students became more systematic in mapping the structure of narrative texts, which had implications for increasing their reading comprehension scores.

Minkhatunnakhriyah (2020) In the Classroom Action study recorded an increase in scores from 60.3 to 77.4 was recorded after using story mapping. Putri et al. (2024) Also noted that story mapping not only improves students' cognitive aspects, but also emotional and behavioral involvement in learning narrative texts. This shows that story mapping is effective not only in the academic realm but also motivational context.

Sesvita et al. (2014) The process and application of story mapping consists of three stages of learning activities: pre-learning (introduction), core (implementation of story mapping), and closing (reflection and evaluation). The learning process

with story mapping involves providing story map worksheets, where students identify the main parts of the story, such as characters, settings, problems, and resolutions.

Many studies have discussed the effectiveness of this strategy, but there are many challenges and obstacles to its implementation. As expressed by Latifah & Rahmawati (2019) and Solihati et al. (2023), Teachers face challenges such as difficulty introducing story mapping, time constraints, a large number of students, and students' difficulties in developing ideas due to limited vocabulary and grammar. Students also often experience confusion in filling out story maps and take longer to complete assignments. Teachers have difficulty choosing appropriate teaching materials and designing exercises that interest students.

Story mapping also allows teachers to use students' work as formative assessment materials. Through story map evaluation, teachers can provide targeted feedback and allow for adjustments to subsequent teaching activities. Thus, story mapping

becomes an effective tool to bridge teaching and assessment in real time.

3. Formative Assessment in EFL Classroom

Formative assessment is defined by Black and Wiliam (1998) as "all activities carried out by teachers and/or students, which produce information to be used as feedback in modifying ongoing teaching and learning activities". This theory emphasizes that assessment is not only about evaluating results, but should be an integral part of the learning process, helping teachers and students understand progress and future needs. In the EFL context, this concept is increasingly popular because it has been shown to improve language comprehension and student engagement.

Systematic research in the K–12 EFL context has found that the implementation of formative assessment consistently improves teaching efficacy and student outcomes. Zhang et al. (2024) Showed that positive perceptions of teachers and students towards formative assessment have a significant effect on learning progress. Meanwhile, a Chinese study showed medium to large effects (d = 0.46–

0.65), especially in vocabulary and speaking, indicating the strategic potential of formative implementation in EFL. (Chen & Li 2021).

Specifically in English classroom practice, teachers use various formative techniques, ranging from questioning, feedback, peer assessment, to the use of portfolios and self-assessment. For example, Milawati (2017) shows that structured teacher questions can encourage students to think critically and provide diagnostic data to adjust instruction; Widiastuti & Saukah (2017) illustrate that the biggest risk is the lack of teacher understanding of follow-up actions after collecting formative data. Black & Wiliam (1998) proposed five main strategies for formative assessment: explaining learning objectives, creating diagnostic tasks, providing actionable feedback, students as independent and peer assessors, and student participation in the learning process (Burner, 2019). Studies in EFL support: Nurhayati (2020) found that formative assessment, when used reflectively, helps students develop writing skills with peer and teacher feedback. The K–12 system also supports this idea,

where teacher feedback and self-regulated learning are identified as the main drivers of learning. However, there are many challenges in its implementation. Research by Milawati (2017) and Zhang et al. (2024) shows that there are obstacles such as teachers' perceptions, curriculum pressures, time constraints, and institutional support. These factors can hinder the optimal use of formative assessment, although in the EFL context, it has been proven effective in improving text comprehension and language skills if applied consistently.

4. Novice Teachers and Instructional Strategies

Novice teachers are generally defined as educators in their first three years of professional teaching experience. (Kelchtermans, 2019). At this stage, teachers often face what is referred to as “reality shock”—a juxtaposition of theoretical preparation with actual classroom challenges. (Voss & Kunter, 2020). These include difficulties with classroom management, lesson planning, student engagement, and aligning teaching goals with assessments. In the EFL (English as a Foreign Language) context, these challenges are

compounded by linguistic and cultural factors, limited student motivation, and varying levels of English proficiency. (Richards & Farrell, 2011).

Instructional strategies play a critical role in helping beginning teachers navigate these early-career challenges. Effective strategies serve not only as teaching aids but also as scaffolding that helps build teacher confidence and student engagement. Visual aids such as story mapping can help beginning teachers organize content, maintain structure in instruction, and facilitate students' understanding of abstract concepts such as narrative structure (Gunning, 2019; Mayer, 2001). Additionally, this strategy allows teachers to focus on active, student-centered learning methods, which is especially beneficial in diverse classrooms.

Novice teachers often rely on structured strategies because they offer predictability and clarity in planning and delivery. According to Wang & Ke (2022) Novice teachers tend to gravitate toward strategies that offer visual, step-by-step guidance because they support student understanding and the teacher's pedagogical

development. In the case of narrative text instruction, strategies such as story mapping help students deconstruct and visualize narrative elements such as orientation, complication, and resolution, which are difficult to understand through traditional explanations alone.

Furthermore, teaching strategies are most effective when paired with reflective teaching practices. The reflective model, as proposed by Gibbs (1988), allows novice teachers to illuminate what works, what doesn't, and why, leading to continuous improvement. Through reflection, novice teachers can also adjust and adapt teaching strategies based on student responses and learning outcomes (Wang, 2024). This dynamic process not only supports professional growth but also fosters a deeper understanding of classroom pedagogy.

Finally, recent research emphasizes the importance of integrating instructional strategies with formative assessment. Formative strategies should be embedded in everyday instruction, such as quizzes, observation of student attitudes, learning journals, and self-assessments to monitor learning

progress and adjust instructional strategies (Albertina Ayilimba et al., 2025; Zainiah et al., 2021). Story mapping, for example, serves two purposes: facilitating understanding and simultaneously providing observable student learning outcomes for teachers that can be used to inform next steps in instruction. Therefore, the use of such strategies is not only practical but also pedagogically sound for novice teachers who want to achieve meaningful classroom engagement.

5. Narrative Inquiry as an Approach

Narrative inquiry is a qualitative research approach that focuses on stories or narratives as a primary means of understanding human experience. Narrative inquiry emphasizes the close relationship between researcher and participant, and the importance of reflection, ethics, and researcher positionality in the process of data collection and analysis. Narrative inquiry is a qualitative approach that focuses on the experiences of subjects through narratives. Clandinin & Connelly (2000) Emphasize that individual stories reflect the meaning and context of experiences, making them particularly

relevant for exploring teachers' experiences in teaching and assessment practices.

One example that strengthens this is the study by Jumainah (2023), which explores the experiences of EFL teachers in special schools using narrative inquiry. This approach is colored by teachers' reflections on motivational challenges and adaptation of learning strategies. In addition, Abdul Rahman & Kurniawan (2022) used narrative inquiry to explore the professional identities of novice EFL teachers, which showed that this method was effective in capturing teachers' transformations and reflections in practical contexts. Research like this strengthens the position of narrative inquiry as an appropriate methodological choice for research on teacher experiences.

