



## **USING STORY MAPPING TECHNIQUE IN TEACHING READING OF NARRATIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS**

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### **Abstract**

This paper is aimed at describing the use of ‘Story Mapping’ to improve students’ comprehending in reading narrative text at junior high school students. This technique is applied to help junior high school students to understanding andcomprehending narrative text. This technique enables students to solve the problem by using story mapping sheet given to them. By using this technique, the students are allowed to read the narrative text and determine the appropriate part of the text to each part of the sheet on story mapping.

**Key words:** *Reading, Reading Narrative Text, Story Mapping, Junior High School*

### **A. INTRODUCTION**

As it is known, English is an international language. Beside English is known as international language, it is also the most widely language that are used by people in the world. They also use English in their daily life, for example in school, business, in market, etc. However, it does not happen for most Indonesian students. As what the writer found in a school when the writer did practical teaching, beside the students do not learn English properly, most of them think that English is not really important as long as they still live in Indonesia, as a result they do not have motivation to learn this language and finally they get into boredom phase.

When learners learn certain language especially English, there are four skills that are needed to complete their communication. They learn to listen first, then to speak, then to read and finally to write. There are four basic language abilities commonly known as speaking, listening, reading and writing. So students should master four skills in English and one of them is Reading. Reading can be defined as an activity of understanding something written

While learning English focuses on reading, teachers should pay attention on students’ understanding of the meaning or message the text, in this case on narrative text. As stated in Cameron (2001:101), “reading is actually about understanding; not only understood the word or code, but also the message being conveyed by the text”. Also stated in Sajeerat (2011:16), “when reading a

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text, students may encounter many problems obstructing their reading comprehension”.

Other than that, several problems disrupt learning process of reading narrative text and those problems can be found easily by the teacher. For example; First, students felt bored when they are given a text that they do not understand what it means. Second, students do not have good motivation to make them enthuse on learning process. Third, they get difficulties to know the information in the text. Last, they have problems in background knowledge.

In working through those problems, teacher may use Story Mapping technique to help students solve their problem in understanding and comprehending narrative text. According Mendiola (2011), story mapping is concrete representations aid students in visualizing the story. Story mapping can visually describe the settings or sequence of events of the text and it can also describe the characters' actions in the text. Students can be more excited because this technique is using visualization for teaching reading.

## **B. REVIEW OF RELATED LITERATURE**

This part describes the literature review of the study. It is an evaluatif report of information found in the literature related to the selected area of the study. It consists of reading, narrative text, and story mapping technique.

### **1. Reading**

Reading is the most important activity in any class, not only as a source of information but also as a means of consolidating and extending one's idea and language (River, 1968:24). Reading is a fluent process of reader combining information from a text and their background knowledge to build meaning. Thus, reading is an activity that uses background knowledge to understand the message being conveyed by the text to expand the meaning (Nunan, 2003:68).

According to Cameron (2001:101), “reading is the active process of understanding; not only understood the word or code, but also the message being conveyed by the text”. Seyler (2004:3) says, “Reading is the process of obtaining or constructing meaning from a word or cluster the words. In reading process, the reader not only tries to get the meaning from the overall but also the reader tries to get the meaning from word or cluster of words”.

Based on the explanation above, the writer can conclude that reading is considered as an activity that gets meaning and knowledge from written text. When people read the text, they do not only understand the words but also understand the main point of the text.

### **2. Narrative text**

There are two categories in the text; they are literacy and factual. One of the main type of these categories is narrative. Schmidt and Richard (2002:349) state that narrative text is the written or oral account of a real or fictional story and the genre structure underlying stories. Furthermore, Crystal (2008:481) states that narrative is a story that is conveyed to the

recipient and his telling requires a medium, it is converted into a sign. As well as Bal (2009:5), narrative text is a text that consists of a story, whether in written or spoken form and has a chain of events. The events have related to each other.

As shown above, it can be concluded that narratives have three stages; beginning, the events, and ending. The narrative is about how to compose the story, by starting with who the actor, what happens, where the event takes place, how the event happens, and how the story ends. The narrative can be oral and written. It can be a real or fictional story.

### 3. Story mapping technique

There are many definitions of story mapping. Story mapping is a technique writing in which student is led to write the text as the series of some steps called Story mapping. Idol in Kurniawan (2007) said that Story Mapping technique is the way of teaching where the students are thought to organize the story into specific parts, including the setting, problem, goal, action and outcome. It means that the story mapping technique is the way to encourage students' understanding in finding information details of the story. According to Sholichah (2013), "this technique is effective in reading comprehension skills of children and the skills are also maintained. For these reasons, it is emphasized that teachers use the story map technique in teaching reading comprehension skills to their students in their classrooms".

