IMPROVING STUDENTS' READING COMPREHENSION
OF X GRADE AT SMAN 1 OGODEIDE
THROUGH STORY MAPPING

Diyenti Rusdin

Students of English Education Study Program
Teacher Training and Education Faculty of Madako University

ABSTRACT

The purpose of this study is to find out the empirical evidence concerning whether story mapping is effective or not to improve students reading comprehension. Story mapping is use to motivate students in reading because it helps them to visualize the important elements of story and make students' thoughts to be more organized, the researcher is interested to conduct a research by applying the technique of story mapping toward students' reading comprehension through the material. This study was held in March 2015 at SMAN 1 Ogodeide. This study used a quantitative method in the design of pre-experimental study. The sampling technique use in this study is purposive sampling. The researcher took one class as the subject of this study. The sample is XB class. The improvement of students' score can be seen from the differences between pre-test and post-test. The mean score of pretest is 34.24 and it improves to 77.52 in post. Moreover the Minimum Mastery Criterion of English lesson is 70 (seventy). Then the data of both test are analyzed by using T-test, and the result showed that the T-test value 18.27 was greater than T-table value 2.064. According to the criteria of the test, the result showe that there is a significant improvement between students' achievement in reading comprehension by using story mapping before and after pre-test and post-test are conducted. It means that story mapping technique is effective and applicable at the X grade of SMAN 1 Ogodeide to teach students' reading comprehension.

Key words: Improving, reading comprehension, story mapping

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui bukti empiris tentang apakah teknik pemetaan cerita (story mapping) efektif digunakan untuk meningkatkan pemahaman membaca siswa. Penelitian ini telah dilaksanakan pada bulan Maret 2017 di SMAN 1 Ogodeide. Berdasarkan teori pemetaan cerita (story mapping) dapat digunakan untuk memotivasi siswa dalam membaca karena story mapping dapat membantu siswa memvisualisasikan elemen penting dalam cerita dan membuat pola pikir siswa lebih terorganisir, hal ini mendorong peneliti untuk melakukan penelitian dengan menerapkan teknik pemetaan cerita (story mapping) dalam peningkatan pemahaman membaca siswa. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain penelitian pre-eksperimen. Teknik pengambilan sampel yang digunakan yaitu purposive sampling. Penelitian ini menggunakan satu kelas sebagai objek penelitian. Peneliti menggunakan kelas XB sebagai sampel. Peningkatan dari nilai siswa dapat dilihat dari perbedaan antara pretest dan posttest. Nilai tengah dari pretest adalah 34.24 dan meningkat menjadi 77.52 pada post test. Selain itu KKM dari pelajaran bahasa Inggris adalah 70 (tujuh puluh). Kemudian data Dari ke dua test di analisis dengan menggunakan T-test, dan hasilnya menunjukkan bahwa nilai T-test 18.27 lebih besar dari nilai T-table 2.064.Berdasarkan kriteria pengujian, hasil tersebut menunjukkan bahwa terdapat perbedaan signifikan dalam pemahaman membaca siswa dengan diberi perlakuan teknik pemetaan cerita dan tanpa diberi perlakuan teknik pemetaan cerita dalam pemahaman membaca siswa. Dengan demikian dapat disimpulkan bahwa teknik pemetaan cerita efektif digunakan dan dapat diterapkan di kelas XB SMAN 1 Ogodeide dalam mengajarkan pemahaman membaca siswa.

Kata kunci: Meningkatkan, pemahaman membaca, pemetaan cerita.

1. Introduction

Reading as a communication through the text includes knowledge, news and story. In education, by reading a passage or story the student will get more knowledge and information. The knowledge or information that they got from reading can be used for communicating or sharing their idea with other students through giving opinion or idea. The interaction among students during reading section will set up the class more active and alive. The researcher thinks that it will be better to give variation in teaching reading comprehension by using strategy.

One of the definitions is implied by Dallmann, et all (1982) states that Reading is verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing, specifically, reading is a process of reconstructing from the printed patterns on the page ideas and information intended by the author Further, Cline et.al (2006: 2) in their second definition states that reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text. Reading is very important for students in learning English. The basic purposes in reading are to get information, embrace of content, and understand meaning of text (Anderson, 2003).