Furthermore, research conducted in various contexts—for example, Ma'rufa & Mustofa (2021) on EFL teachers' experiences in blended learning during Covid-19—shows that narrative inquiry is effective in describing the process of teacher professionalization in complex situations. Tucker (2024) shows the interweaving of narrative inquiry

with appreciative inquiry to explore teacher identities and practices, creating a more reflective and effective method. These findings suggest that narrative inquiry is a powerful methodological tool for exploring and interpreting teacher experiences in depth and contextually.

In the context of this study, narrative inquiry provides a space to record and analyze how novice EFL teachers understand and interpret story mapping practices as part of teaching narrative texts, as well as formative assessment. This approach allows researchers to highlight changes in understanding, challenges, and successes experienced by teachers, as well as how reflection and professional learning occur naturally through stories. Thus, narrative inquiry is not only a method of data collection but also a forum for understanding the human dimension in the teaching and learning process.

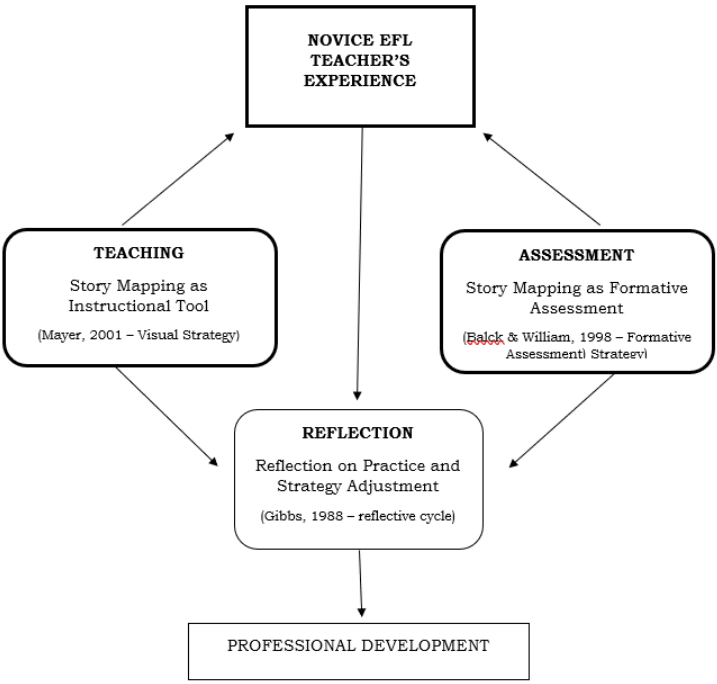
C. Conceptual Framework

The conceptual framework in this study is designed to show how a novice EFL teacher's experience in using story mapping bridges the teaching

and assessment process. The story mapping strategy is used by the teacher as a tool in explaining the narrative structure to students, as well as a medium to assess the extent to which students understand the content of the story. The results of this teaching and assessment are then reflected by the teacher as part of the professional learning process.

This framework integrates three main theories: Mayer (2001) for the visual learning aspect, Black & Wiliam (1998) for formative assessment, and Gibbs & (1988) for teacher reflection. These three theories form the conceptual basis that supports the objectives and analysis in this study.

Figure 2.1 Conceptual Framework



CHAPTER III
METHODOLOGY

This chapter presents the research methodology used to explore the experiences of novice EFL teachers in implementing story maps as an instructional and formative assessment tool in teaching narrative texts. This chapter describes the research design, research setting & participants, data collection techniques, instruments, and data analysis procedures used in this study.

A. Research Design

This study used a qualitative research design using a narrative inquiry approach to explore the experiences of English as a Foreign Language (EFL) teachers in using story mapping as a narrative text learning strategy while bridging the teaching and assessment processes. Narrative inquiry, as proposed by Clandinin & Connelly (2000), is suitable for capturing the complexity of personal and professional experiences over time. Through this approach, the researcher aims to gain an in-depth understanding of how teachers understand their classroom practices and how story mapping contributes to teaching and assessment strategies in narrative texts.

B. Research Setting and Research Participant

This research was conducted in one of the Madrasah Tsanawiyah (Islamic junior high schools) in Indonesia, especially in the Pati area, which uses the national curriculum. This school has characteristics that represent most schools in Indonesia, especially in the Pati area in general, both in terms of facilities and infrastructure, the number of students, and the learning approaches used. The context of this school is important because the teacher's work environment greatly influences the pedagogical decision-making process, including in choosing learning and assessment strategies. (Leijen et al., 2020).

This study involved one English teacher as the main participant. The teacher was a novice teacher who had taught for less than three years at the Islamic junior high school and Islamic senior high school levels and subsequently had experience teaching narrative texts using the story mapping strategy. The selection of participants was done purposively, because what is needed in narrative inquiry is not a large number of participants, but the depth and richness of the story from someone's experience (Clandinin & Connelly, 2000).

The participant selection criteria included: (1) Novice Teacher, (2) EFL teacher who teaches English subjects in junior high schools, (3) has experience teaching narrative texts according to the applicable curriculum, (4) is willing to be involved in the process of reflection and sharing stories in depth. Novice teachers were selected because they are in a dynamic phase of professional development, so their experience in bridging teaching and assessment can provide rich and contextual insights. (Farrell, 2015).

C. Data Collection and Research Instrument

To ensure data richness and triangulation, the researcher used three primary data collection techniques: semi-structured interviews, classroom observations, and document analysis.

1. Semi-structured Interviews

   Interviews were conducted to explore teachers' experiences, perceptions, and reflections on the use of story mapping for teaching and assessment practices. In conducting the interviews, participants were able to share their stories by following the open-ended questions given, so that the interviewer and

participants had the freedom to explore the topic further and adjust it to their comfort level.

The interviews were conducted face-to-face and at a place and time determined by the participants and the researcher. I had to give the participants the freedom to use any language. In the end, the language used during the interviews was Indonesian. The interviews were recorded (with the consent of the participants) and transcribed verbatim for further analysis. The following is the interview question instrument:

Table 3.1 Instrument of Interview

General questions	1.	Tell us a little about your experience teaching English, especially in teaching narrative texts to students.
	2.	What challenges did you experience when you first taught narrative text?
Implementation of story mapping	3.	Why did you choose to use the story mapping strategy in narrative text learning?

in narrative text learning	4.	How do you introduce story mapping to your students?
	5.	How did students respond when they were first introduced to story mapping?
	6.	What did you notice in the changes in students' understanding of narrative elements while using story mapping?
	7.	Did you make adjustments in the use of story mapping during the learning process?
Story mapping as a formative assessment tool	8.	Do you use students' story mapping to assess their understanding? Can you explain how?
	9.	What types of errors most often arise from students' story maps? And how do

		you address them in subsequent learning?
	10.	Have you ever used students' story map results to provide direct feedback? If so, how was the process?
Reflection and the role of story mapping in professional practice	11.	Does the use of story mapping have an impact on your reflective practice as a novice teacher?
	12.	Do you record or document the results of reflection while teaching using this strategy?