According to Davis & McPherson (1986), story mapping is the representation of the whole story and the relations of basic components of the story to each other in graphical form. Sorrel (1990) also states that story mapping is a schema construction technique that involves teaching the relationships of parts of a story with each other to the reader and give basic elements of the story in a schema in order to draw the attention of the reader.

Based on the explanation of Davis and Sorrel above, the writer assumed that story mapping is the technique to make students easier to know the relationship of each part of text. Based on definitions above, the researcher can conclude that story mapping is a kind of technique used in teaching reading by asking students to make a map such as circle, branch of circle that include the story into specific parts, including the setting, problem, goal, action and outcome. After the students complete the story map outline, the researcher hopes that the students are able to comprehend the components of the narrative story and also to find and understand the main idea of the narrative story as well.

## C. DISCUSSION

This part describes how story mapping technique should be conducted in order to improve students' understanding in reading narrative text. It consists of what teacher should do before entering the class and how to implement tongue twister technique to help students in pronouncing the consonants of /s/ and /j/.

1. The preparation

In a learning process, before starting to teach, the teacher should have the preparation in order to make teaching-learning process run well. As already known, in teaching, it is really important to teacher to prepare what will be needed in the process of teaching-learning before the teacher enters to the classroom. If the teacher did not prepare everything needed, the class may not run well.

The preparations can be a lesson plan and materials. The teacher should prepare the lesson plan about reading narrative text. The lesson plan will help teacher to take what steps that teacher should do in the classroom and help the teacher to achieve the aim of learning process. The teacher also has to prepare the materials that are going to be used in teaching because materials are crucial things and really important to be well prepared. Good materials preparation will help teacher in teaching so much.

2. Teaching reading narrative text by using story mapping

As commonly suggested by the 2013 Curriculum, there are three stages in teaching:

a. Pre-teaching activities

In pre-teaching activities, there are several things that should teacher and students do. First, teacher should greet students in English in order to make students become familiar with English greeting. After that, the teacher asks a student to lead a prayer. The teacher and students pray together. Then, the teacher checks students' attendance. The teacher and students review the previous topic of the lesson. The teacher states that they will come to the new topic as well as informing the students about the goal of the lesson in order to motivate the students.

b. Whilst-teaching activities

Whilst-Teaching activities are the main part of the teaching activity. Whilst-teaching is the activity which teacher begins to introduce the lesson, and then deliver it to the students and practice it during the class. In this activity, the teacher expects to achieve the goal and objective of teaching. There are five stages in whilst-teaching. They are observing, questioning, exploring, associating and communicating.

In observing stage, the teacher shows the narrative text to the students, then the teacher asks students to read the text individually in order to get information from the text/passage.

In questioning stage, after students read the text given, the teacher asks some questions about information related to all aspects of narrative text.

In exploring stage, students and the teacher discuss about the structure of the text, language feature and moral value of narrative text. The teacher helps students understand the

relationship between these elements and how each element is dependent on the others. For example the teacher tells students that identifying the theme requires studying the main characters, the problem and the way in which the main characters solved or did not solve the problem.

In associating stage, the teacher gives the narrative text and story mapping for the students as an exercise. Then the teacher asks the students to read the text. The teacher may use think-aloud procedure to identify the elements in the story mapping.

Communicating is the last stage in whilst-teaching. Here, after reading the text, the teacher call upon students to identify story mapping elements, responds positively to students and encourages them to state their opinions. If their answers are wrong, the teacher will ask other students for the right answer. Finally, after the students answer all questions with story, the teacher explains the material completely and discuss with all of the students.

c. Post-teaching activities

Post-teaching activity is the last activity in a lesson. The teacher gives feedback to what have been done by the students during the process of learning. The teacher evaluates understanding of narrative text by asking the students. It can be a reward for a group who perform and comprehend the text very well. After that, the teacher concludes or summarizes the lesson. The teacher could also assign the student to find another narrative text and use story mapping technique to understand it. Then, the teacher tells the student the topic of the study that will be discussed in the next meeting.

## D. CONCLUSION AND SUGGESTIONS

Based on the previous discussion, it can be concluded that story mapping technique can be implemented as one of the techniques in improving students' understanding and comprehending English text, especially narrative text. It can be implemented since it actively engages the students in discussion. They could solve the problem with story mapping. Therefore, they could understand and comprehend the text more. The teacher begins by introducing each of the steps to students and telling them the purpose and use of each. There are character, setting, event, problem and resolution and summarizing.

It is suggested for teachers to consider in choosing the story mapping for junior high school students. Reward should be provided for students with the highest score in order to stimulate students' willingness in doing story mapping.

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