According to Nunan (2000:2) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the

intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

There are two process of a written text, they are word recognition and comprehension, according to Pang (2003:6) reading is defined as understanding written texts. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written text.

In the teaching of reading, the teacher cannot directly just teach reading to the students by giving texts and asks them to understand it. There are some principles which have to be considered by the teacher. As it is proposed by Harmer (1998: 70-71), there are six principles in teaching reading.

Based on the definitions above, reading is important to the people's daily life, and also reading is not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

According to Klingner (2007:2) reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, to understand the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teacher will mention the skills that the students want to use, then they will give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

According to Alderson (2000: 28) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2003:14) comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand written text.

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

Generally, the target of a reading activity is to get understanding of a text. That is why sometimes the students are being taught in a less teacher directed manner in order to make them practicing the previous lesson and then use their skill to improve their knowledge. Using a reader-directed story map study guide procedure structured to take readers' attention to the elements of story grammar (e.g., setting, problem, goal, action) during reading. One of the easy way to make the students understand the text easily is by using story mapping.

According to Pamela J. Farris (2004: 345) the origin of story maps lies within story grammar research. the term story grammar refers to the hierarchical rules or psychological structures that people use to create and remember stories, the skeleton underlying a story, so to

speak. These psychological models of comprehension and memory are used by both adults and children to encode and store in formation in their long-term memories. story map is a graphic or semantic visual representation of a story. The map will illustrate a way to provide an overview af a story. It may consist of brief information about characters, setting, problem, goal, events and resolution.

It means that story mapping is a technique used after story has ben read. It includes identifying the main elements, and categorizing the main events in sequential order. A graphic representation is often used to illustrate the story structureand sequence of events. Story mapping also can be referred as word mapping or idea mapping. They are strategies which designed to show how the concept or key words of a story are related one another. The result is shown through graphic representation. So, the whole story will be shown at the end systematically. According to Jeanne M. Stone (2000: 160) stated that give the students an idea of what is expected before the students begin creating their own maps.

Based on the researcher was (PPL) in SMAN 1 Ogodeide. the researcher found that there were many of student had problem on reading especially reading comprehension, the students uninterested in reading a text. They found that reading an English text is boring and stressful. This condition made the students found difficulties in understanding the text.

2. Method of the Research

The design of this research was pre-experimental which use pre-test and post-test by analyzing or comparing the result before do the treatment in the classroom. The population of this research was the total of X grade students at SMAN 1 Ogodeide, Class XB as the sample and the total number of class XB were 25 students. The data were collected by using pre-test and post-test. Pre-test was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research.

3. Findings and Discussion
3.1 The Result of Pretest

The researcher gave a pretest to students on March 15, 2014. This is done before providing treatment to them. It is very important to measure students' skills in reading comprehension before researcher conducts story mapping. Pretest results are presented in the following table :

Table 1.The result of Pre-test

NO	INITIAL NAME	OBTAINED SCORE	INDIVIDUAL SCORE (X)	CLASSIFICATION
1	AS	15	30	Very poor
2	AD	12	24	Very poor
3	AS	11	22	Very poor
4	DW	19	38	Very poor
5	DN	12	24	Very poor
6	HA	17	34	Very poor
7	HY	18	36	Very poor
8	HJ	15	30	Very poor
9	MR	22	44	Very poor
10	MZ	19	38	Very poor
11	MJ	60	60	Poor
12	MW	21	42	Very poor
13	MJR	25	50	Very poor
14	MM	13	26	Very poor
15	NA	19	38	Very poor
16	RA	15	30	Very poor
17	RH	26	52	Poor
18	RS	14	28	Very poor
19	SM	15	30	Very poor
20	SD	14	28	Very poor
21	SV	12	24	Very poor
22	SN	17	34	Very poor
23	SY	11	22	Very poor
24	SY	21	42	Very poor
25	PJ	15	30	Very poor
total			**856**	

Based on the table above, there were 23 (92%) from 25 students got the very poor score, 2 (8%) from 25 students got the poor score. The researcher concluded that students of X grade SMAN 1 Ogodeide still had less of reading comprehension.