The interview questions were used as guidelines that were flexibly adjusted during the interview process to allow for deepening of the participants' responses

2. Classroom Observations

The researcher conducted non-participant classroom observations to see how the story mapping

strategy was implemented during the teaching of narrative texts. Field notes were taken during the lessons, focusing on instructional steps, teacher-student interactions, student engagement, and formative assessment practices using story mapping. This method helped bridge the gap between self-reported reflections and actual classroom practices, thereby strengthening the validity of the findings.

The researcher conducted classroom observations during the third and fourth meetings, as these sessions represented the implementation and consolidation phase of story mapping instruction. Previous sessions were explored through teacher interviews and document analysis. These selective observations ensured a focus on instructional and assessment-related moments that were most relevant to the research objectives.

3. Document Analysis

To complement the interviews and observations, relevant documents such as students' story maps and reflective journals were analyzed. This helped enrich the narrative context and provide

additional data on how the learning activities took place in concrete terms.

The following table presents the types of data collection instruments used and the purposes they served.

Table 3.2 Types of data collection instruments

Instrument	Data Source	Purpose
Interview Guidelines	Semi-structured interview with the Teacher	To explore experiences, challenges, and reflections in the use of story mapping
Observation Notes	Classroom observation by a researcher	To document real-time instructional practices and student responses
Document checklist	Students work and a reflective journal,	To analyse artefacts reflecting teaching

		practice and assessment use

All data were collected directly by the researcher during the course of the study, ensuring consistency in the process of data interpretation and analysis.

D. Data analysis

The data in this study were analyzed using Thematic Analysis as developed by Braun & Clarke (2006). This approach was chosen because it allows for the identification, analysis, and interpretation of patterns of meaning (themes) across qualitative data. Thematic analysis was particularly suitable for this research, which seeks to explore and understand the lived experiences and reflections of a novice EFL teacher in implementing story mapping for narrative text instruction and formative assessment.

Braun & Clarke (2006) Outline six phases of thematic analysis, which were applied systematically in this study:

1. Familiarizing with the data

   The researcher transcribed the recorded interviews, read the transcripts multiple times, and took initial notes. The observation notes and teachers' reflective journals were also read carefully. This phase helped the researcher gain an overall understanding of the data and begin identifying potential patterns.

2. Initial coding

   The data were coded manually. Short phrases or keywords representing important features related to the research questions were noted in the margins of the transcripts and reflective journal excerpts. For example, codes such as "student confusion," "visual aids," "group collaboration," and "feedback through maps" emerged from the data.

3. Searching for themes

   After the initial coding, similar codes were grouped to form broader categories. These categories began to shape into potential themes. For instance, codes related to student difficulties and teacher strategy were grouped into a theme

titled “Initial Challenges in Teaching Narrative Texts.”

4. Reviewing themes

   The researcher re-examined the data under each theme to ensure that it accurately represented the underlying code and that there was internal coherence within the themes and differences between them.

5. Defining and naming themes

   Clear definitions and labels were assigned to each theme. At this stage, the final themes were refined to align closely with the two research questions. For example, for RQ1, themes such as “Rationale for Choosing Story Mapping” and “Step-by-Step Implementation” were developed. For RQ2, themes included “Using Maps to Diagnose Comprehension” and “Giving Feedback through Story Mapping.”

6. Producing the report

   In this final phase, the themes were organized and written into the findings chapter (Chapter IV). Each theme was supported by quotes from interviews, observation notes, and

reflective journals to illustrate the patterns and participant meanings. These findings were then discussed about relevant theories such as Mayer's (2001) Cognitive Theory of Multimedia Learning, Black and Wiliam's (1998) formative assessment framework, and Gibbs' (1988) model of reflective practice.

This process allowed the researcher to draw meaningful interpretations from the data and describe the lived experiences of beginning teachers in a way that respects the complexity of classroom realities.

E. Trustworthiness

To ensure the quality of this research, the researcher refers to four trustworthiness criteria according to Lincoln & Guba (1985): credibility, transferability, dependability, and confirmability.

- Credibility is maintained by data triangulation (interviews, reflective journals, and observations) and member checking, which is asking participants to review the results of the researcher's interpretation.
- Transferability is achieved through thick description, which is a detailed explanation of the

teacher and learning context, so that the research results can be applied in similar situations.

- Dependability is guaranteed by systematically documenting the research process and involving peer debriefing with the supervising lecturer.
- Confirmability is achieved by presenting original quotes from participants and keeping an audit trail to maintain the objectivity of the analysis

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The purpose of this chapter is to answer the research questions by identifying recurring themes related to teachers' experiences in implementing story mapping as an instructional assessment tool and formative assessment in narrative text comprehension. The findings are arranged thematically and supported by direct quotes from participants' narratives, which are then transcribed and discussed about relevant theories and previous studies.

A. Findings

In this section, the researcher tells the participant's story about a novice teacher's experience in implementing story mapping in narrative text learning while integrating it with formative assessment. The interview results are then explained thematically. Data were collected through in-depth interviews, classroom observations, and teacher reflective journals. The findings in this chapter are arranged into two major themes, namely the implementation of story mapping

in narrative text learning and story mapping as a formative assessment tool.

Two research questions will be answered in this section:

1. How does a novice EFL teacher implement story mapping in teaching narrative text comprehension?
2. How does a novice EFL teacher use story mapping as a formative assessment tool in the classroom?

To facilitate the search for results, researchers created a table using thematic analysis.

Table 4.1 Results of the Interview Based on Thematic Analysis

Theme	RQ Addressed	Code	Supporting Quotes (Ms. Ana)	Interpretation
Initial Challenges in Teaching Narrative Texts	RQ1	Student confusion, unfamiliar terms	"...they are still confused... don't know which is the beginning, which is the	Students lacked understanding of narrative structure; the teacher sought alternative strategies.

			conflict, which is the end of the story."	
Rationale for Choosing Story Mapping	RQ1	Visual aid, better structure recognition	"...more visual and memorable... they become aware and quickly grasp the structure of the text."	Story mapping offered visual clarity, enhancing narrative structure comprehension
Step-by-Step Implementation of Story Mapping	RQ1	Gradual introduction to modelling	"...I show them the elements... I ask them to make their own version in groups."	The teacher scaffolded learning using familiar stories and collaborative practice.
Student Engagement and Comprehension Progress	RQ1	Student excitement, confidence	"...the class atmosphere becomes more lively...	Story mapping increased motivation and improved confidence in

			more confident when explaining."	explaining story elements.
Story Mapping as a Tool to Identify Understanding	RQ2	Alternative assessment, diagnosis	"The story map is like a mirror for me..."	Teachers gain insights into student understanding through their maps.
Diagnosing Common Errors Through Mapping	RQ2	Conflict-resolution confusion	"...many students cannot distinguish between conflict and resolution..."	Story maps helped identify specific misunderstandings in narrative structure.
Providing Feedback Using Student Story Maps	RQ2	Immediate feedback, peer review	"...I will show you what is correct and what needs to be corrected..."	Maps enabled formative feedback, promoting self-correction and peer learning.

Adjusting Instruction Based on Assessment Results	RQ2	Instructional flexibility	"...I can quickly tell which part students are confused about..."	Formative use of maps informed planning and adaptive teaching.

4.1 The Implementation of Story Mapping in Teaching Narrative Text Comprehension

This section presents findings related to the first research question: How does a novice EFL teacher implement story mapping in teaching narrative text comprehension? The data revealed several themes based on the teacher's experience and classroom practice.

Thematic analysis generated four sub-themes: (1) initial challenges in teaching narrative texts, (2) the rationale for choosing story mapping, (3) step-by-step implementation, and (4) student engagement and comprehension progress.

4. 1. 1 Initial Challenges in Teaching Narrative Text

As a novice teacher, the participant faced difficulties in helping students understand the structure of narrative texts. She explained that despite using the reading and question, and answer method, many students remained confused:

> *"I teach narrative texts, which are quite challenging because the texts that are appropriate for reading... they are still confused... they don't know which part is the beginning, which part is the conflict, which part is the end of the story."*

She also noted that narrative elements such as orientation and climax were terms less familiar to students, and that differences in reading skills and motivation required her to explore new strategies. This initial confusion was echoed in her first teaching journal, where she noted that students looked passive and

did not recognize structural elements of the story.

Based on the teacher's reflection and classroom experience, it can be concluded that students faced considerable challenges in identifying basic narrative elements. This difficulty prompted the teacher to seek a more structured and visual approach to support student comprehension

4. 1. 2 Rationale for Choosing Story Mapping

The teacher decided to implement story mapping as an alternative teaching strategy because of its visual and structured nature. She found that visual aids helped students remember and identify story elements more clearly:

> *"Before using story mapping, many students were still confused and didn't know.... When I gave them the map to make it more visual and easy to remember, they started to realize and quickly grasp the structure of the text."*

This approach reflects Mayer's (2001) Cognitive Theory of Multimedia Learning, which emphasizes that visual-verbal integration supports deeper learning.

The visual and written pattern forms make it easy for students to understand and differentiate. In addition, the story map pattern that is sequential in form helps students to remember, so that it is easier to analyze parts of the narrative text. In his interview, the teacher said that indeed, in the text, students already feel lazy at the beginning, especially with long texts. With story maps in the form of patterns, it makes it easier for students to remember and make it easier to know the parts of the structure.

The teacher’s rationale for using story mapping was rooted in the need to clarify narrative structure through visual aids. This choice reflected an understanding that many students are

more responsive to structured and visual input, making story mapping an effective pedagogical response to earlier classroom challenges.

4. 1. 3 Step-by-Step Implementation of Story Mapping

Story mapping is introduced gradually through familiar stories such as Malin Kundang and Mouse Deer & Crocodile. The teacher models the use of maps on the board, highlighting narrative elements and guiding students in creating their own story maps:

> *"I show the elements in order with arrows... I ask them to make their own version in groups."*

This scaffolding process helps students internalize narrative structures through visual and collaborative learning. During classroom observation, the researcher noted that students looked more enthusiastic when asked to draw arrows and symbols to represent plot

points on the board, showing deeper engagement than during conventional Q&A sessions.

In the teacher's journal, the participant mentioned that at the beginning, she introduced story maps. She introduced a familiar story first, namely 'Malin Kundang', to hook students to understand the story so that it would be easier to explain the narrative text structure in story mapping. Then in her journal, she noted to tell her students to make story mapping in the form of groups with a familiar fable story, namely 'The Mouse-deer & Crocodile'. She admitted that with a familiar story, she wanted to see how much they understood, and that she would raise the text level after knowing his students' abilities.

The teacher implemented story mapping through a structured sequence: starting with familiar stories, modeling the strategy, and gradually shifting to

student-centered tasks. This progression allowed students to internalize the story structure while building confidence in narrative analysis.

4. 1. 4 Student Engagement and Comprehension Progress

The implementation of story mapping resulted in increased engagement in the classroom. Students became more active and enthusiastic in participating:

> *"The first time they were really excited... the class atmosphere became more lively."*

She observed improvements in how students identified and explained story elements:

> *"Story mapping helps students understand who the characters are and what the main problems are in the story... more confident when explaining."*

In response to students' difficulties in distinguishing between conflict and

climax, she adapted her method by reteaching with simplified stories and collaborative mapping, which improved students' understanding.

> *"I changed the way I delivered it... that way, they understood better and their mistakes were reduced."*

This instructional change was also reflected in her journal during Meeting 4, where she noted that she re-taught the structure with a new example and gave students individual mapping tasks. She found the feedback moment especially meaningful, as students appreciated knowing which parts were correct and which needed revision.

The findings suggest that story mapping significantly improved students' engagement and comprehension. The strategy transformed classroom dynamics, fostered student participation, and enabled deeper understanding of

story elements, which validated the teacher's instructional decision.

These findings suggest that story mapping not only enhances comprehension but also supports instructional reflection and response.

Based on the data from interviews, classroom observations, and reflective journals, it can be concluded that the implementation of story mapping by the novice EFL teacher followed a structured and progressive approach. The teacher began by identifying students' difficulties in understanding narrative structure and then introduced story mapping using familiar texts and visual aids. Through a series of guided modeling, collaborative activities, and gradual student independence, story mapping helped students engage actively in learning and improved their comprehension of key narrative elements. This implementation also allowed the teacher to scaffold instruction effectively and respond to students' needs, which is essential for novice teachers in developing adaptive teaching practices.

4.2 The Use of Story Mapping as a Formative Assessment

This section addresses the second research question: How does a novice EFL teacher use story mapping as a formative assessment tool in the classroom? Thematic analysis revealed four sub-themes: (1) story mapping as a tool to identify understanding, (2) diagnosing common errors through mapping, (3) providing feedback using student story maps, and (4) adjusting instruction based on formative assessment.

4. 2. 1 Story Mapping as a Tool to Identify Understanding

The teacher used students' story maps to determine their level of understanding. She found that mapping served as a reflective mirror of students' comprehension:

> *The story map is like a mirror for me... I know which students don't understand parts of the story."*

She explained that this method provided more insight than traditional multiple-choice assessments.