3.2 The Result of Posttest
The researcher administered post-test to the students on march 31th It was conducted after giving treatment to the students that presented in the following table :

Table 2. The Result of Posttest

NO	INITIAL NAME	OBTAINED SCORE	INDIVIDUAL SCORE (X)	CLASSIFICATION
1	AS	35	70	Fair
2	AD	41	82	Very good
3	AS	40	80	Very good
4	DW	30	50	Poor
5	DN	35	70	Fair
6	HA	46	92	Excellent
7	HY	44	88	Very good
8	HJ	35	70	Fair
9	MR	41	82	Very good
10	MZ	46	92	Excellent
11	MJ	46	92	Excellent
12	MW	46	92	Excellent
13	MJR	46	92	Excellent
14	MM	35	70	Fair
15	NA	37	74	Good
16	RA	36	72	Good
17	RH	42	84	Very good
18	RS	42	84	Very good
19	SM	44	88	Very good
20	SD	36	72	Good
21	SV	30	60	Very poor
22	SN	37	74	Good
23	SY	44	88	Very good
24	SY	35	70	Fair
25	PJ	30	50	Very poor
total			1938	

Based on the table above, , post test shows that there were 5 (20%) students got excellent score, 8 (32%) student got very good score, 4 (16%) students got good score, 5 (20%) students got fair score, 1 (4%) students got poor score and 2 (8%) students got very poor score. The researcher concluded that students' reading comprehension of X grade SMAN 1 Ogodeide could be improved through story mapping.

4. Discussion

The researcher discussed the result of the data analysis of the pretest and posttest in accordance with the scope of this research. The discussion is intended to know whether the use of story mapping could improve students' reading comprehension of grade X students at SMAN 1 Ogodeide or not.

The first step of this research was conducted the pretest. In pretest data, the researcher got the reading comprehension scores of each students as sample. Based on the score, the researcher found that the most of the students got very poor score. Total of the student who got very poor score was 23 (92%), poor score 2 (8%).

In the second step of this research, researcher conducted the treatment. It was done in fourth meetings. Researcher taught the students as sample of this research by using story

mapping, The students' result can be improve, because every meeting in treatment the researcher gave the story. The students can familiar with the story. It can make the students easy to answer worksheet that the researcher gave in the posttest.

The researcher use scoring system with maximum score is 50. If the students got the content and grammatical accurate the score is 5, if the content accurate and the grammatical less accurate the score is 3, if the content and grammatical non accurate the score is 1.

The researcher conducted the treatment. It was done in six meetings. Researcher taught the students as sample of this research by using story mapping. This technique was applied to improving students' reading comprehension.

After all of the treatment conducted in this research, the researcher conducted the posttest, the researcher got the data based on students' score. The researcher found that the most of the student got very good score, there were 5 (20%) students got excellent score, 8 (32%) student got very good score, 4 (16%) students got good score, 5 (20%) students got fair score, 1 (4%) students got poor score and 2 (8%) students got very poor score.

The description of the data collected through the objective test showed that the students' reading comprehension through story mapping had significant improvement. It also was supported by mean score of the students in pretest was 34.24 classified as poor classification, and the mean score of students in posttest was 77.52 classified as good classification. The value of t-test was greater than t-table ($18.27 \geq 2.064$). Based on t-test, the researcher could conclude that there was significant difference between the result of pretest and posttest. It means that students' reading comprehension got improved.

5. Conclusion

The application of story mapping can improve students reading comprehension of X grade at SMAN 1 Ogodeide. It can be seen from the students' achievement scores in each test. There was significant difference between the result of pre-test and post-test, where the mean score of post-test was 77.52. It was higher than the mean score of pre-test that was 34.24. Finally the researcher can draw an inference that the students' reading comprehension of X grade at SMAN 1 Ogodeide academic year 2015-2016 have a very good reading comprehension through story mapping.

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