Based on interviews and teacher notes, the teacher used students' story maps as a diagnostic tool, allowing her to monitor their understanding directly. This reflective use of story maps highlights their effectiveness not only in teaching but also as an informal assessment of student learning.

4. 2. 2 Diagnosing Common Errors through Mapping

The teacher frequently noticed students confusing key narrative elements, especially conflict and resolution. Through their story maps, she could quickly detect these misunderstandings:

> *"Many students are still unable to distinguish between conflict and resolution. So I will repeat using a new example."*

This enabled her to intervene and clarify difficult concepts before they became entrenched.

Through story maps, the teacher identified specific patterns of misunderstanding, particularly regarding conflict and resolution. This enabled more targeted reteaching and demonstrated how formative tools can uncover student misconceptions.

4. 2. 3 Providing Feedback using Student Story Maps

Story mapping also became a basis for direct feedback. She often discussed the maps with students to point out strengths and areas for improvement:

> *"I show what is right and what needs to be fixed, so students can know and learn from their own mistakes or those of their friends."*

These responsive teaching practices demonstrate how formative

assessment can guide instruction in real time, supporting more targeted learning experiences. Based on observation notes, the teacher often revised the upcoming lesson plan on the same day after reviewing the students' mapping results, reflecting a high level of adaptability.

This use of student work to provide immediate, constructive feedback aligns with Black and Wiliam's (1998) concept of formative assessment

The teacher effectively used story maps as a medium for providing direct feedback, encouraging peer discussion, and promoting self-correction. This aligns with formative assessment principles and demonstrates how story mapping fosters interactive and responsive learning.

4. 2. 4 Adjusting Instruction Based on Assessment Result

Student story maps were also used to inform future lesson planning. The teacher described how she adapted her instructional materials based on observed difficulties:

> *"I can quickly tell which parts students are confused about, and from there I can prepare more appropriate examples or exercises."*

According to her final journal reflection, the teacher adjusted her teaching materials again by choosing shorter stories and enhancing the visuals with larger, more colorful illustrations. These changes resulted in better focus and increased participation, especially from previously passive students. She also emphasized the value of keeping a reflective journal after each session, noting how the routine helped her identify what strategies worked and what needed revision. One of her key realizations was that pair work tended to

produce better engagement during the early stages compared to individual work. Inspired by this process, she plans to build a portfolio of students' story maps to track their progress over time.

These responsive teaching practices demonstrate how formative assessment can guide instruction in real time, supporting more targeted learning experiences. Based on observation notes, the teacher often revised the upcoming lesson plan on the same day after reviewing the students' mapping results, reflecting a high level of adaptability.

Based on teacher journals and field notes, Story Maps serve as ongoing feedback that informs instructional adjustments. Teachers' willingness to revise lesson plans based on student outcomes reflects a reflective and adaptive approach to teaching, which is

important in formative assessment practices.

The findings show that story mapping was not only a teaching strategy but also a practical formative assessment tool in the classroom. The teacher used students' story maps to identify their understanding, detect recurring misconceptions, and provide targeted feedback. Moreover, story mapping enabled the teacher to make real-time instructional decisions and adjustments based on student performance. These practices demonstrate how story mapping can support responsive teaching and reflection, aligning with the principles of formative assessment. For novice teachers, the integration of story mapping into assessment practices also promotes the development of reflective and student-centered teaching.

B. Discussion

This study's findings are in line with previous studies that emphasize the benefits and challenges of using Story Mapping in the context of learning English as a foreign language (EFL).

1. The Implementation of Story Mapping in Teaching Narrative Text Comprehension

The findings of this study revealed that the implementation of story mapping significantly supported novice EFL teachers in overcoming students' difficulties in understanding the structure of narrative texts. The teacher reported that her students initially had difficulty identifying basic narrative components such as orientation, conflict, and resolution. By introducing story mapping through familiar stories and visual cues, students began to understand how these components were related. This reflects Mayer (2001) theory that meaningful learning occurs when students can effectively integrate verbal and visual representations.

This experience is consistent with recent findings by Sari et al. (2020), who examined the use of visual scaffolding such as story maps in junior high school classrooms in Indonesia. Their study showed that students who used story mapping showed higher recall and

comprehension of narrative structures compared to those who used the traditional question and answer format. The visual aspect allows learners to better organize and interpret story elements, thereby reducing their cognitive load.

In addition, student engagement increased significantly during the story mapping activity. Teachers noted increased enthusiasm, group collaboration, and student confidence in identifying story elements. This is in line with Vygotsky's Zone of Proximal Development (ZPD), where learning is maximized through step-by-step instruction and social interaction. In the same context, Laora et al. (2019) found that story mapping in EFL classrooms created an interactive learning environment where students felt more empowered to express their ideas and increased student engagement and understanding.

In addition, story mapping supports differentiated learning. Teachers adapt materials and stories to suit students' varying reading levels and use visual aids to accommodate less

proficient readers. This strategy is in line with Su & Zou (2024) recommendation, which emphasizes that visual learning strategies are more effective in heterogeneous classrooms, especially where reading motivation and ability vary, than not using any mapping strategy.

The overall implementation shows how story mapping serves both pedagogical and cognitive purposes. It supports comprehension, increases motivation, and encourages collaborative meaning-making. These insights echo the findings of Ali & Mousa (2023), who concluded that story mapping is not just a visual aid, but a pedagogical tool that encourages active learning in EFL contexts.

2. The Use of Story Mapping as a Formative Assessment Tool

The second research question focused on the role of story mapping in formative assessment. The research findings revealed that teachers used story maps to observe students' understanding of narrative structure, diagnose misconceptions, and provide immediate

feedback. This practice is based on Black and Wiliam's (1998) view of formative assessment as ongoing, diagnostic, and instructional.

Teachers highlighted that story maps allowed them to see which parts of the narrative students misunderstood, particularly the confusion between conflict and resolution. This diagnostic use of student work echoes the findings of Cañadas (2023) study which emphasized that formative assessment should involve active interpretation of student work. In this study, visual tasks such as story mapping provided teachers with clear insight into students' levels of understanding.

The teacher's use of feedback—pointing out correct and incorrect elements of the map—demonstrates effective feedback, which is a key element of formative assessment. This is in line with Sadler (1989), who argued that for assessment to be formative, feedback must be clear, timely, and guide students toward improvement. In a recent study, Yang et al. (2021) found that students who received immediate

feedback on their story maps showed significant improvements in their comprehension of narrative texts.

Another important function of story mapping is its role in shaping instructional decisions. Teachers adapt subsequent lessons based on common student errors identified through mapping. This reflects responsive teaching and is in line with findings from Elpiza et al. (2024), who noted that using formative tools such as story maps helped EFL teachers revise and adapt instruction more effectively than using standardized assessments.

Finally, teachers engage in ongoing reflection based on student work, documenting challenges, and revising teaching strategies. This is consistent with Gibbs' (1988) Reflective Cycle, which encourages teachers to analyze results and improve future practice. Reflection is especially important for beginning teachers, as highlighted by Aras (2024), who observed that reflective practice based on formative assessment resulted

in more intentional and effective teaching among early-career educators.

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CHAPTER V
CONCLUSION AND SUGGESTION

This chapter summarizes the research findings and presents conclusions based on the research questions. It also explains the implications of the findings and provides suggestions for teachers and future researchers. The purpose of this chapter is to show how story mapping helps novice EFL teachers in teaching and assessing narrative texts in the classroom.

A. Conclusion

This study explores novice EFL teachers' experiences in implementing story mapping to bridge teaching and assessment in narrative text instruction. Using narrative inquiry and thematic analysis approaches, the study revealed two main findings. First, story mapping played a significant role in helping students understand the structure of narrative texts. The visual nature of the strategy, combined with the familiar story and gradual scaffolding, enabled learners to engage more actively and understand key elements such as orientation, conflict, and resolution. Second, teachers used story maps as a formative assessment tool to diagnose students' understanding, provide

immediate feedback, and adjust instruction accordingly. These findings suggest that story mapping not only enhances narrative comprehension but also serves as an effective and reflective formative assessment instrument in the EFL context.

B. Implication

The findings of this study have significant implications for EFL teaching practice, particularly in the context of beginning teachers and junior secondary students. For teachers, story mapping offers a dual-purpose strategy that supports instructional delivery and ongoing assessment. The integration of Mayer's (2001) multimedia learning principles and Black & Wiliam's (1998) formative assessment framework demonstrates how pedagogical tools can be used meaningfully to meet students' needs. In addition, teacher reflection, guided by Gibbs' (1988) Reflective Cycle, suggests that structured self-evaluation contributes to ongoing professional development.

At the curriculum level, story mapping can be integrated into reading modules or teacher training programs to support beginning teachers. This approach is especially valuable in classrooms with varying

student proficiency levels, as it allows for differentiated instruction and encourages active learning. It also emphasizes the importance of low-stakes formative assessments that directly inform instruction rather than relying solely on summative tests.

C. Suggestion

Based on findings and implications, the following suggestions are offered:

1. For Teachers

   It is recommended to integrate story mapping more systematically in narrative text learning, especially at the stage of text structure exploration. Teachers can also develop variations in the form of story maps according to students' needs to improve learning effectiveness.

2. For an educational institution

   Educational institutions need to provide training or workshops to teachers, especially new ones, on the use of visual strategies such as story mapping and how to integrate them as part of formative assessment in the classroom.

3. For further researchers

This study only focused on one novice teacher participant and one form of text (narrative). Further researchers are advised to expand the scope of the study, both in terms of the number of participants and the type of text, in order to obtain a more comprehensive picture of the effectiveness of the story mapping strategy in English language learning.

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APPENDIX 1: Instrument Question

General questions	1.	Tell us a little about your experience teaching English, especially in teaching narrative texts to students.
	2.	What challenges did you experience when you first taught narrative text?
Implementation of story mapping in narrative text learning	3.	Why did you choose to use the story mapping strategy in narrative text learning?
	4.	How do you introduce story mapping to your students?
	5.	How did students respond when they were first introduced to story mapping?
	6.	What did you notice in the changes in students' understanding of narrative elements while using story mapping?

	7.	Did you make adjustments in the use of story mapping during the learning process?
Story mapping as a formative assessment tool	8.	Do you use students' story mapping to assess their understanding? Can you explain how?
	9.	What types of errors most often arise from students' story maps? And how do you address them in subsequent learning?
	10.	Have you ever used students' story map results to provide direct feedback? If so, how was the process?
Reflection and the role of story mapping in professional practice	11.	Does the use of story mapping have an impact on your reflective practice as a novice teacher?
	12.	Do you record or document the results of reflection while teaching using this strategy?

APPENDIX 2: Interview Data Transcription (Indonesia)

Pertanyaan Umum		
No.	Daftar Pertanyaan	Jawaban
1.	Bisakah diceritakan sedikit tentang pengalaman anda mengajar Bahasa inggris, khususnya dalam mengajar teks naratif kepada siswa?	Saya mengajar sekitar kurang lebih kurang dari dua tahun di Madrasah Tsanawiyah ini. Selama ini saya merasa mengajar teks naratif cukup menantang karena ya teks yang isinya bacaan. Awalnya saya mengajar dengan metode membaca Bersama dan tanya jawab tapi mereka masih bingung. Mereka suka cerita tapi tidak tahu mana bagian awal, mana konflik, mana akhir cerita. Karena itu saya cari variasi atau Teknik lain yang visual dan menarik
2.	Apa saja tantangan yang anda alami saat	Tantangan paling besar ya membuat siswa paham teks

	pertama kali mengajar teks naratif?	naratif ya khusunya strukturnya. Mereka kebanyakan masih tidak tau apa itu orientasi atau klimaks. Istilah-istilah itu masi asing bagi mereka. Selain itu, kemampuan membaca dan motivasi mereka juga beragam jadi butuh strategi khusus yang bisa membantu mereka memahami isi cerita secara utuh
Implementasi Story Mapping pada Pembelajaran Teks Naratif		
No.	Daftar Pertanyaan	Jawaban
3.	Mengapa anda memilih menggunakan strategi story mapping dalam pembelajaran teks naratif	Sebelum pakai story mapping, banyak siswa yang masih bingung dan gak tahu mana yang bagian konflik atau klimaks. Tapi waktu saya kasih map itu supaya lebih visual dan gampang

		diingat, mereka mulai sadar dan cepat menangkap struktur teks dari pada hanya dengar penjelasan. Jadi mungkin karena itu saya pilih story mapping karena cocok
4.	Bagaimana anda memperkenalkan story mapping kepada siswa anda?	saya kenalkan dengan bertahap, awalnya saya bawa cerita yang sudah familiar seperti malin kundang dan fabel kancil dan buaya, lalu saya bikin sederhana dari story map dipapan tulis. Saya tunjukan elemen-elemennya dengan urut dengan panah-panah supaya bisa lihat al-urnya. Setelah itu saya minta mereka bikin versi mereka sendiri dalam kelompok
5.	Bagaimana tanggapan siswa Ketika pertama kali	Pas pertama mereka excited banget. Banyak yang bilang ‘Oh jadi ini konfliknya miss,

	dikenalkan dengan story mapping?	ini resolusinya'. Saya kasih contoh cerita 'Malin Kundang', mereka langsung bisa isi tokoh dan masalahnya. Waktu saya buat kerja kelompok suasana kelas jadi lebih hidup, beda sama kalau saya hanya kasih penjelasan, mereka cuma diam saja
6.	Apa yang anda perhatikan dalam perubahan pemahaman siswa terhadap elemen teks naratif selama menggunakan story mapping?	Story mapping membantu siswa memahami siapa tokoh dan apa masalah utama dalam cerita. Mereka terlihat lebih percaya diri saat menjelaskan bagian cerita di depan kelas
7.	Apakah anda melakukan penyesuaian dalam penggunaan story mapping selama	sempat saya ubah cara penyampaiannya. Saat itu banyak siswa mencampuradukkan konflik dan klimaks. Jadi saya ubah,

	proses pembelajaran?	saya kasih cerita sederhana dan petakan Bersama dikelas. Setelah itu baru mereka mengerjakan secara bepasangan. Dengan cara itu, mereka jadi lebih paham dan kesalahannya juga berkurang. Namun, dengan itu juga saya jadi lebih tau letak kesalahannya Dimana dan bisa diperbaiki langsung
Story Mapping as a Formative Assessment tool		
8.	Apakah anda menggunakan hasil story mapping siswa untuk menilai pemahaman mereka? Bisa dijelaskan bagaimana caranya?	Iya, saya liat untuk melihat sejauh mana mereka apaham isi cerita. Story map itu jadi kayak cermin buat saya. Saya jadi tahu mana siswa yang belum ngerti bagian cerita. Dulu saya cuma nilai dari jawaban soal pilihan ganda, tapi sekarang saya bisa lihat dari map mereka, oh ternyata banyak yang

		belum ngerti klimaks misalnya. Jadi saya tahu harus ngajarin ulang di bagian itu, selain buat alat bantu pembelajaran tapi juga sebagai penilaian harian yang cukup efektif
9.	Apa jenis kesalahan yang paling sering muncul dari story map siswa? Dan bagaimana anda menyikapinya dalam pembelajaran berikutnya?	seperti yang saya mention diatas, banyak siswa belum bisa membedakan antara konflik dan penyelesaian. Jadi saya ulangi pakai contoh baru. Saya bisa cepat tahu bagian mana yang dibingungi siswa, dan dari situ saya bisa siapin contoh atau Latihan yang lebih cocok
10.	Apakah anda pernah menggunakan hasil story map siswa untuk memberikan umpan balik secara	iya saya sering pakai buat kasi umpan balik langsung ke siswa. Saya tunjukan mana yang sudah benar dan mana yang perlu diperbaiki,

	langsung? Jika iya, bagaimana prosesnya?	jadi siswa bisa tahu dan belajar dari kesalahannya sendiri atau teman mereka.
Refleksi dan peran story mapping dalam praktik professional		
11.	Apakah penggunaan Story mapping berdampak pada praktik refleksi anda sebagai guru pemula?	iya, sangat berdampak. Karena dari story map siswa, saya bisa melihat kesalahan umum siswa dan jadi mikir ulang cara saya ngajar. Misal, kalau siswa banyak salah di bagian klimaks, berarti saya harus lebih jelas jelasin itu dipelajaran selanjutnya. Dari situ saya catat catatatan apa yang berhasil dan yang belum. Dengan ini, saya jadi lebih ngerti kebutuhan siswa dari minggu ke minggu.
12.	Apakah anda mencatat atau mendokumentasikan	iya, saya punya jurnal catatan sendiri meskipun isinya sesuka saya. Jadi tiap

	hasil refleksi selama mengajar?	ngajar saya suka nulis catatan yang penting termasuk jika ada kesulitan siswa atau materi yang harus diperbaiki. Waktu nerapin story mapping saya juga sempat catat reaksi siswa, bagian mana yang sering salah, dan strategi apa yang saya lakukan. Ini, sangat membantu saya menentukan Langkah kedepan saya

APPENDIX 3: Interview Data Transcription (English)

General Questions		
No.	List of Questions	Answer
1.	Tell us a little about your experience teaching English, especially in teaching narrative texts to students.	I have been teaching at this Madrasah Tsanawiyah (Islamic junior high school) \. So far, I feel that teaching narrative texts is quite challenging because it is a text that is appropriate for reading. Initially, I taught using the method of reading together and asking questions, but they were still confused. They like stories but don't know which part is the beginning, which is the conflict, and which is the end of the story. Therefore, I am looking for variations or other techniques that are visual and interesting

2.	What challenges did you experience when you first taught narrative text?	The biggest challenge is making students understand narrative texts, especially their structure. Most of them still don't know what orientation or climax is. Those terms are still foreign to them. In addition, their reading abilities and motivations also vary, so they need special strategies that can help them understand the story in its entirety.
Implementation of Story Mapping in Narrative Text Learning		
No.	List of Questions	Answer
3.	Why did you choose to use the story mapping strategy in narrative text learning?	Before using story mapping, many students were still confused and didn't know which part was the conflict or climax. But when I gave them the map to make it

		more visual and easy to remember, they started to realize and quickly grasp the structure of the text rather than just listening to the explanation. So maybe that's why I chose story mapping because it fits
4.	How do you introduce story mapping to your students?	I introduced it gradually, at first I brought familiar stories such as Malin Kundang and the fable of the mouse deer and the crocodile, then I made it simple from a story map on the board. I showed the elements in order with arrows so they could see the flow. After that I asked them to make their own version in groups
5.	How did students respond when they	At first they were really excited. Many said, 'Oh, so this is the conflict, miss, this

	were first introduced to story mapping?	is the resolution'. I gave an example of the story 'Malin Kundang', they could immediately fill in the characters and the problems. When I made group work, the class atmosphere became more lively, different from when I only gave an explanation, they just kept quiet
6.	What did you notice in the changes in students' understanding of narrative elements while using story mapping?	Story mapping helps students understand who the characters are and what the main problems are in the story. They look more confident when explaining parts of the story in front of the class.
7.	Did you make adjustments in the use of story mapping	I had time to change the way of delivering it. At that time, many students mixed up the conflict and the climax. So I

	during the learning process?	changed it, I gave a simple story and mapped it out together in class. After that, they worked in pairs. That way, they understood better and their mistakes were reduced. However, with that I also knew where the mistakes were and could be corrected directly
Story Mapping as a Formative Assessment Tool		
No.	List of Questions	Answer
8.	Do you use students' story mapping to assess their understanding? Can you explain how?	Yes, I look to see how far they understand the story. The Story map is like a mirror for me. I know which students don't understand parts of the story. Before, I only graded them based on their multiple-choice answers, but now I can see from their maps, oh, it turns out that many don't

		understand the climax, for example. So I know I have to re-teach that part, not only as a learning tool but also as a fairly effective daily assessment.
9.	What types of errors most often arise from students' story maps? And how do you address them in subsequent learning?	As I mentioned above, many students are not able to differentiate between conflict and resolution. So I repeat using a new example. I can quickly find out which part the students are confused about, and from there I can prepare a more suitable example or exercise.
10.	Have you ever used students' story map results to provide direct feedback? If so, how was the process?	Yes, I often use it to give feedback directly to students. I show them what is correct and what needs to be fixed, so students can know and learn from their own

		mistakes or their friends' mistakes
Reflection and the Role of Story Mapping in Professional Practice		
11.	Does the use of story mapping have an impact on your reflective practice as a novice teacher?	Yes, it has a big impact. Because from the students' story maps, I can see common mistakes made by students and rethink the way I teach. For example, if students make a lot of mistakes in the climax, it means I have to explain it more clearly in the next lesson. From there, I take notes on what worked and what didn't. With this, I can better understand the students' needs from week to week.
12.	Do you record or document the results	Yes, I have my own journal although the content is as I please. So every time I teach

	of reflection while teaching?	I like to write important notes including if there are student difficulties or materials that need to be corrected. When implementing story mapping, I also took the time to note down student reactions, which parts are often wrong, and what strategies I did. This really helps me determine my next steps.

APPENDIX 4: Teacher's reflective Journal (in English)

Meeting 1

Topic : Introduction to Story Mapping

Date : November 1st, 2024

Today I taught narrative text to students in grade VIII and at the same time introduced the story mapping technique because previously it was quite difficult to teach just by reading and asking questions. First, I explained the characteristics of narrative text, then I showed an example of the story "Malin Kundang" which was familiar to them.

The students' responses were quite enthusiastic when I started drawing the story map on the board. I explained elements such as characters, setting, conflict, climax, and resolution. However, I realized that there were still students who were confused about distinguishing between conflict and climax. For example, I need to prepare a simpler story map for the next meeting.

I was quite happy because the students were interested in seeing this story map. It seems that this is quite helpful for those who have difficulty understanding the text

Meeting 2

Topic : Practicing Story Mapping

Date : November 8th, 2024

Yesterday I introduced story maps with the title 'Malin Kundang', but today I still reviewed them again until they really understood. After that I divided them into groups according to the lines because it made it easier. I gave them the story 'The Mouse-deer and The Crocodile' and asked them to make story maps from the story. The results were quite varied. There were groups that could immediately identify the elements, but some were still confused.

I gave feedback to those who were still confused but did not blame them. I asked with a probing strategy and it was quite helpful compared to giving direct answers. At that time I also noted down which students were having difficulty so that I could pay attention to them in the next meeting.

With Story Mapping, I can see who understands and who doesn't. I realized that Story Mapping was quite helpful in seeing students' development directly and assessing it too

Meeting 3

Topic : practice and formative review

Date : November 15th, 2024

Today I focus on how students use Story Mapping to show their understanding. I give them some stories, then I ask them to make them in groups and present them. I walk around to observe their work. From this Story Mapping I can immediately tell who really understands the structure of the story.

When they present, many students feel confident and some are not. I observe that when working in groups they are very enthusiastic and happy. I mark students who still don't understand. But the progress of students who previously didn't understand has decreased.

Meeting 4

Topic : Individual Practice, Formative, Feedback, Reflection

Date : November 22nd, 2024

Today I want to see students working individually. I gave them the story 'The Ugly Duckling'. I focused on individual understanding. I asked them to make a story mapping with a form according to their own creativity in their books. I went around to check and it was quite diverse and I would know later what the results were. and the results were quite diverse.

some were still confused about the complication and resolution parts. I marked the results that were still not quite right to be used as examples for discussion. I also gave direct comments, not in the form of grades but with questions to lead them to realize their mistakes.

here I feel the formative benefits of this activity are good for me in evaluating my own teaching. As a new teacher, this experience taught me the value of feedback and reflection, helping me see patterns of what was working and what I needed to change.

APPENDIX 5: Classroom Observation Notes

(Conducted by researcher)

Observation Note - Meeting 3

Date : November 15th, 2024

Grade : 8th Grade

Topic : Narrative Text – Story Mapping Practice

Observer : Researcher

Summary

The teacher begins the lesson by reviewing the previous session's explanation of the elements of narrative text (orientation, complication, resolution). The teacher forms groups to be given the task of making story mapping based on the story the teacher shared. The teacher walks around to see and assess students. The teacher notes students who do not understand

Student Activity

The students are very enthusiastic, most of them work well, but there are some who are busy on their own. Many students ask the teacher. The teacher walks around the class, guides students, and asks them to explain their answers

Researcher's Note

- There are still students who are confused about conflict and resolution.

- The teacher guides students to find their mistakes.
- Story mapping is very helpful in understanding the narrative structure of the text.

Observation Note - Meeting 4

Date : November 22nd, 2024

Grade : 8th Grade

Topic : Final Story Mapping and Feedback

Observer : Researcher

Summary

Students complete their own story maps. The results of their story maps are collected and then assessed by the teacher and marked to be discussed together. After finding story maps that are not correct, they are discussed together and the teacher gives direct comments, not in the form of grades but with questions to lead them to realize their mistakes.

Student Activity

Students seemed more confident compared to the previous meeting. Most of them were able to complete the structure correctly. They were very happy because this work was made in the style of a story maps template according to their own creativity so they decorated their assignments as nicely as possible.

Researcher's Note

- The students' story maps showed an increased understanding of the story sequence.

- Teacher feedback was very effective in helping students
- The teacher closed the session with reflective questions

APPENDIX 6: Documentation of interviews and classroom observation









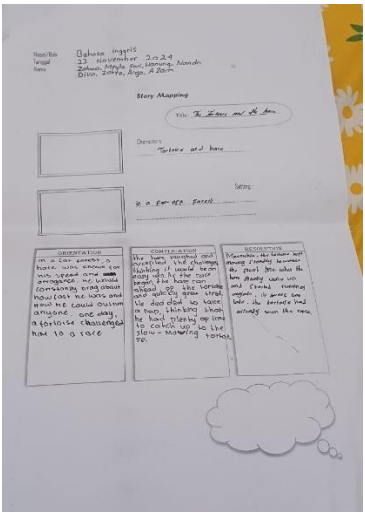


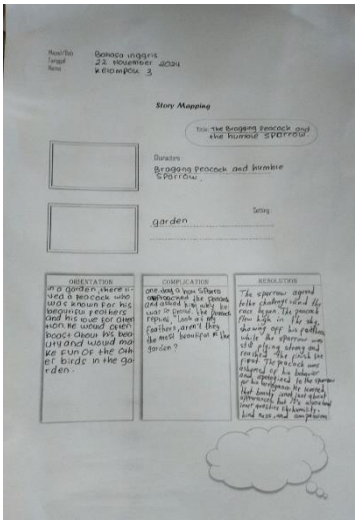






APPENDIX 7: Student story map





CURRICULUM VITAE

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